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Leadership Development and Service-Learning

By John Hoang Sarvey, Executive Director of City Year San Jose/Silicon Valley and Abby Benedetto, Service Manager for the Young Heroes and City Heroes Programs

We all know that community service is more thoughtful, transformative, and effective when there is a full understanding of the context and there are structured opportunities to draw out lessons from the experience. Whether linked formally to an academic course or incorporated as part of a program’s training and reflection, service-learning greatly improves the quality of impact on the service and the participants. At City Year San Jose/Silicon Valley, we are beginning to identify elements of service-learning that can sig-



Members of Young Heroes and City Year finish morning program with a “Spirit Break”

nificantly advance participants’ leadership skills development.

Our approach to service-learning includes an emphasis on learning outcomes specifically geared toward developing participants as leaders capable of addressing community and social issues by engaging others in service. Inherent in these outcomes are certain skills such as critical analysis, problem-solving, communications, managing diversity, building team and community, service project development, and project manage-

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Theme: Listening to the Voice of Youth/Youth as Leaders—Editor’s Box

The definition of leadership, according to James Kouzes and Barry Posner, is “the art of mobilizing others to want to struggle for shared aspirations.” Youth leadership, therefore, can be defined as young people making decisions and assuming responsibility in the design, implementation, and evaluation of activities in their schools and communities. (With thanks to Joy Des Marais, NYLC)

America’s Promise is dedicated to fulfilling five promises for young people, thereby building and strengthening the character and competence of our youth. One of these five promises is to provide young people with an opportunity to give back to their communities through service. An important way of fulfilling this promise is empowering youth to take leadership roles in their organization, community, and schools, thus gaining skills in such areas

as decision-making, management, and problem solving. This not only enhances self-esteem but also instills a sense of service that can carry through a lifetime.

This issue of *The Resource Connection* explores how some national service programs are guiding youth into leadership roles. There are tips and strategies that your program might consider to increase youth involvement in program development, trainings, board representation, and other leadership development strategies.

There is also a list of websites with youth leadership as a focus, publications available through the NSRC lending library on youth voice, and a summary of the recommendations resulting from the round table sessions on youth philanthropy. ■

Leadership Development

(continued from page 1)

ment. While some service-learning programs rely on individual service placements, our approach by its very nature must involve group-based service. In fact, our programs tend to incorporate substantial amounts of teamwork and community building.

Most full-time corps-based AmeriCorps programs exemplify this concept. At City Year San Jose/Silicon Valley, we are also applying this concept to two programs through which our AmeriCorps members engage middle and high school students.

Young Heroes

Young Heroes, a structured youth service corps for middle school students, was first started six years ago in Boston when a middle school student asked why she couldn't be in City Year. Because the AmeriCorps members couldn't think of a satisfactory answer, they decided to create a City Year-like program for middle school students.

Today Young Heroes' programs engage over 1,000 middle school students in ten cities throughout the nation. The middle school students must submit a written application and be interviewed. Once accepted, they commit to serving almost every Saturday for five months. They are placed on diverse teams of 10 to 12 led by team leaders, wear uniforms, participate in high energy calisthenics, go through leadership and service workshops, and engage in transformative service projects. The teams are named after local, living heroes who currently serve the community. The Young Heroes have the opportunity to meet these heroes, to hear from them, and sometimes perform service with them.

City Heroes

Drawing upon the model and success of Young Heroes, a few City Year programs have started programs to engage high school students. This year at City Year San Jose/Silicon Valley we launched a "City Heroes" program with over 50 high school students. Because the Saturday

model doesn't work as well for high school students, we have a modified schedule that includes service projects, leadership training conferences, and retreats. The program, which runs from January to June, engages about 50 high school students two times a month in a variety of settings.

City Heroes is based on the belief that high school students have the passion and the drive not only to serve but to become leaders in inspiring their peers to serve. The high school students

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Young Heroes during a neighborhood clean-up on MLK Day

Core Elements of City Year's Approach to Service-Leadership Development

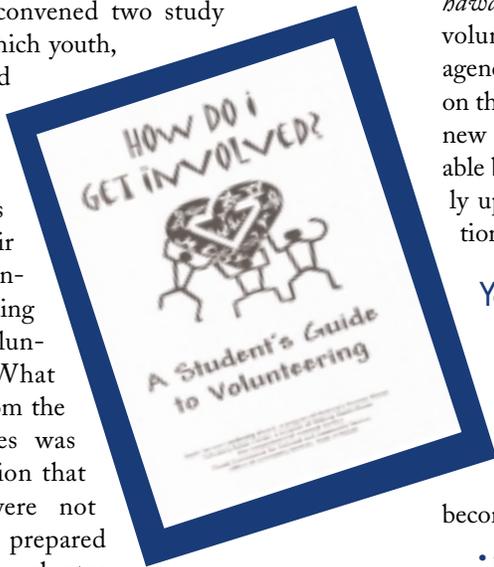
- ◆ Participants not only perform community service, but they develop leadership skills in order to engage others in service.
- ◆ Learning outcomes are geared toward becoming a better service-leader and include critical analysis, problem-solving, communications, managing diversity, building team and community, service project development, and project management.
- ◆ The program is time-intensive, often over 100 hours over a very specific period of time with a clear start and finish.
- ◆ It is very clear whether or not a participant is in the program. There is no floating in and out. Individuals need to apply and get accepted. Once in the program, they identify themselves as being part of the program: "I am a Young Hero."
- ◆ The program is very structured and involves substantial amounts of group process, teamwork, and community building. Working in groups is a powerful vehicle for transformation.

Youth Service Leadership Board: Paving the Way for Youth Volunteers

By Vickie Asato, AmeriCorps Promise Fellow, Youth Service Leadership Board

Defining the Challenge

The mission of the Youth Service Leadership Board is to increase opportunities for youth to participate in youth service activities and to ensure that their service experience is useful and enriching. The board, which serves as a program of America's Promise Hawai'i and the Voluntary Action Center, consists of 13 secondary school students from both public and private schools who meet once or twice a month and attend various community-service fairs and workshops. During the summer of 1999, the board convened two study circles in which youth, teachers, and representatives of community agencies shared their ideas and concerns regarding youth volunteerism. What emerged from the study circles was the realization that students were not sufficiently prepared to make the volunteer experience meaningful to them.



Reaching a Solution

Over the next few months, the board worked diligently to publish a booklet called *How Do I Get Involved? A Student's Guide to Volunteering* (currently available in PDF format at the America's Promise Hawai'i website listed below). This is a short, easy-to-read booklet for youth that takes them step-by-step through the process of figuring out what interests them, what kind of experience they want, which agencies can provide that experience and how to contact those agencies, and how to get the most out of that experience. The board also published the *Youth Volunteer Directory*, which goes hand-in-hand with the guide. The directory lists many agencies throughout Hawaii that offer opportunities for

youth to volunteer. Each listing describes the agency and what it does, and provides a description of volunteer opportunities and how to apply for them. Using both of these resources, youth can easily find and obtain volunteer opportunities that suit their personal interests, thus enriching their volunteer experience.

Looking Ahead

By the end of summer 2000, youth will be able to log on and search the directory at the America's Promise website: www.americaspromise-hawaii.org to help them quickly find the right volunteer opportunity. They can contact the agency simply by clicking on the e-mail address on the page. Agency personnel will be able to add new volunteer opportunities that become available by filling out a form which will automatically update the database and make the information available immediately.

Youth Mentoring Youth

Having learned so much about youth volunteerism, the board decided that they were ready to become mentors to other youth. They identified the following 10 skills that they wanted to develop in order to become effective mentors:

- public speaking
- time management
- publicity
- computer training
- effective communication
- facilitation of meetings
- decision making
- organizational effectiveness
- working with people
- obtaining good resources

The board is now researching each topic and organizing free weekly training workshops which will be open to the public.

For more information on the Youth Service Leadership Board, contact Vickie Asato at 808-536-5006, or e-mail: vic@seven27.com ■

Quotes from members of the Youth Service Leadership Board

"In our creation of the Youth Directory, we wanted it to become a key source for awareness of youth volunteerism."

**Evan Nakatsuka
8th Grade**

"We will strive to perpetuate this wonderful board and have it be known throughout the entire state of Hawaii."

**Tysen Causey,
11th Grade**

AmeriCorps*NCCC: Everyone Leads

By Siobhan Dugan, Public Affairs Specialist for the Corporation for National Service

AmeriCorps*National Civilian Community Corps (NCCC) builds leaders. It's as simple as that, according to Mikel Herrington, director of projects and training at the Charleston, South Carolina campus. "I always tell members that once they're out of AmeriCorps*NCCC, they will be able to work in any sort of program throughout their lives," Herrington said. "There aren't many programs where you work, play, and live so intensely with people."

Members can also count on working with a lot of people over the course of their 10 months of service because they move from project to project, with sponsors ranging from the Boys and Girls Clubs to Habitat for Humanity. Teams are sent to at least four or five projects of six to eight weeks in length in a program year. Team leaders, in particular, are "forced to constantly test their leadership skills," because their situations keep changing. As Herrington states, "They learn to build a team and identify skills of their team members for specific projects."

Leaders in the Making

Team leaders undergo intensive training at the beginning of their service year, filled with role-playing and case studies from earlier projects,



in the field, staff members conduct site visits to ensure that everything is going well and that lines of communication are clearly established to address problems that come up.

AmeriCorps*NCCC members have to be flexible in working with project sponsors, according to Herrington. "We guarantee the team that things

are going to be different from the written descriptions we've given them. We help them learn to deal with things as they come up, because it's impossible to have a project run exactly as it says on paper. We try to get the teams to understand how to work with the sponsors to make a project work."



Kate Becker, regional director at the Washington, DC, campus, maintains that leadership development is "about building self-confidence and empowering people." All team members, not just team leaders, get plenty of opportunities to develop leadership skills because each team has a member assigned to specific duties.

Photos: Team from the NCCC Capitol Region campus, building houses for Habitat for Humanity's Collegiate Challenge in Lynchburg, Virginia

The program has built in sufficient time for debriefing to give everyone involved a chance to reflect on what they've learned. Each team also holds weekly debriefings with its sponsor and turns in weekly written reports that help highlight positive and negative points.

Results Tell It All

The proof that this leadership development approach is successful is in the amount of service that teams can accomplish. Herrington noted that he typically tells sponsors to increase the workload by half. Nickie Hawkins, of Greater Lynchburg (Virginia) Habitat for Humanity, underscored that outlook. AmeriCorps*NCCC members participate in Habitat's annual Collegiate Challenge at several sites, providing leader-

ship for college students who spend their spring break building homes with the organization. With AmeriCorps*NCCC members on hand, Hawkins said the results “at least double and maybe triple our productivity.”

While together the AmeriCorps*NCCC members accomplish the goals of the service projects, they also gain an indelible sense of service, citizenship, teamwork, and leadership, which they will carry with them for the rest of their lives.

Their increased understanding of the challenges and rewards of leadership in an environment of volunteers will enable them to identify and meet the needs of their communities long after leaving AmeriCorps*NCCC.

For more information on leadership development with AmeriCorps*NCCC, you may contact the Office of Recruitment at 800-942-2677 or go to the Corporation for National Service website at: www.nationalservice.org ■

Keys to Successful Leaders in AmeriCorps*NCCC

 Intensive training at the beginning of service year

 Clearly establish communication lines

 Regular site visits by staff members

 Specific duties and responsibilities assigned to a team on an ongoing basis

 Weekly debriefing with sponsor and time for reflection

Roundtable Discussion—Raising the Roof: Youth Voices on Giving

With contributions from Thea Kachoris, Program Associate, Corporation for National Service

In October, 1999, the Corporation for National Service organized approximately 30 young people (ages 14-24) for a roundtable session on youth philanthropy. This diverse group of young people were chosen to share resources and effective practices on youth philanthropy, and to develop a plan to address the challenges that youth face in their philanthropic efforts. The following are some of the main recommendations that evolved from this discussion.

Youth in Governance

- Position of Youth Advisory Committees (YAC's) in places of real influence
- Grant requirement: include youth leadership
- Youth on boards (schools, and city and community councils)
- Laws for youth to have the opportunity to serve on boards of directors

National Policy

- Senate committee on youth service (as counterpart to existing committee on youth violence)*
- Cabinet-level position for youth*

Local Policy

- Youth advisors to mayors and governors

Media and Awareness Building

- Youth media association*
- Youth feedback on education
- Professional development for youth and adults (how to work with youth)
- National service hotline
- Nationwide issue—focused youth strike or rally
- Newsletters through schools
- Annual conference on youth giving

Funding

- More youth foundations (money to youth by youth)*
- Federal money for youth contingent on youth involvement

Education

- Integrate mandated service-learning with the curriculum*
- Community service during school hours
- Mandatory service in state-funded universities
- Offer “Service 101” courses
- Facilitate partnerships between high school and elementary school students to serve together
- Start younger—target middle schools ■

*Top five ideas presented to the White House Conference on Philanthropy

Being a Catalyst for Youth Empowerment and Youth Voice: My Experience with Youth as Resources

By Janell Waid, AmeriCorps Member, Youth as Resources, Muncie, Indiana

AmeriCorps is an experience that will be with me for the rest of my life; it has helped me see what I want to do in years to come. Many people have played an important role in my life as a youth, and I am so grateful for this—I want to do the same for other youth in my community. Through working as an AmeriCorps member at Youth as Resources (YAR) on projects such as the Youth Opportunity Center and We Care, where youth with disabilities work together for change, I have discovered several important things about youth, adults, and myself.



Janell Waid (front) during a service-learning project as part of YAR/AmeriCorps training.

I've learned that:

- Youth can have a voice and can begin to realize their potential right now—they don't have to wait until they're older to be heard
- Adults and youth can have an equal say as they work together for community change—that it's a two-way street, and adults really are interested in hearing the voices of youth
- Adults do realize and appreciate what young people can accomplish when given the opportunity
- In my role as facilitator for youth-adult partnerships, it is important for me to convey to teachers and other adults that they need to let youth come up with community service ideas—it gives so much more meaning to the projects for the youth involved

One of the most important aspects of my job is to empower youth with whom I come into contact, either by brainstorming in classrooms where I work or in meeting with youth at community centers. Some of the YAR strategies I have found that help empower youth are:

- Inviting their contributions, active participation, and opinions in identifying and addressing needs in their community through work on boards, committees, and service projects
- Showing them I value their contributions and participation by organizing recognition ceremonies and media coverage of their projects, and encouraging them to continue to work on addressing community needs
- Providing opportunities for youth to teach others how to do the work of YAR-boards and service projects

In addition to making a contribution to their community, youth are looking for a way to feel needed and appreciated. YAR/AmeriCorps is helping them do this. When I was a youth, I was not given many opportunities to decide what kind of projects I wanted to do nor was I given a voice. YAR has helped me realize that by giving youth a voice, they will gain more out of their experience. ■



Muncie YAR Adult & Youth Board members with YAR grantee

About Youth as Resources/Center for Youth as Resources...

Youth as Resources (YAR) is a community-based program and philosophy that incorporates youth in governance, youth-adult partnerships, youth-led projects, and youth voice. Local YAR programs are governed by local boards of youth and adults responsible for grant-making to young people who propose community-service projects that address social issues that concern them. This includes issues from health, housing, education, and the environment, to drug abuse, gangs, illiteracy, and crime. YAR provides a framework for youth and adults to work together toward common goals and learn how to appreciate each other's strengths. Self-esteem for the youth involved is enhanced as they learn leadership and life skills. Adults learn to recognize young people as valuable community resources.

There are 70 YAR programs throughout the U.S. as well as in Canada, New Zealand, and Poland. Currently, 18 YAR programs utilize the help of AmeriCorps members. The Center for Youth as Resources (CYAR) in Washington, DC, the national headquarters for YAR, provides training and technical assistance to start and sustain local YAR programs, and collaborates with other organizations that focus on positive community youth development.

For more information on YAR, contact the Center for Youth as Resources at 202-261-4131, fax: 202-785-0698, e-mail: yar@ncpc.org, or visit their website at: www.yar.org ■

Eight Reasons to Involve Youth

Excerpted by permission from the Activism 2000 Project newsletter, Special Report. Visit the Activism 2000 Project's website at: www.youthactivism.com, or call them at 1-800-KID-POWER.

Maximum youth involvement makes sense because young people...

1

Serve as role models and peer educators

It's no secret that kids listen to kids.

2

Influence their parents and other adults

Young people have more influence on their elders than is acknowledged; for example, persuading a relative to quit smoking.

3

Diagnose problems and provide a reality check

Youth are the first ones to ask if you really want to know what works and what doesn't.

4

Challenge conventional thinking

"Children everywhere can stop us short with their unnerving moments of innocent good sense."

Robert Coles, *The Political Life of Children*

5

Attract news media coverage

A sound bite by a teenager stands a better chance of being quoted than speeches by experts and knowledgeable advocates.

6

Capture the attention of decisionmakers

Concerned young people, whose motives are rarely questioned, can motivate powerbrokers to take action.

7

Pursue unorthodox tactics and circumvent roadblocks

Setbacks may increase young activists' determination, due partly to their sense of invincibility and idealism.

8

Motivate others

Professionals from teachers to CEOs who serve with youth on boards, etc., frequently rave about how the meetings are more lively, the adults are more polite to one another, and the youth members help forge a consensus.

Websites to Look at with a Youth Leadership Focus

National Youth Summit

Young People: Partners in Fulfilling the Promise

When:
June 22-25, 2000

Where:
Orlando, Florida

The mission of the National Youth Summit is to highlight and ignite service by youth-adult partnerships to better the lives of young people.

The Summit is being planned by 25 national organizations committed to youth and the Five Promises.

For more information:

Call the Summit Hotline at 202-729-0027

Visit the website at:

www.nationalyouthsummit.org

National Youth Leadership Council (NYLC)

<http://www.nylc.org/>

NYLC is a prominent advocate of service-learning and youth service. Its primary mission is to engage young people in their communities and schools through innovations in learning, service, leadership, and public policy.

The following are some of NYLC's youth leadership programs and involvements:

☞ **National Youth Leadership Camp** uses an experiential high-adventure curriculum that trains young people as active problem solvers in their communities.

☞ **Youth LEAD...Catalyzing the National Youth Movement**

supports the follow-up efforts of young people to the Presidents' Summit for America's Future, in partnership with the Corporation for National Service, the National 4H Council, the Points of Light Foundation, America's Promise, and the W.K. Kellogg Foundation.

☞ **Youth Project Team**

is a trained team of eight young people from Minnesota's Twin Cities metro area who are leaders dedicated to promoting youth voice, service-learning, and youth-adult partnerships.

☞ **Youth F.E.L.L.O.W.S Model School Project**

works to integrate civic education, technology, and youth leadership development into existing service-learning curriculum. The project is directed by a team of college interns and sponsored by the Corporation for National Service.

Points of Light Foundation

<http://www.pointsoflight.org/>

One of the many involvements of the Points of Light Foundation is to connect youth to their communities. Their **Youth Engaged in Service (YES) Ambassador Program** strives to develop young leaders in the fields of national and community service. The program places community-minded young people between the ages of 18-25 with statewide partner organizations for one year to provide technical assistance, training, advocacy, and program development relating to youth service, service-learning, and youth leadership.

Youth Service America (YSA)

<http://www.ysa.org/>

YSA is a resource center and the premier alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, and globally.

The following YSA programs are designed specifically to strengthen and encourage young leaders in national service:

☞ **Fund for Social Entrepreneurs**

was launched in order to invest in visionary young leaders who have bold, effective, and innovative ideas for national and community service ventures.

☞ **Prudential Youth Leadership Institute**

is a leadership and training program developed by the Prudential Insurance Company of America in partnership with YSA and the Points of Light Foundation.

☞ **New Generation Training Program**

is an experiential and innovative national leadership development program that provides skill-based training and creates a network of young colleagues in the national and community service fields. ■

Youth Empowering Youth through Learn and Serve America

By Holly Gillespie, Senior Project Coordinator, Youth Resources of Southwestern Indiana

I can still recall being a teen chosen to participate in Youth Resources of Southwestern Indiana's programs. As a member of the Teen Advisory Council, I remember being excited that, for the first time, adults wanted to hear what we as teens had to say. We planned, implemented, and evaluated projects, not our adult sponsor or teacher! Youth Resources taught us how to be a voice in the community and then listened to what we had to say. I had the first inkling of what I would later learn is called "empowerment."

The focus of Youth Resources, empowering young people through meaningful community service projects, is as important today as when I was a student. The service project, however, has evolved from community service to service-learning. This happened in 1993-94, when Youth Resources collaborated with Evansville Vanderburgh School Corporation to develop a service-learning program. From this collaboration, the elements of the Youth As Resources/Service-Learning model emerged (see model on screened side bar). The model is one of student/teacher decision making in creating service-learning projects.

One of the unique components of this model is the teen screening committee. This committee can be formed through schools, youth service agencies, or community foundations. In Evansville, the screening committee is part of a teen leadership program called the Teen Advisory Council. The city's mayor has named this council his official teen advisory group.

Teen Advisory Council's Screening Process

The 60-member teen council has 15 students who volunteer to serve on the screening committee. The review of the projects is a carefully developed process, with every member integrally involved in decisionmaking:

- Committee members are paired as first and second reader, and each review the grant proposal they are given

- Each rate all areas of criteria on a scale of 1-5, with 5 being the best, with notes explaining their scoring rationale
- The two readers contact one another and determine a final recommendation for the Teen Advisory Council
- The council meets and the first reader presents the grant project; council members discuss and ask the reader questions about the project
- After all questions have been answered, the committee determines their final recommendation for the Youth Resources Board of Directors
- The committee chairperson presents the grant screening committee recommendation for each grant proposal to the Board of Directors for final approval

Because the proposals are projects for youth being reviewed through the eyes of youth, the teen screening committee is better able than the adult board to discern which proposal is promising and viable. They can quickly tell whether or not youth have been involved in the planning process, if youth can actually implement the project, and if the project will realistically enhance the curriculum being studied. The committee is also instrumental in improving the screening process, by providing suggestions and feedback.

Seeing so many youth experiencing the same empowerment that originally excited me as a youth by participating in community service is certainly rewarding. Teach youth the skills they need to be a voice and then open your ears, mind, and heart, and truly listen.

For more information on using youth councils for reviewing Learn and Serve America projects, contact Holly at 812-421-0030, e-mail: hgill@evansville.net. The Youth Resources website is: www.youthresources.org ■

Youth As Resources/Service-Learning Model

- 1 Study a unit of material
- 2 Brainstorm about community problems or conduct a formal needs assessment
- 3 Think about a community service that addresses the problem
- 4 Decide how the curriculum or academic learning can be used to plan and implement the community service
- 5 Receive funding for the project, if approved by the teen screening committee
- 6 Complete the service project
- 7 Reflect on the experience
- 8 Celebrate the service



Our community's best resource wears sneakers.



Library Spotlight: Youth Voice

Corporation for National Service programs may check out these and other items from our Library Catalog by contacting Jennifer Ryan:

Phone:
800-860-2684, ext.260

TDD:
831-461-0205

Fax:
831-430-9471

Website:
www.etr.org/nsrc/library.html

Address:
NSRC/ETR Associates
P.O. Box 1830
Santa Cruz, CA
95061-1830

Building a Foundation for Community Leadership: Involving Youth in Community Development Projects

Southern Rural Development Center,
Mississippi State, MS, 1996

R0483, 505 pages

Handbook designed to guide high school teachers or adult leaders of youth organizations in creating and implementing their own youth leadership and community development projects. Includes sections on learning about community and leadership, school-based community needs assessment surveys, and school-based community development projects.

Community Problem Solvers: Youth Leading Change

Stack, Kathleen et al.

National Helpers Network, Inc., New York 1996
C0078, 136 pages

A model for preparing young people to assume the role of community problem solvers by teaching them to use collaboration skills. Includes lessons for learning about the community, identifying concerns, selecting a problem, creating a plan of action, and implementing the plan to solve the problem.

Different Drummer: Developing Youth Leadership: A Passport for Success

Hill, Sam

Corporation for National Service, 1998

R1171, 44 pages

Report by a National Service Fellow on the creation of a core group of 200 inner-city young leaders from Denver who participated in a two-week training to learn and develop leadership skills necessary to address the needs of their communities. Includes module and syllabus descriptions of the trainings.

Girls and Young Women: Leading the Way

Karnes, Frances A. and Suzanne M. Bean
Free Spirit Publishing, Minneapolis, 1993

M0180, 160 pages

Twenty stories of girls and young women, ranging from eight to twenty-one years of age, who made a difference in their schools and communities. Provides ideas for action, gives information on how to get involved, and includes tips on starting and keeping a leadership handbook.

No Kidding Around! America's Young Activists Are Changing Our World and You Can Too

Lesko, Wendy Schaezel

Information USA, Inc., Kensington, MD, 1992

R0195, 233 pages

Provides resources and guidelines for young people to become involved in change--social, legal, environmental, and political. Includes testimonials of young Americans who volunteered their services in various projects.

Putting Idealism to Work: The City Year Way

City Year, Boston, MA, 1995

M0162, 56 pages

Presents tips on the topics of leadership, teamwork, challenging yourself, and acknowledging others' beliefs. Focuses on how to practice idealism in national service.

Youth Consultants: Putting It All Together (video)

National Dropout Prevention Center, 1997

V1370, 14 minutes

Video and guidebook were created by ten students from Wren Middle School in Piedmont, South Carolina. Shows how students can serve as youth consultants for service-learning and school reform at the local, state, and national levels.

Youth to Youth: Training Guidelines for Young Adult-Led Service Programs

National Helpers Network, Inc., New York, NY, 1997

C0693, 83 pages

Manual describing training activities originally prepared for college students participating in the Cornell Summer Nutrition and Literacy Program. Designed to guide trainers as they prepare young adults to assume leadership and teaching roles with young adolescents. ■

Let Knowledge Serve the City: An Evolving Service Paradigm

Amy Spring, Student Leadership Coordinator, Portland State University

Over the past six years Portland State University (PSU) has been creating an institutional culture that practices the motto, *Let knowledge serve the city*, and the focus of our current Learn and Serve program is *Students Serving the City*. This emphasis includes developing mechanisms to support student leadership and student voice in the initiation, implementation, and assessment of curricular-based service-learning. By providing resources for faculty and student initiated service-learning, we have been able to institutionalize service-learning on our campus. Although there are still many ways to improve our work, we are happy to say that we currently offer more than 100 service-learning courses each year.

Student leadership and student voice contribute to PSU's service-learning program in the following ways:

- **Partnership between the Offices of Academic and Student Affairs**

A sophomore inquiry service-learning course called Leadership for Change has been developed. It is thematically related to upper division service-learning courses. These courses have become part of a required sequence in undergraduate general education curriculum. Students in these courses are given the opportunity to understand leadership by taking initiative in their community. Students from these classes have gone on to support faculty and other students in subsequent service-learning courses.

- **Student Leaders**

The Offices of Student and Academic Affairs jointly support a team of students called Student Leaders for Service. This newly-created team develops and assists faculty and students in implementing curricular-based service projects. They plan and implement special service projects in conjunction with national service days, and have partnered with co-curricular service organizations to encourage and support broader campus participation in their sponsored projects.

- **Students Assisting Faculty**

Targeted support is made available for students and faculty who collaboratively work together to design, implement, and assess curricular-based service-learning courses. Through these partnerships, student leaders are able to focus attention on mentoring and supporting their faculty colleagues and community partners. The faculty member is able to focus attention on course content.

- **Student Initiated Service-Learning**

Through a partnership with the Community Development Department, a course has been redesigned to include community partnership development and service-learning course designs. This arrangement allows Community Development students to conceptualize, negotiate, and design sustainable community partnerships and service-learning courses, while providing student driven and student-focused service-learning opportunities. Most of the service-learning courses designed through this method are offered in subsequent terms.

All of these accomplishments are evidence of university commitment to integrating service into the academic structure of the undergraduate and graduate curricula. Although we believe we have made productive use of Learn and Serve America program funds to achieve these accomplishments, we are aware of the need to continue to create an infrastructure to build student, faculty, and community leadership capacity. We want to listen to community voice as they address a host of needs, and then focus energies to produce demonstrable impacts from service and learning.

For more information on a youth leadership focus in a Learn and Serve America Higher Education programs, contact Amy Spring at 503-725-5642, e-mail: springa@mail.pdx.edu ■

Simple Strategies for Working with Young People

By Joy Des Marais, Director
Strategic Youth Initiatives
Nation Youth Leadership
Council (NYLC)

- **Learn about the young people you work with: What are their names? What are they interested in? What is the reason for being involved in the activity? Also, share that same information about yourself.**
- **Have fun and laugh together.**
- **Ask questions if you don't understand what a young person might be saying.**
- **Listen to young people without making judgments or immediately offering advice.**
- **Be yourself.**
- **Be honest.**
- **Remember what it was like to be young yourself. What adults did you respect and admire? Why? How did they treat you as a young person? Use those people as an example.**



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Leadership Development

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are placed on diverse teams of 8 to 10 led by team leaders with whom they participate in monthly activities as well as organize their own specific service project, tackling a social issue they have identified as important. Using a curriculum that includes leadership development, diversity training, and transformative service, the City Heroes complete over 100 hours of service. This helps them become equipped with the tools and confidence to effectively assess the needs of a community and create programs to work towards solving those needs.

Striving for the Ripple Effect

One of the advantages of programs with an intentional emphasis on leadership development is that the impact and the service doesn't just end

with the participants. By its very nature the program is designed to "ripple out" as the participants engage even more people, particularly their peers, in service. Through this approach, five AmeriCorps members could engage 100 high school students who then lead 1,000 more high school students—the ultimate volunteer multiplier effect.

When all of these elements—service, leadership, diversity, community building—are combined into a comprehensive and structured program, it makes for a much deeper, more meaningful and transformative experience.

For more information on City Year San Jose/Silicon Valley and its programs, call John Hoang Sarvey at 408-294-2290,
e-mail: jsarvey@CityYear.org ■

President's Student Service Challenge

The President's Student Service Challenge is an opportunity for schools, colleges, and community organizations to recognize outstanding service of young people who volunteer every day to improve their communities, and to encourage more young people to serve.

There are two programs that make up the President's Student Service Challenge:

President's Student Service Awards

Youth ages 5 to 25 may receive an award for 100 hours of service to their community

President's Student Service Scholarships

One exemplary junior or senior in each high school may receive a \$1,000 scholarship for outstanding service

Here's how to find out more:

President's Student Service Awards

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phone: 302-622-9107
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e-mail: pssainfo@dca.net
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The President's Student Service Challenge is sponsored by the Corporation for National Service and administered by American Institute for Public Service, Citizens' Scholarship Foundation of America, The Points of Light Foundation, and Youth Serve America. ■