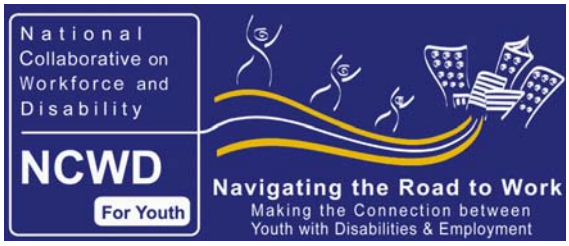
A BACKGROUND PAPER

Youth Development & Youth Leadership

PAPER PREPARED BY:

Andrea Edelman
Patricia Gill
Katey Comerford
Mindy Larson
Rebecca Hare



National Collaborative on Workforce and Disability for Youth

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The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies.

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NCWD/Youth
1-877-871-0744 (toll free)
www.ncwd-youth.info
Collaborative@iel.org

Youth Development & Youth Leadership

Purpose

All effective youth programs have youth development at their core. Effective youth leadership programs build on solid youth development principles, with an emphasis on those areas of development and program components that support youth leadership. This paper has been created by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) to assist youth service practitioners, administrators, and policy makers in defining, differentiating, and providing youth development and youth leadership programs and activities, which are important components of the Workforce Investment Act (WIA).

Background

Youth Development in Workforce Development

In 1994, the National Youth Employment Coalition (NYEC) held a series of meetings to discuss the state of youth training and employment programs for disadvantaged youth in America. Based on these meetings, a report was sent to the US Secretary of Labor outlining the need for a comprehensive national youth policy (National Youth Employment Coalition, 1994). The suggested policy would cross sectors of government and fields of service delivery including employment and training, health and human services, housing and community development, secondary and postsecondary education, and juvenile justice, and would not only provide services to youth but would also value youth as a resource for program development. The comprehensive youth policy would put in place a coherent and long-term strategy that would contribute to positive youth development in such a way that no one federal agency could possibly achieve.

As a result of these recommendations by NYEC and others, the youth provisions of WIA (1998) fused youth development principles with traditional workforce development. This convergence reflected the growing consensus that the most effective youth initiatives are the ones that focus on a wide range of developmental needs.

WIA offers comprehensive youth services emphasizing a systematic, consolidated approach geared toward long-term workforce preparation. This comprehensive approach for youth consists of 10 required program elements:

- Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies;

- Alternative secondary school services, as appropriate;
- Summer employment opportunities that are directly linked to academic and occupational learning;
- Paid and unpaid work experiences, including internships and job shadowing, as appropriate;
- Occupational skill training, as appropriate;
- **Leadership development opportunities** (emphasis added), which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours;
- Supportive services;
- Adult mentoring for the period of participation and a subsequent period, for a total of not less than twelve months;
- Follow-up services for not less than twelve months after the completion of participation, as appropriate; and
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

WIA's inclusion of leadership development activities as one of the 10 required program elements is consistent with research (National Research Council and Institute of Medicine, 2002; Gambone, Klem, & Connell, 2002; Sipe, Ma, & Gambone, 1998) showing that effective youth initiatives give young people opportunities to take on new roles and responsibilities through the program and the community.

Youth Development for Youth with Disabilities

Although research shows that youth who participate in youth development and youth leadership experiences are more likely to do well in school, be involved in their community and positively transition through adolescence to adulthood, youth with disabilities have often been isolated from mainstream youth development programs. To ensure equal access to all the benefits of the youth-focused provisions in WIA, a number of organizations devoted to promoting opportunities for persons with disabilities have become active in the arena of comprehensive youth development and workforce development. These organizations seek to replicate successful youth development activities for all youth while maintaining a focus on areas of need specific to youth with disabilities, including exposures to mentors and role models with and without disabilities, and an understanding of disability history, culture, and public policy issues as well as their rights and responsibilities. The long history of adult-driven advocacy, leadership, and activism within the disability community combined with the desire to see the emergence of the next generation of young leaders with disabilities, resulted in the 1990s serving as the backdrop for the emergence of a youth leadership and youth development

As a result of emerging views around self-determination, leaders in the disability community and their federal partners, sought to involve youth in the planning, development, and implementation of an annual conference focusing on the leadership development of young people with disabilities. In 1990, following the first two national conferences for youth with disabilities sponsored by the Social Security Administration and other federal agencies, a young person was appointed as the first chair of the National Youth Leadership Council. The Chair was charged with planning and implementing the annual conference, which eventually evolved from its concept as an annual event into a year-round network called the National Youth Leadership Network (NYLN). It is housed at Oregon Health and Sciences University (OHSU) Center for Self-Determination, with additional support provided by the Academy for Educational Development (AED).

NYLN has grown into a formal year-round network of cross-disability youth leaders from the U.S. and its territories. Unique in its development of youth-led research studies, the NYLN has created an annual Future Directions Agenda written in "youth speak" and based on feedback from the conference participants around the prevailing issues facing youth with disabilities today. Past agendas have included: increasing opportunities for meaningful employment; the education and preparation of youth with disabilities around transition issues; and the need to promote disability culture and history. The leadership of the NYLN has also developed formal and informal mentorship programs. These programs include peer-to-peer, federal government mentors, and disability

community mentors. Deeply rooted in the disability community, NYLN is dedicated to advancing the next generation of disability leaders and seeks to accomplish the following goals:

- Promote leadership development, education, and employment to ensure that all youth with disabilities have the opportunity to attain their maximum and unique potential;
- Foster the inclusion of young leaders with disabilities into all aspects of society at national, state, and local levels;
- Communicate about issues important to youth with disabilities and the policies and practices that affect their lives.

National Collaborative on Workforce and Disability for Youth (NCWD/Youth)

In 2001, the Office of Disability Employment Policy (ODEP) at the US Department of Labor (DOL) funded a national technical assistance center designed to assist the workforce development community in addressing issues affecting the employment of youth with disabilities. As a result, NCWD/Youth was formed with the following three goals: (1) supporting state and local policies that promote full access to high quality services for youth with disabilities; (2) strengthening the services provided by organizations responsible for delivery of workforce development services; and (3) improving the awareness, knowledge, and skills of individuals responsible for providing direct services to youth. Because leadership development and youth development have such a prominent role in WIA, NCWD/Youth is taking the important first step of identifying essential areas of development and program components for youth leadership and youth development programs to ensure the leadership capabilities of youth with disabilities.

Definitions: Youth Development and Youth Leadership

Often, and mistakenly, the terms "youth development" and "youth leadership" are used interchangeably. In order to differentiate between these two concepts clearly, NCWD/Youth reviewed a range of sources on youth development and youth leadership, including current literature, curricula, and program models, and examined different definitions and descriptions of program components of each. (For a comparative chart of the major youth development models reviewed, see Appendix A: Comparison of Youth Development Models.). The goal was to identify a single working definition of each term.

Definitions of youth development typically characterize it as a process or approach in which young people become competent or develop competencies necessary to be successful and meet challenges (Center for Youth Development and Policy Research, 1996; National Collaboration for Youth, 2003; Pittman, 1991; Youth Development Institute, n.d.; Youth Development Block Grant, 1995). Most definitions also identify either specific desired outcomes that young people need to achieve or critical tasks they must accomplish in order to achieve these positive outcomes (Astroth, Brown, Poore, & Timm, 2002; US Department of Heath and Human Services, 1996; Center for Youth Development and Policy Research, 1996; Youth Development Institute, n.d.; Youth Development Block Grant, 1995; Carnegie Council on Adolescent Development, 1989). The Search Institute's definition differs slightly in its focus on assets, defined as factors – both internal and external – that promote positive development; however, its explanation of youth development covers similar developmental needs and challenges as other definitions (Search Institute, 1996). Most sources identify similar and overlapping competencies and outcomes that young people need to develop or achieve. In each instance, these competencies or outcomes encompass a wide range of areas such as cognitive, social, civic, cultural, spiritual, vocational, physical, emotional, mental, personal, moral, or intellectual development. Based on its research of existing definitions, NCWD/Youth has adopted the following working definition of youth development adapted from NYEC and National Collaboration for Youth: youth development is a process which prepares

young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems.

The concept of youth leadership was also examined with the goal of identifying a working definition. Some definitions of youth leadership describe it as the ability to lead others or get others to work together toward a common goal or vision (Rutgers Cooperative Extension, 2003; US Department of Health and Human Services, 1996; National Order of the Arrow, 1992; Wing Span Youth Empowerment Services, n.d.). More often than not, definitions of youth leadership focused on the ability to lead oneself and work with others, while not necessarily influencing others to act (ERIC Clearinghouse on Disabilities and Gifted Education, 1990; Youth Leadership Support Network, n.d.; Urban Think Tank Institute, 2002;.Karnes & Bean, 1997). Definitions frequently characterize youth leadership as the ability to envision a goal or needed change, to take initiative or action to achieve the goal, to take responsibility for outcomes, and to work well with, relate to, and communicate effectively with others. In the review of definitions, it has become apparent that youth leadership can be defined as both an internal and external capability. Therefore, NCWD/Youth has chosen to adopt a two-part working definition of youth leadership, as follows: **youth leadership** is (1) "The ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance" (Wehmeyer, Agran, & Hughes, 1998); and (2) "the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change" (Adolescent Employment Readiness Center, Children's Hospital, n.d.).

Using these definitions, one can begin to distinguish youth leadership from youth development. Youth development, while including youth leadership competencies, encompasses a broader, more holistic process of developmental growth that occurs during adolescence, one that will determine both adolescent and adult behavior. Although leadership ability is part of the full range of competencies or outcomes achieved through the youth development process, youth leadership is a distinct area of youth development with a primary focus on mastery of certain competencies necessary for effective leadership, including responsibility, teamwork, and vision. These distinct understandings of youth development and youth leadership will be used throughout this paper.

Supporting Research: Youth Development and Youth Leadership

NCWD/Youth also conducted an extensive review of research on youth development and youth leadership programs and on what strategies and practices have been found to shape the development of young people in positive ways. Unfortunately, according to a recent report by the White House Task Force for Disadvantaged Youth (2003), the amount of high quality research on outcomes of youth programs is limited. Still, some valuable information about the impact of youth development and leadership programs can be gleaned from existing research.

For example, the Search Institute, an independent, national nonprofit organization dedicated to advancing the wellbeing of adolescents and children by generating knowledge and promoting its application, has conducted extensive research on how young people are affected by the presence or absence of the 40 developmental assets they have identified as essential to youth development. They surveyed more than 350,000 6th- to 12th-graders in more than 600 communities between 1990 and 1995 to learn about the developmental assets they experienced, the risks they took, the deficits they had to overcome, and the ways they thrived (Search Institute, n.d.). Their research found that the presence of developmental assets both protects youth from negative behaviors and increases the chances that young people will have positive attitudes and behaviors (Benson, Leffert, Scales, & Blyth, 1998).

A study by Scales and Leffert (1999) found that the following outcomes were associated with the participation of young people in youth development settings:

- Increased self esteem, increased popularity, increased sense of personal control, and enhanced identity development;
- Better development of such life skills as leadership and speaking in public, decision-making, and increased dependability and job responsibility;
- Greater communications in the family;
- Fewer psychosocial problems, such as loneliness, shyness, and hopelessness;
- Decreased involvement in risky behaviors such as drug use, and decreased juvenile delinquency;
- Increased academic achievement; and
- Increased safety (youth feel safe at home, in school, and in their neighborhood).

Through an extensive review of developmental science research, the National Research Council and Institute of Medicine (2002) identified eight program features known to promote positive youth development. They recommend that community programs incorporate the following features when designing and planning programs for youth:

- Physical and psychological safety;
- Appropriate structure;
- Supportive relationships;
- Opportunities to belong;
- Positive social norms;
- Support for efficacy and mattering;
- Opportunities for skill building; and
- Integration of family, school, and community efforts.

In their review of findings from experimental evaluations, the National Research Council and Institute of Medicine found that participation in community programs for youth was associated with increases in positive outcomes such as motivation, academic performance, self-esteem, problem-solving abilities, positive health decisions, and interpersonal skills, as well as decreases in negative behaviors such as alcohol and tobacco use and violence. While they could not determine from the studies what program features were responsible for effectiveness, they did find that many of the programs demonstrating positive outcomes included the recommended program features.

Gambone, Klem, and Connell (2002) identified a similar set of supports and opportunities as contributing to the healthy development of young people. Specifically, they described the following factors as "what matters in any setting for achieving development outcomes":

- Relationships that are emotionally supportive with adults showing interest in youth's time and activities, and providing practical support, for example, on schoolwork or personal problems;
- Activities that are challenging, interesting, and related to everyday life; and
- Opportunities for youth to participate in decision-making in developmentally appropriate ways, relating to things they care about.

Child Trends, a national nonprofit research organization, has compiled an online index of research that demonstrates that youth development programs are yielding positive outcomes for youth. The index, called *What Works: Research Tools to Improve Youth Development* (available online at www.childtrends.org/youthdevelopment_intro.asp), summarizes available research and evaluations and categorizes it into what works, what doesn't work, and what are some best bets for designing, administering, or funding services for young people (Child Trends, 2004). Research briefs and reports are available on a wide range of youth development outcomes from sexual health to academic achievement to social skills. For example, one research study cited in the Child Trends index found that youth who participated in a youth development program providing training in stress management, self-esteem enhancement, problem-solving, health, assertiveness, and the use of social support networks reported better coping, stress management, problem-solving, and conflict resolution skills than youth who were not in

the program (Caplan, Weissberg, Grober, Sivo, Grady, & Jacoby, 1992).

NCWD/Youth also looked at research about the impact of youth leadership programming by reviewing available studies and surveys of practitioners and young people who have participated in leadership programs. Woyach and Cox (1996) surveyed 25 leading practitioners of youth leadership programs and developed a list of 12 agreed-upon principles important for youth leadership programs (Woyach, 1996). These principles, listed below, speak to both the outcomes and the content of leadership programs as well as to the process of leadership development.

1. Help youth learn specific knowledge and skills related to leadership.
2. Enable youth to understand the history, values, and beliefs of their society.
3. Facilitate the development of individual strengths and leadership styles.
4. Facilitate the development of ethics, values, and ethical reasoning.
5. Promote awareness, understanding, and tolerance of other people, cultures, and societies.
6. Embody high expectations of, confidence in, and respect for youth served.
7. Emphasize experiential learning and provide opportunities for genuine leadership.
8. Involve youth in service to others – to their community, their country, and their world.
9. Facilitate self-reflection and processing of learning both individually and cooperatively.
10. Involve youth in collaborative experiences, teamwork, and networking with peers.
11. Involve youth in significant relationships with mentors, positive role models, and other nurturing adults.
12. Be developed around stated purposes and goals.

In a 2001 study, Boyd looked at the impact of a 4-H teen leadership program in Fort Worth, Texas, which engaged youth in weekly sessions on different concepts related to leadership followed by experiential learning activities. Through the course of the program, youth applied their newly acquired skills and concepts, while completing service projects in the community. Boyd describes experiential learning as "when a person is involved in an activity, looks back at it critically, determines what was useful or important to remember, and uses this information to perform another activity" (Boyd, 2001). He found that the combination of experiential learning and service learning significantly increased youth participants' knowledge of leadership skills, such as decision-making, setting goals, working with others, and community service.

Sipe, Ma, and Gambone (1998) studied the level of self-efficacy among youth in three communities who participated in three forms of youth leadership activities:

- **Formal role** includes being a team captain or coach of a team and serving as a group or club officer or leader;
- **Informal role** includes helping to plan activities, setting rules or procedures for a group, and being in charge of equipment or supplies; and
- **Representation** includes fundraising and making a presentation on behalf of a group.

They found that the youth who participated in the highest number of leadership activities also reported the highest level of self-efficacy and the youth with no leadership activities reported the lowest level of self-efficacy.

Research shows that young people most often develop leadership skills during structured extracurricular (recreational and social development) activities, such as clubs, service organizations, sports programs, and fine arts (Wehman, 1996). Because youth with disabilities are less likely to participate in these types of activities and groups (Moon, 1994), practitioners can play an important role in ensuring that youth with disabilities become engaged in meaningful leadership development activities, including activities involving peers with and without disabilities (Zygmunt, Larson, & Tilson, 1994). Self-advocacy and determination skill building have been found to be important components of leadership development for youth with disabilities (Agran, 1997; Sands & Wehmeyer, 1996; Van Reusen,

Bos, Schumaker, & Deshler, 1994; Wehmeyer, Agran, & Hughes, 1998). Wehmeyer and Schwartz (1997) found that students with disabilities who have self-determination skills are more likely to be successful in making the transition to adulthood, including employment and community independence, and have increased positive educational outcomes, than students with disabilities who lack these skills. These skills are especially important for young people with disabilities to develop in order to be able to advocate on their own behalf for adult services and basic civil and legal rights and protections (Sands & Wehmeyer, 1996; Wehmeyer, Agran, & Hughes, 1998), and workplace and educational accommodations.

Areas of Development: Youth Development and Youth Leadership

During the review of definitions and current research, some common competencies and outcomes emerged in both youth development and youth leadership (See Appendix A: Comparison of Youth Development Models). The Forum for Youth Investment model organizes these common competencies and outcomes into five developmental areas. The Forum is "a national nonprofit organization dedicated to increasing the quality and quantity of youth investment and youth involvement by promoting a big picture approach to planning, research, advocacy, and policy development among the broad range of organizations that help constituents and communities invest in children, youth, and families" (Forum for Youth Investment, 2001). The five developmental areas identified by the Forum are **working, learning, thriving, connecting,** and **leading** (Ferber, Pittman, & Marshall, 2002). NCWD/Youth has chosen to highlight these developmental areas as an effective framework for understanding youth development and youth leadership.

In the following section, NCWD/Youth draws upon its extensive review of the literature and existing practices to outline intended outcomes and examples of program activities that fit within each of the five areas of development. Although program activities may vary with each program and organizational focus, the areas of development and outcomes should remain constant. Within each area of development, there are many specific outcomes that must be achieved. Youth leadership programs typically produce outcomes that fit within the **leading** and **connecting** areas of development (see Chart A: Five Areas of Development with Related Outcomes).

Working

Positive attitudes, skills, and behaviors around vocational direction characterize the area of development known as **working** (Ferber, Pittman, & Marshall, 2002). Young people should be actively involved in activities that will expose them to and offer the opportunity to practice not only the actual skills needed for a particular career, but also the work readiness skills needed to find and maintain employment. Some of the intended outcomes for this area of development include the following:

- Meaningful engagement in one's own career development process;
- Demonstrated skill in work readiness;
- Awareness of options for future employment, careers, and professional development;
- Completion of educational requirements or involvement in training that culminates in a specific vocation or opportunity for career advancement;
- Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency; and
- Positive attitude about one's ability and future in working in a particular industry or the opportunities to grow into another.

Program activities that would support development in the area of working include the following:

- Career exploration activities, including career interest assessments, job shadowing, job and career fairs, and workplace visits and tours;
- Career-related goal setting and planning;
- Internships;
- Work experience, including summer employment;
- Information on entrepreneurship;
- Networking activities;
- Mock interviews;
- Work readiness workshops;

- Visits from representatives of specific industries to speak to youth participants about the employment opportunities and details of working within their industry;
- Mock job searches, including locating positions online and in the newspaper, "cold-calling," preparing resumes, and writing cover letters and thank-you letters;
- Visits to education or training programs;
- Job coaching or mentoring; and
- Learning activities using computers and other current workplace technology.

Learning

Positive basic and applied academic attitudes, skills, and behaviors characterize the area of development known as **learning** (Ferber, Pittman, & Marshall, 2002). Often, this is as simple as giving young people the opportunity to use the skills they have acquired in school or other training programs in a different context. Youth should be encouraged to develop not only a higher aptitude for academic achievement, but also the ability to approach learning with a strategy for achieving success.

Some of the intended outcomes for learning are similar to those found in traditional education settings. Outcomes include the following:

- Basic aptitude in math and reading;
- Rational problem solving skills;
- Ability to think critically toward a positive outcome;
- Logical reasoning based on personal knowledge;
- Ability to determine one's own skills and areas of academic weakness or need for further education and training;
- Sense of creativity; and
- Appreciation and the foundation for lifelong learning, including a desire for further training and education, the knowledge of needed resources for that training, and willingness to participate in additional planning.

Supporting program activities for the area of learning include the following:

- Initial and ongoing skills assessment, both formal and informal;
- Initial and ongoing career and vocational assessment, both formal and informal;
- Identification of one's learning styles, strengths, and challenges;
- Creation of a personal development plan;
- Contextualized learning activities such as service-learning projects in which youth apply academic skills to community needs;
- Monitoring of and accountability for own grades and creation of a continuous improvement plan based on grades and goals;
- Showcase of work highlighting a youth's learning experience — an essay, painting, algebra exam, etc.;
- Development of a formal learning plan that includes long- and short-term goals and action steps;
- Group problem-solving activities;
- Preparation classes for GED, ACT, SAT, etc.; and
- Peer tutoring activities that enhance the skills of the tutor and the student.

Thriving

Attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional wellbeing characterize the area of development known as **thriving** (Ferber, Pittman, & Marshall, 2002). Not only must a young person have intellectual and social competencies to achieve success in adulthood, but he or she must also have the wherewithal to maintain his or her physical and emotional health at its highest level. This includes having the social and intellectual competencies to identify environments and situations that would potentially compromise one's physical health; however, the core of this area of development is the ability to identify and access those situations that enhance one's physical and mental health. Thriving is the optimal relationship between physical and emotional wellbeing, as determined by each youth's particular circumstances and range of abilities.

Outcomes for this area of development range from obvious to obscure. Of the five areas of development, thriving may require the most individualized attention for youth in order for them to achieve successful outcomes. Since each youth brings different experiences to the program, his or her reactions to situational factors will vary. In addition, each youth will have different physical and emotional abilities and needs. Youth must develop knowledge of their own physical and emotional abilities, as well as how to access supports and services to meet their specific needs. Therefore, positive outcomes for thriving may include the following:

- Understanding of growth and development as both an objective and a personal indicator of physical and emotional maturation;
- Knowledge and practice of good nutrition and hygiene; and
- Developmentally appropriate exercise (will vary depending on a youth's age, maturity, and range of physical abilities).

In addition to the core physical and emotional competencies, one must also consider the environmental conditions that support wellbeing. Outcomes for this aspect of thriving would include the following:

- Ability to identify situations of safety and uphold those standards in daily life;
- Ability to assess situations and environments independently;
- Ability to identify and avoid unduly risky conditions and activities; and
- Ability to learn from adverse situations and avoid them in the future.

Finally, each youth should be able to demonstrate confidence and a sense of self-worth as he or she achieves the outcomes that increase the ability to preserve his or her own optimum physical and emotional welfare. To help youth achieve all these outcomes, youth programs may want to consider the following program activities:

- Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development;
- Role playing activities that hypothesize adverse situations and how to resolve them;
- Personal and peer counseling;
- Training in conflict management and resolution concerning family, peer, and workplace relationships;
- Community mapping to create a directory of resources related to physical and mental health, such as health and counseling centers, personal physicians, insurance companies, parks with accessible paths for running and walking, grocery stores, drug stores, etc.;
- Meal planning and preparation activities, including planning the meal, shopping for groceries, and cooking the meal;
- Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation;
- Sports and recreational activities;
- Training in life skills such as how to manage money, find transportation, shop on a budget, buy a car, obtain insurance, etc.

Connecting

Connecting refers to the development of positive social behaviors, skills, and attitudes (Ferber, Pittman, & Marshall, 2002). Relationships with elders, peers, supervisors, family, and other community members commonly influence these behaviors, skills, and attitudes. The level to which a young person has developed in this area will also dictate how he or she continues to build varied relationships later on in life. Further, maintaining these relationships in a way that will positively benefit the young person is the goal of this area of development. Outcomes for the area of connecting include the following:

- Quality relationships with adults and peers;
- Interpersonal skills, such as the ability to build trust, handle conflict, value differences, listen actively, and communicate effectively;

- Sense of belonging and membership, (e.g. valuing and being valued by others and being a part of a group or greater whole);
- Ability to empathize with others;
- Sense of one's own identity apart from and in relation to others;
- Knowledge of and ability to seek out resources in the community; and
- Ability to network in order to develop personal and professional relationships.

Outcomes for this area are based on the party with whom the youth is connecting. Given the subjectivity of this area of development, a youth's outcome level can be based on the number and character of relationships with peers and adults, the skills used to start and maintain these relationships, and the degree to which the youth feels acceptance and belonging toward the individual or group. For instance, if a youth feels that he or she has an extremely supportive relationship with an adult mentor, but still has very few positive peer relationships, he or she needs to be directed to programming that builds interpersonal skills with peers. Program activities that would enhance a young person's ability to connect include the following:

- Mentoring activities that connect youth to adult mentors to provide guidance and support and build interpersonal skills that are needed to relate to older people and those in roles of authority;
- Tutoring activities that engage youth as tutors or in being tutored, since both types of tutoring activities advance a young person's ability to work on group projects, communicate with others, teach, and learn;
- Research activities in which youth identify resources within the community through activities that allow them to practice conversation and investigation skills with those individuals who they do not know very well;
- Letter writing to friends, family members, and pen pals to build language and communication skills and encourage connecting to others;
- Attendance at job and trade fairs to begin building a network of contacts in particular career fields of interest;
- Role-playing of interview and other workplace scenarios;
- Positive peer and group activities that build camaraderie, teamwork, and belonging, such as team-building exercises, sports and recreation, designing t-shirts or other apparel that signifies group affiliation, etc.; and
- Cultural activities that promote understanding and tolerance.

Connecting is an important area of development for youth leadership. Youth leadership programs emphasize this area by focusing on building skills that further connect youth to the larger world. For instance, whereas a youth development program will work on interpersonal skills, a youth leadership program might take another step and focus on helping youth gain specific interpersonal skills as they concern the development of leadership abilities:

- Ability to communicate to get a point across;
- Ability to influence others;
- Ability to motivate others;
- Ability to seek out role models who have been leaders; and
- Ability to be a role model for others.

Activities that could enhance the connecting area of development in the context of leadership development include the following:

- Workshops in public speaking;
- Research on historical or current leaders;
- Contact with local leaders; and
- Strategic planning to change something in the community or within the youth program.

Leading

Leading is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal setting (Ferber, Pittman, & Marshall, 2002). Youth who are civically engaged in a positive manner, willing to participate in public activity, and able to navigate the civic arena are likely to become adults who participate in civic upkeep. In this case, the term "civic" can refer to an entire city, a neighborhood, a community, and anything else that implies public environs. Similarly, a youth who develops the inner strength and vision to set and meet goals will benefit not only himself or herself, but also his or her workplace as well as society as a whole.

Outcomes for the area of leading include the following:

- Ability to articulate one's personal values;
- Awareness of how one's personal actions impact the larger communities;
- Ability to engage in the community in a positive manner;
- Respect and caring for oneself and others;
- Sense of responsibility to self and others;
- Integrity;
- Awareness of and appreciation for cultural differences among peers and within the larger community;
- High expectations for self and community;
- Sense of purpose in goals and activities; and
- Ability to follow the lead of others when appropriate.

It is important to note that a young person is capable of showing leadership even without a "followership." Showing responsibility for oneself and demonstrating the ability to make personal change is often as critical as leading a group of individuals or altering the larger community.

Program activities that would increase a young person's development in leading might include the following:

- Development of a personal plan with goals, action steps, and deadlines;
- Resource-mapping activities in which youth take the lead in planning and carrying out a search of community resources for youth;
- Voter registration and voting in local, state, and federal elections;
- Participation in town hall meetings;
- Community volunteerism such as organizing a park clean-up or building a playground;
- Participation in a debate on an issue;
- Training to be a peer mediator;
- Participation in a letter-writing campaign;
- Opportunities to meet with local and state officials and legislators;
- Participation in a youth advisory committee within the program, school, or community;
- Learning activities or courses about leadership principles and styles;
- Participation in group activities that promote collaboration and team work;
- Mentoring relationships with positive role models; and
- Opportunities to serve in leadership roles such as club officer, board member, team captain, or coach.

While youth development programs seek to develop a young person's capabilities in the area of leading as well as the other four areas of development, youth leadership programs place a heavier emphasis on leading and spend more time and resources on this area of development. Outcomes that youth leadership programs are likely to emphasize include the following:

- Ability to motivate others;
- Ability to share power and distribute tasks;
- Ability to work with a team;
- Ability to resolve conflicts;
- Ability to create and communicate a vision; and
- Ability to manage change and value continuous improvement.

To encourage the development of these outcomes, youth leadership programs may choose to provide the following activities:

- Mediation or conflict resolution training;
- Training in team dynamics; and
- Training in project management.

Organizational and Program Components: Youth Development and Youth Leadership

Activities that foster positive youth development have become the basis for most youth serving programs. Even programs that do not view themselves as "youth development" programs may include components that foster a variety of aspects of identity and a range of abilities in young people. A component is a practice or characteristic of an organization or program — it can be a staff philosophy (e.g. youth are partners), it can be a standard operating procedure (e.g. let youth have a voice in their own development plan) or it can refer to the type of activities being carried out (e.g. hands-on, youth-led). NCWD/Youth found that programs focused on youth development and youth leadership share many of the same components, while youth leadership programs place an additional emphasis on particular components central to leadership development. The key components of youth development and youth leadership programs can be divided into two levels: **organizational** and **programmatic.** *Organizational components* are the practices and characteristics of the organization as a whole that are necessary to providing effective youth programs. *Programmatic components* are the practices and characteristics of a specific program that make it effective for young people.

On the **organizational** level, both youth development and youth leadership programs should be supported by an organization with a clear mission, vision, and goals related to the development of young people (US Department of Health and Human Services, 1996; National Collaboration for Youth, n.d.; Search Institute, 1995). All staff should be trained in youth development principles and practices, conduct themselves professionally, support each other and the mission of the program, and relate to all young people in a manner that is welcoming and caring. Youth development and youth leadership programs provide youth with a safe and structured environment in which they feel comfortable, cared for, and challenged to reach their potential (Center for Youth Development and Policy Research, 1996). Further, both should have obvious connections to the community at large and relationships with other youth-serving organizations. While both value youth involvement, youth development programs may not necessarily involve youth at all levels of organizational operations. Youth leadership programs, on the other hand, emphasize the importance of youth involvement in every facet of the organization as a means of practicing leadership skills. In other words, those programs that emphasize youth leadership as a goal and a desired outcome will tend to involve youth in every level of the organizational structure.

On the **programmatic** level, youth development and youth leadership programs often include the following components (Astroth, Brown, Poore, & Timm, 2002; Center for Youth Development and Policy Research, 1996; Youth Development Block Grant, 1995):

- Focus on each young person's individual needs, assets, and interests;
- Varied hands-on and experiential activities;
- Opportunities for youth to succeed;
- Opportunities for youth to take on various roles in the program (leader, organizer, speaker, evaluator, etc.);
- Youth involvement in developing and implementing the program activities;
- Responsibility on the part of the youth to the program;
- Family involvement;
- Opportunities to interact with a mentor or role model; and
- Opportunities to develop self-awareness, personal identity, and values.

While both youth development and youth leadership programs involve active participation by youth, youth leadership programs place a particular emphasis on the role of the youth participant. Just as they involve youth

in all levels of organizational operations, youth leadership programs tend to involve youth heavily in every aspect of program delivery by providing youth with the following experiences (Urban Think Tank Institute, 2002; PEPNet Index of Effective Practices, n.d.):

- Multiple opportunities to observe, practice, and develop leadership skills;
- Progressive roles of leadership ranging from leading a small group to planning an event;
- Education on the history and values of the community and program; and
- Assessment of each individual's own strengths and weaknesses.

When thinking about youth leadership as a component throughout the organization of a program it is important to take note of the three different models available (National Youth Employment Coalition "Youth Notes" March-April 2004).

- The "For Youth" program: In this model, youth are served by a program designed, run, evaluated, and driven by adults. Youth participate in the services, but the opinions of youth are rarely if ever solicited. These are often well-established programs with a set organizational structure and programs that have been running the same way (and with some success) for years. The program structure exists as a solid core that is not penetrated by the values, opinions, creativity, and talent of the youth that participate from year to year. The model is very paternalistic in the sense that youth are "taken care of" by the program and may not be seen as capable of providing meaningful direction to the programs that serve them. These models may often have recruitment and retention problems, because adults may not understand how to make the program attractive to today's youth. While these models can have positive outcomes in terms of employment and work related skill building, they do little to truly support the leadership potential or the full development of the participating youth. They also miss out on many creative program developments that often come from having youth more engaged in the program itself.
- The "With Youth" Program: In this model, youth not only participate in the program services but their voices are also sought as a way to get a perspective on the program. This model is adult driven, but the adults are conscious of the need to listen to youth and use their input to influence the program design and services. The mechanisms for getting the voice of youth are largely informal and may not be done on a consistent basis. In this model, youth may be hired as staff, but they are generally not given supervisory or leadership roles. A hallmark of this model is that there are elements of the program that have been influenced to some degree by the voice of youth. However, while the culture of this model may draw on the opinions of youth, providing a consistent way of making this happen could strengthen the structure. The program is influenced by youth, but youth do not necessarily develop leadership skills as an intentional component of the program.
- The "Youth-Driven" Program: This model may or may not be actually run by youth. When adults run these models, the voice of youth is so strong that it is often the dominant force over the influence of adults. For example, in the adult run versions of this model, adults may go along with something that they are not sure would work because the young people make a strong enough case to justify the risk. In this model, there are frequent structured opportunities for youth to evaluate the program through survey-type evaluations, focus groups, peer-to-peer interviews and other formats. Youth are frequently not only hired as staff, but become supervisors and managers. Youth are involved in the hiring and evaluation of peer and adult staff. Youth representatives can be found on the board, involved in fund raising, and serving on committees. There are many aspects of the program that can be identified as having been shaped by youth. There is a formal leadership development process using adult and peer mentors designed to create young leaders within the program and community. Strategic planning is conducted with the full involvement of youth. Economic development through youth self-employment and business creation is valued. The youth involved in this program model experience a culture that promotes and demonstrates a high degree of youth ownership of the program.

Although some success can be achieved with each of the three models, the youth driven model will yield the most comprehensive results. The move toward youth-driven models is challenging, time consuming, and does not guarantee automatic success of the program. However, the more a model is youth-driven, the more potential it provides for youth to develop not only as program participants, but also as empowered leaders learning how to change the institutions that serve them. This experience can carry over into many other aspects of their lives and will create a new level of youth engagement in our communities.

Disability Focus

In addition to its review of youth development and youth leadership, NCWD/Youth also researched leadership development programs that specifically target youth with disabilities in order to identify additional components of such programs and to examine how such programs should be structured.

NCWD/Youth found that the essential elements of any youth development or youth leadership program are applicable to all youth, both with and without disabilities. Developmental milestones are consistent for all, even though some youth may demonstrate them in different ways and reach them at different times. Youth development and youth leadership programs for youth with disabilities vary only slightly from programs designed for the general population. Therefore, NCWD/Youth includes disability issues as an additional focus for youth development and leadership programs.

In addition to the components described in the previous section, some additional organizational and programmatic components should be included in both youth development and youth leadership programs that serve youth with disabilities. On the organizational level, youth programs must ensure that they are both physically and programmatically accessible to youth with disabilities. This means that the physical space as well as the programs and services offered should be designed in a way that allows a young person with a disability to participate in and benefit from them fully, regardless of disability. Staff members must be aware of how to accommodate youth with disabilities and be willing, prepared, and encouraged to make such accommodations. The organization's staff must also be knowledgeable about both national and community resources for youth with disabilities, and should seek out partnerships and collaborations with other agencies that serve youth with disabilities.

On the programmatic level, youth programs seeking to serve youth with disabilities effectively should include the following components within the program:

- Role-modeling and mentoring by peers and adults with disabilities;
- Self-advocacy skill building;
- Disability history, law, culture, policies, and practices; and
- Independent living information and assessment.

While important for all youth, initial and ongoing assessments for independent living that center on career and employment, training and education, transportation, recreation and leisure, community resources, life skills, and financial independence and benefits planning are especially critical in effective programming for youth with disabilities.

Basic principles for youth development and youth leadership programs are essentially the same for youth with and without disabilities. Yet, few programs for youth with disabilities include all disability-related components necessary for youth to participate fully in all aspects of their lives and society. In order to serve all youth effectively, practitioners should incorporate the additional components identified in the "disability focus" into youth development and youth leadership programs (see Chart B: Organizational and Program Components).

Measuring Outcomes of Youth Development and Youth Leadership

Because they seek to address a broad range of developmental needs among the youth that they serve, and because the desired outcomes typically take a long time to achieve, youth development programs frequently struggle to measure the impact that their programs have on young people. At the same time, tracking and measuring the outcomes of youth

participants is important in making the case that a program is effective in meeting its goals. Therefore, a variety of initiatives have begun the challenging yet vital work of researching and developing strategies for measuring the outcomes of youth development strategies in various settings.

In an effort to address the need for a comprehensive model to track both short- and long-term outcomes, researchers with the 4-H Youth Development department at Purdue University developed the Four-Fold Youth Development Model encompassing 47 development skills that youth need to become healthy and successful adults (Barkman & Machtmes, 2000). Based on an extensive literature search of both theoretical and empirical research, the model was created by combining four existing skill models: the SCANS Workforce Preparation Model developed by the US Department of Labor, NNST Science Process Skill Model developed by the National Network for Science and Technology, Iowa State University's Targeting Life Skills Model, and the Search Institute's Internal Assets. An accompanying website (www.four-h.purdue.edu/fourfold) was developed with resources and tools that practitioners can use to link program design to program evaluation. Practitioners designing programs can use the website to identify skills sets and corresponding activities that match a particular development skill they want to target in their program. Practitioners seeking to measure outcomes related to a targeted skill can download an evaluation instrument from the website, enter their own data, have it analyzed, and print a report. This resource was developed to be a cost effective, easy-to-use, and reliable means of measuring youth outcomes.

The National Youth Employment Coalition began the Indicators of Youth Economic Achievement project in 1999 to develop a measurement instrument that reflects developmental outcomes young people attain as a result of participation in soundly conceived employment training programs, one that could eventually be used widely by states and communities. With assistance from Youth Development Strategies, Inc. (YDSI) and the Center for Applied Research and Technical Assistance (CARTA), a youth survey and web-based analysis system has been piloted with program sites and found to be a reliable indicator of youth development outcomes (Youth Development Strategies, Inc., 2004). It will soon be available for use by youth programs. These and other efforts to create methods of measuring youth development outcomes are essential to building both understanding and recognition of the impact of the youth development approach on the experiences and outcomes of youth who participate in youth development programs.

NCWD/Youth identified only one resource relevant to assessing youth leadership programs. The CO-SAMM (Cause and Outcome, Skill and Action, Membership and Modeling) conceptual map was created by researchers at the University of Wisconsin-Madison as a tool for planning, evaluating, and reflecting on youth leadership programs. Based on their work as evaluators of five different youth leadership programs, the researchers created CO-SAMM as a framework useful for defining and assessing youth leadership in various program settings (Zeldin & Camino, 1999). CO-SAMM conceptualizes youth leadership as "occurring in the context of a cause, chosen by young people; gearing youth programs toward an explicit set of outcomes; and developing in the context of certain day-to-day experiences, such as skill building, action, membership, and modeling" (Zeldin & Camino, 1999). Organizations with youth leadership programs may find it useful to review the available literature on CO-SAMM, which points to some key program features as well as challenges that played a role in the impact of the youth leadership programs they studied. The researchers suggest exercises for data collection and analysis and have created a self-assessment tool (Camino, 2002) that practitioners can use for program evaluation and development.

Based on the limited amount of information found on assessing outcomes of youth leadership programs, it may be that some organizations are creating their own tools and methods for tracking and measuring outcomes, while others may not be assessing youth leadership outcomes in any formal manner.

Curricula for Youth Development and Youth Leadership

A first step for programs seeking to implement a youth development approach is to invest in training for program staff in the principles and practices of youth development. The Advancing Youth Development (AYD) curriculum developed by the Center for Youth Development and Policy Research at the Academy for Educational Development (AED) provides a thorough introduction to youth development. AED's National Training Institute for Community Youth Work (NTI) has piloted delivery of the 28-hour curriculum in selected local sites under its BEST (Building Exemplary Systems for Training Youth Workers) Initiative, which provides national "train the trainer" instruction to individuals who offer the curriculum to youth service practitioners at the local level. AYD provides an easily delivered, accessible, and inexpensive option for training in youth development. To learn more about the AYD training provided by NTI and the 14 local BEST sites, visit the NTI website at www.nti.aed.org/.

One leadership development curriculum specifically designed for youth with disabilities was developed by Project LEEDS (Leadership Education to Empower Disabled Students) at the University of Minnesota. Igniting the Power of Disability: A Leadership Curriculum prepares students with disabilities to enhance their leadership capacities (Aune, Chelberg, Stockdill, Robertson, Agresta, & Lorsung, 1996).

Another leadership development curriculum for youth with disabilities is the Youth Leadership Forum for Students with Disabilities (YLF). YLF is a unique career leadership-training program for high school juniors and seniors with disabilities. By serving as delegates from their communities at a four-day event in their state capital, young people with disabilities cultivate leadership, citizenship, and social skills. The model program, and the one that remains most widely recognized, was developed by the California Governor's Committee for Employment of Disabled Persons in 1992. In response to the belief that it is critical for youth with disabilities who are growing into adulthood to learn to identify themselves with pride as individuals and as members of the very accomplished disability community, YLF offers peers with common challenges and experiences the opportunity to learn from one another through peer-to-peer mentorship. In addition, successful men and women with and without disabilities serve as role models in helping youth realize their ability, right, and obligation to pursue meaningful employment and to contribute to society. YLF alumni take with them an obligation to follow through on goals outlined in "personal leadership plans" that they have written for themselves. Often alumni return to the YLF in later years as volunteer staff.

Programs seeking to implement a youth leadership development curriculum may find it useful to look at some of the models used by other organizations and programs (available online at <www.disability employment.org/yp_ylf.htm). Other models identified by NCWD/Youth include the Fire Starter Youth Power Curriculum, the Prudential Youth Leadership Institute Curriculum, and the Tavis Smiley Foundation's Youth 2 Leaders Program. These are models for all youth, while those in the next paragraph are for youth with disabilities

Recipients of ODEP's youth grants have recently created two additional curricula: the Y.I.E.L.D. (Youth for Integration through Education, Leadership and Discovery) the Power Project curriculum created by Access Living of Metropolitan Chicago, and the Self-Advocacy and Leadership Training curriculum created by the Imua Project at Hilo High School in Hilo, Hawaii. Both are designed to help youth with disabilities develop a range of youth development and youth leadership competencies. Both curricula include activities that help youth develop knowledge and self-awareness related to having a disability; educate youth about disability history, law, and social policies; and connect youth to resources and opportunities in their communities. More information on the curricula cited can be found in the reference section.

Conclusion

Since the implementation of WIA in 1998, youth development and youth leadership have begun to emerge as central elements of workforce development programs for youth. The increasing recognition of their importance for all youth provides both promise and challenge. There is promise in the emergence of common definitions and program components across the fields of youth development, workforce development, and disability. An ever-growing body of research has validated the effectiveness of quality youth development and youth leadership programs. New tools are being developed to further document the impact programs have on youth outcomes.

However, this growing consensus also presents a challenge: ensuring that all youth, including youth with disabilities, have access to high quality programs focused on youth development and youth leadership. In order to meet this formidable challenge, stakeholders at all levels of the workforce development, youth development, and disability fields must be involved. As a technical assistance center funded by DOL, NCWD/Youth is in a unique position to promote the core areas of development and program components of effective youth development and youth leadership programs. NCWD/Youth is developing resources and materials for the following groups:

1. Youth service practitioners and administrators to support development of programming targeted for youth and youth with disabilities;
2. Federal and state level legislators to support development of legislation and policy that supports the creation or funding of programs; and
3. Youth and families, the direct recipients of services.

In order to move this work forward, NCWD/Youth seeks to work with organizations, programs, and individuals interested in providing quality youth development and youth leadership opportunities to all youth. The challenge is great but the promise is greater.

CHART A: Five Areas of Development with Related Outcomes and Activities

	INTENDED YOUTH OUTCOMES	SUGGESTED ACTIVITIES
Working	• Meaningful engagement in own career development process • Demonstrated skill in work readiness • Awareness of options for future employment, careers, and professional development • Completion of educational requirements or involvement in training that culminates in a specific vocation or opportunity for career advancement • Established involvement in meaningful work that offers advancement, satisfaction, and self-sufficiency • Positive attitude about one's ability and future in working in a particular industry or the opportunities to grow into another	• Career exploration activities including career interest assessment, job shadowing, job and career fairs, and workplace visits and tours • Internships • Work experience, including summer employment • Information on entrepreneurship • Networking activities • Mock interviews • Work readiness workshops • Visits from representatives of specific industries to speak to youth about the employment opportunities and details of working within their industry • Mock job searches, including locating positions online and in the newspaper, "cold-calling," preparing resumes, and writing cover letters and thank-you letters • Visits to education or training programs • Career goal setting and planning • Job coaching or mentoring • Learning activities using computers and other current workplace technology
Learning	• Basic aptitude in math and reading • Rational problem solving • Ability to think critically toward a positive outcome • Logical reasoning based on personal experience • Ability to determine one's own skills and areas of academic weakness or need for further education and training • Sense of creativity • Appreciation and the foundation for lifelong learning, including a desire for further training and education, the knowledge of needed resources for said training, and willingness for further planning	• Initial and ongoing skills assessment, formal and informal • Initial and ongoing career and vocational assessment, formal and informal • Identification of one's learning styles, strengths, and challenges • Creation of a personal development plan • Contextualized learning activities such as service-learning projects in which youth apply academic skills to community needs • Monitoring of and accountability for own grades and creation of a continuous improvement plan based on grades and goals • Showcase of work that highlights a youth's learning experience (e.g. an essay, a painting, an algebra exam, etc.) • Development of a formal learning plan that includes long- and short-term goals and action steps • Group problem-solving activities • Preparation classes for GED, ACT, SAT, etc. • Peer tutoring activities that enhance the skills of the tutor and the student

In the table above, column one outlines the five areas of development identified by Ferber, Pittman, & Marshall (2002). Columns two and three list specific intended outcomes and suggested program activities identified by NCWD/Youth through its extensive review of the literature and existing practices.

CHART A: Five Areas of Development with Related Outcomes and Activities

	INTENDED YOUTH OUTCOMES	SUGGESTED ACTIVITIES
Thriving	• Understanding of growth and development as both an objective and a personal indicator of physical and emotional maturation • Knowledge and practice of good nutrition and hygiene • Developmentally appropriate exercise (will vary depending on age, maturity, and range of physical abilities) • Ability to identify situations of safety and make safe choices on a daily basis • Ability to assess situations and environments independently • Capacity to identify and avoid unduly risky conditions and activities • Ability to learn from adverse situations and avoid them in the future • Confidence and sense of self-worth in relation to their own physical and mental status	• Workshops on benefits and consequences of various health, hygiene, and human development issues, including physical, sexual, and emotional development • Role playing adverse situations and how to resolve them • Personal and peer counseling • Training in conflict management and resolution concerning family, peer, and workplace relationships • Community mapping to create a directory of resources related to physical and mental health • Meal planning and preparation activities • Social activities that offer opportunities to practice skills in communication, negotiation, and personal presentation • Sports and recreational activities • Training in life skills
Connecting	• Quality relationships with adults and peers • Interpersonal skills such as ability to build trust, handle conflict, value differences, listen actively, and communicate effectively • Sense of belonging and membership (i.e., valuing and being valued by others, being a part of a group or greater whole) • Ability to empathize with others • Sense of one's own identity apart from and in relation to others • Knowledge of and ability to seek out resources in the community • Ability to network to develop personal and professional relationships	• Mentoring activities that connect youth to adult mentors • Tutoring activities that engage youth as tutors or in being tutored • Research activities identifying resources in the community to allow youth to practice conversation and investigation skills • Letter writing to friends, family members, and pen pals • Job and trade fairs to begin building a network of contacts in one's career field of interest • Role plays of interview and other workplace scenarios • Positive peer and group activities that build camaraderie, teamwork, and belonging • Cultural activities that promote understanding and tolerance
	YOUTH LEADERSHIP PROGRAM SPECIFIC:	
	• Ability to communicate to get a point across • Ability to influence others • Ability to motivate others • Ability to seek out role models who have been leaders • Ability to be a role model for others	• Workshops in public speaking • Research on historical or current leaders • Contact with local leaders • Strategic planning to change something in the community or within the youth program

In the table above, column one outlines the five areas of development identified by Ferber, Pittman, & Marshall (2002). Columns two and three list specific intended outcomes and suggested program activities identified by NCWD/Youth through its extensive review of the literature and existing practices.

CHART A: Five Areas of Development with Related Outcomes and Activities

	INTENDED YOUTH OUTCOMES	SUGGESTED ACTIVITIES
Leading	• Ability to articulate personal values • Awareness of how personal actions impact the larger communities • Ability to engage in the community in a positive manner • Respect and caring for oneself and others • Sense of responsibility to self and others • Integrity • Awareness of cultural differences among peers and the larger community • High expectations for self and community • Sense of purpose in goals and activities • Ability to follow the lead of others when appropriate	• Personal plan development with goals, action steps, and deadlines • Resource mapping activities in which youth take the lead in planning and carrying out a search of community resources for youth • Voter registration and voting in local, state, and federal elections • Participation in town hall meetings • Community volunteerism such as organizing a park clean-up or building a playground • Participation in a debate on a local social issue • Training to be a peer mediator • Participation in a letter-writing campaign • Opportunities to meet with local and state officials and legislators • Participation in a youth advisory committee of the city, school board, training center, or other relevant organization • Learning activities or courses about leadership principles and styles • Group activities that promote collaboration and team work • Mentoring relationships with positive role models • Opportunities to serve in leadership roles such as club officer, board member, team captain, or coach
	YOUTH LEADERSHIP PROGRAM SPECIFIC:	
	• Ability to motivate others • Ability to share power and distribute tasks • Ability to work with a team • Ability to resolve conflicts • Ability to create and communicate a vision • Ability to manage change and value continuous improvement	• Mediation and conflict resolution training • Training in team dynamics • Training in project management

In the table above, column one outlines the five areas of development identified by Ferber, Pittman, & Marshall (2002). Columns two and three list specific intended outcomes and suggested program activities identified by NCWD/Youth through its extensive review of the literature and existing practices.

CHART B: Organizational & Program Components

ORGANIZATIONAL LEVEL		
Components of Youth Development Programs	**Additional Components of Youth Leadership Programs**	**Additional Components for Disability Focus**
• Clear mission and goals • Staff are trained, professional, supportive, committed, and youth-friendly • Safe and structured environment	• Youth involvement at all levels including administration and the Board of Directors	• Physically and programmatically accessible • Staff are aware, willing, prepared, and supported to make accommodations
• Connections to community and other youth-serving organizations		• Knowledge of resources (national and community-specific) for youth with disabilities • Partnerships and collaboration with other agencies serving or assisting youth with disabilities
	PROGRAMMATIC LEVEL	
Components of Youth Development Programs	**Additional Components of Youth Leadership Programs**	**Additional Components for Disability Focus**
• Focus on each young person's individual needs, assets, and interests		
• Hands-on experiential and varied activities • Youth involvement in developing and implementing activities	• Hands-on involvement at all programmatic levels such as planning, budgeting, implementing, and evaluating programs	
• Opportunities for success • Opportunities to try new roles • Youth leadership	• Multiple opportunities to develop and practice leadership skills • Varied, progressive leadership roles for youth: small group, large group, event, program	
• Mentoring/role models		• Ensure peer and adult role models and mentors include people with disabilities
• Personal responsibility		• Self-advocacy skills building • Independent living information and assessment (career, employment, training, education, transportation, recreation, community resources, life skills, financial, benefits planning)
• Family involvement and support		
• Opportunities for youth to develop self-awareness, identity, and values	• Education on community & program values and history	• Disability history, law, culture, policies, and practices

Glossary

NOTE: Definitions without citations were developed by NCWD/Youth.

Aptitude — The readiness to become proficient in a type of activity, given the opportunity; may refer to an individual's capacity or potential to learn a type of work (Sallie Mae, n.d.).

Area of Development — One of a range of areas in which a young person needs to learn and grow in order to become a fully prepared and fully engaged adult (Ferber, Pittman, & Marshall, 2002).

Autonomy — The ability and opportunity to operate independently.

Belonging and Membership — An individual's sense that he or she values, and is valued by, others in the family and surrounding community (Center for Youth Development and Policy Research, 1996); connection to another individual or group of individuals on the basis of common interest, formal affiliation, etc.

Conflict Resolution — The process of becoming aware of conflict, diagnosing its nature, and employing an appropriate problem-solving method in such a way that it simultaneously achieves the goals of all involved and enhances the relationships among them (Dettmer, Thurston, & Dyck, 1993).

Connecting — The area of development that focuses on developing positive social behaviors, skills, and attitudes (Ferber, Pittman, & Marshall, 2002).

Interpersonal Skills — The ability to communicate with another individual or group on a social or professional basis. Level of aptitude is based on ease and comfort of all parties involved.

Leading — The area of development that focuses on developing positive civic attitudes, skills, and behaviors (Ferber, Pittman, & Marshall, 2002).

Learning — The area of development that focuses on developing positive basic and applied academic attitudes, skills, and behaviors (Ferber, Pittman, & Marshall, 2002).

Lifelong Learning — The interest and skill to maintain education, formal or informal, beyond the basic requirements for academic achievement or vocational attainment.

Mentorship — A supportive relationship between a youth or young adult and someone more senior in age and experience that offers support, guidance, and concrete assistance as the younger partner enters a new area of experience (Sarkees-Wircenski & Scott, 1995).

Opportunities — Chances for young people to learn how to act in the world around them, to explore, express, earn, belong, and influence. Opportunities give young people the chance to test ideas and behaviors and to experiment with different roles. It is important to stress that young people, just like adults, learn best through active participation and that learning occurs in all types of settings and situations (Center for Youth Development and Policy Research, 1996).

Peer Mentoring — A relationship where both parties are acknowledged as equal contributors to the relationship and to one another's well being. These partnerships constitute horizontal, rather than vertical, power relationships. Neither party brings nor attempts to display any "role" power over the other, nor does one member give away his or her personal power to the other (Moyer deRosenroll, n.d.). Peer mentoring involves matching up young people who are believed to have relevant and accessible knowledge for each other.

Personal Leadership — The ability to surpass oneself—previous performance and accomplishments (Sanborn, M., 1997).

Quality Services — Services that offer (1) relevant instruction and information; (2) challenging opportunities to express oneself, to contribute, to take on new roles, and to be part of a group; and (3) supportive adults and peers who provide respect, high standards, guidance, and affirmation to young people (Center for Youth Development and Policy Research, 1996).

Resiliency — The ability and wherewithal to recover from adverse situations through having learned how to avoid such situations in the future or how to maintain a positive mode of coping.

Risk Management — An ongoing process toward avoiding or coping with certain threats in one's environment. This includes the ability to identify

negative risk that will prove to be a detriment to one's well-being and positive risk that could benefit an individual's status.

Self-Knowledge — The ability to recognize and gauge one's own skills, tastes, capabilities, needs, etc. realistically.

Self-Advocacy — The act of understanding one's own disability; being aware of the strengths and weaknesses resulting from the limitations imposed by the disability, and the ability to articulate reasonable need for accommodations (Hartman, 1993); the attitudes and abilities required to act as the primary causal agent in one's life and make choices and decisions regarding one's actions free from undue external influence or interference (Wehmeyer, 1992); the ability of an individual to set goals that are important to him or her and possession of the skills necessary to achieve these goals (Field & Hoffman, 1996).

Service-Learning — "a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community; that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity; that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others" (National and Community Service Act of 1990).

Supports — Ongoing relationships through which young people become connected to others and to community resources. Supports can be motivational, emotional, and strategic. The supports can take many different forms, but they must be affirming, respectful, and ongoing. The supports are most powerful when they are offered by a variety of people, such as parents and close relatives, community social networks, teachers, youth workers, employers, health providers, and peers who are involved in the lives of young people (Center for Youth Development and Policy Research, 1996).

Thriving — The area of development focused on developing physically healthy attitudes, skills, and behaviors (Ferber, Pittman, & Marshall, 2002).

Vision — The ability to see beyond current conditions to future possibilities and to create actions to make those possibilities into realities.

Work Readiness — Those skills and qualities that workers must have to learn and adapt to the demands of any job. These include personal attributes, interpersonal skills, thinking and problem-solving abilities, communication skills, and the use of technology (SCANS,1991; CCSSO Workplace Readiness Assessment Consortium, 1993).

Working — The area of development focused on developing positive vocational attitudes, skills, and behaviors (Ferber, Pittman, & Marshall, 2002).

Youth Development — A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems (adapted from the National Youth Employment Coalition and the National Collaboration for Youth).

Youth Leadership — (1) "The ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance" (Wehmeyer, Agran, & Hughes, 1998); (2) "The ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change" (Adolescent Employment Readiness Center, Children's Hospital, n.d.).

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APPENDIX A: COMPARISON OF YOUTH DEVELOPMENT MODELS

MODELS	Combined list of competencies from all models (The numbers in parentheses after the competencies in each model correspond with the numbering in the list below.)	**COMMUNITY YOUTH DEVELOPMENT**	**ADVANCING YOUTH DEVELOPMENT** Center for Youth Development & Policy Research, Academy for Educational Development	**FAMILY & YOUTH SERVICES BUREAU** U.S. Department of Heath and Human Services, Administration for Children and Families	**YOUTH DEVELOPMENT INSTITUTE** Fund for the City of New York	**S.673 YOUTH DEVELOPMENT BLOCK GRANT, 104TH CONGRESS** Supported by the National Collaboration for Youth
OUTCOMES, COMPETENCIES, NEEDS	1. Safety 2. Structure 3. Mastery 4. Future 5. Belonging 6. Membership 7. Self-Worth 8. Responsibility 9. Self-Awareness 10. Spirituality 11. Civic Ability 12. Social Ability 13. Intellectual Ability 14. Competence 15. Meaningful Role 16. Employability 17. Cultural Ability 18. Valued & Respected 19. Self-efficacy 20. Mental Health 21. Physical Health 22. Caring Adults 23. Learning Opportunities 24. Creativity	**YOUTH NEEDS:** • Sense of safety and structure (1, 2) • Mastery of skills (3) • Sense of hope and belief in the future (4) • Belonging (5) • Self-worth (7) • Personal responsibility (8) • Self-awareness (9) • Spirituality (10) • Bonding and connection to others (12) • Sense of competence (14) • Meaningful role (15) • Valued and respected (18) • Self-efficacy (19)	**YOUTH OUTCOMES:** *Aspects of Identity:* • Safety and structure (1, 2) • Mastery and future (3, 4) • Belonging and membership (5, 6) • Self-worth (7) • Responsibility and autonomy (8, 19) • Self-awareness and spirituality (9, 10) *Aspects of Ability:* • Civic and social ability (11, 12) • Intellectual ability (13) • Employability (16) • Cultural ability (17) • Mental health (20) • Physical health (21)	**YOUTH NEEDS:** • Sense of safety (1) • Structure (2) • Mastery of skills (3) • Belonging and membership (5, 6) • Sense of self-worth predicated on achievement and character (7) • Responsibility (8) • Self-awareness (9) • Spirituality (10) • Support and guidance from caring adults (22) • Access to learning opportunities beyond the classroom (23)	**COMPETENCY AREAS:** • Originality (creative competency) (24) • Understanding ourselves and others (personal competency) (5, 9,) • Thinking and reasoning (cognitive competency) (13) • Civic competency (11) • Our bodies (physical health competency) (21) • Mental health competency (20) • Employability competency (16) • Social Competency (12)	**COMPETENCIES:** • Social competencies (12) • Moral competencies (8, 11) • Emotional competencies (7, 9) • Physical competencies (21) • Cognitive competencies (13, 24)