Partners: The Shared Service Experience

Big Brothers/Big Sisters of America

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The Shared Service Experience

Big Brothers/Big Sisters of America
PARTNERS

The Shared Service Experience

Foreword

III. A Renewed Vision: Youth Concerned About Their World

VI. Next Steps

VII. Service Learning/Youth Service Resource Guide
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PARTNERS: THE SHARED SERVICE EXPERIENCE
by Lynda A. Long, M.S.W., Program Development Division
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**PHOTO NOTES**

The photographs that appear on pages 5, 9, and 11 of this manual are of matches from Big Brothers of Metro Denver and from Big Sisters of Colorado.

The adult volunteers and their "Littles" participated in a community service event to plant over 2,400 seedlings at the new Denver International Airport.

These seedlings will become a living snow fence of trees that absorb carbon dioxide from the air and adds beauty and safety to the airport.
Foreword

It's a lot of fun to go to a movie, to a game, to shop, or on a picnic. These are times when a Big Brother or Big Sister can have fun with their Little Brother or Little Sister. At times like these, they can talk, laugh, and share happy experiences. The Big and Little can also explore solutions to current problems at school or at home.

This is the heart of Big Brothers/Big Sisters (BB/BS) service—to form a positive, rewarding and long-lasting relationship between an adult mentor and a child.

Why not make the relationship even more rewarding? Why not get involved in an activity which takes both the adult volunteer and young person to new dimensions within their relationship? Why not make the world a better place for all of us in the process? The Big and Little can look for a person, a group of people, or a charitable organization that could benefit from the humanitarian spirit and inexhaustible energy of youth. It might take some mental effort or physical sweat, but when someone asks you how you're doing, your answer will surely be “Great!”

To make it easier for Bigs and Littles to get involved together in community service activities, Big Brothers/Big Sisters of America (BB/BSA) is providing this Partners manual and videotape. The Kommerstad Community Service Awards programs was created (in 1994) to provide funding for BB/BS agencies to promote these types of experiences.

I am sure there have been times when you thought you could influence or affect others in a positive way. Let's not just think about it, let's DO IT!

Robert Kommerstad
Chairman of the Board
Big Brothers/Big Sisters of America
**Introduction**

*Partners: The Shared Service Experience* documents Big Brothers/Big Sisters of America’s (BB/BSA's) first national initiative designed to encourage Big Brother-Little Brother and Big Sister-Little Sister pairs to become partners in community service. Big Brothers/Big Sisters (BB/BS) agencies, and the volunteers they rely on to provide service to children and youth, can have a far-reaching positive effect on local communities. The key is to educate adults and youth about the individual and societal benefits of community service activities. This gives the “Littles” an opportunity to take on “Big” roles by contributing to their neighborhoods.

While volunteer service has been the lifeblood of BB/BSA agencies, recruiting thousands of Big Brothers and Big Sisters as mentors and role models to at-risk children and youth, it has not included the involvement of these young people in community service on a widespread level.

Until now, only Little Brothers and Little Sisters matched with adult volunteers who actively promoted community service have had the chance to join in community service activities with their Big Brother or Sister. Some BB/BS agencies have facilitated group service activities where Little Brothers and Sisters join together to provide service for community residents.

*Partners: The Shared Service Experience* grew out of the ALTERNATIVES: Substance Abuse Education and Prevention Program, outlined in chapter five of this manual. It is BB/BSA’s hope that with the current national enthusiasm and funding for community service, BB/BS agencies can help improve the quality of life in local communities. They can do this by encouraging and facilitating service programs, projects and/or activities by BB/BS agency participants. (For example, through the Corporation for National Service.) To help achieve that end, BB/BSA recently instituted the Kommerstad Community Service Awards, designed to provide seed grants to BB/BS agencies to engage matched Big-Little pairs in community service.
I. Youth Today — Youth Development in the 90's

Some might say that youth in the United States are still associated with the “me generation” ideology that started in the 1980's. But evidence shows there is an expanding number of young people today who believe that “to serve the community is to recognize that we belong to the community and that, in serving it, we serve ourselves.”

Further, a great number of youth are demonstrating that they are willing to take action, either individually, or in groups, to make a difference.

Karen Pittman, a highly respected leader in the youth development field, and Ray O'Brien, of the Children’s Defense Fund, in an article entitled “Youth-Serving Organizations Have Much of What Youth Need,” said, “…youth must have access to and be firmly connected to a place and cadre of people that...provide both role models for youth and opportunities for youth leadership.”

BB/BSA believes that every BB/BS agency provides opportunities for Big Brothers and Big Sisters to take part in joint community service activities with their Little Brothers and Little Sisters.

While BB/BSA has not collected specific data, we know that a number of Big Brothers and Big Sisters have already involved their Littles in such endeavors. For instance:

- in Venice, Florida, a Big Brother-Little Brother pair train guide dogs for the blind
- a Big Sister-Little Sister pair, also in Venice, Florida, assist and bowl with the athletes of the Special Olympics
- in Las Cruces, New Mexico, several Big-Little pairs volunteer at a soup kitchen.

[America must] ensure that our children and youth have the skills and confidence needed to assume the responsibilities of adulthood. [Young people] need:

- Leisure time activities
- Nonacademic education
- Community Involvement: ways for youth to explore, participate in, and contribute to the world around them, starting with their neighborhoods and expanding to larger communities; opportunities to have experiences and relationships that foster a sense of community and link them with the adult world
- Opportunities for applying knowledge and developing leadership abilities
- Central places and central people: relationships with key adults within as well as outside the family who provide youths with a feeling of generational continuity and a sense of social structure; contact with adults who can assess their needs and link them with needed programs, services and opportunities...
"In light of dramatically changing demographics, all institutions and organizations serving and working with youth need to re-evaluate their goals, as well as to reassess their roles in the development of adolescents."

Many other examples exist within 500+ BB/BS agencies across the country.

The goal of BB/BS service, through One-to-One™ mentoring, is to help young people at-risk reach their fullest potential. Our unique strategy is to use Big Brother and Big Sister volunteers in helping youth create a positive role for themselves within their neighborhoods, through community service. BB/BSA believes that, "young people, as part of their journey to a productive and fulfilling adulthood, need to see that they have a stake in the community—a meaningful role to play in it—and a reason for investing in its future."

Youth development in the 90's is an ever expanding field, with increasing attention being paid to the problems facing youth. How can we, as a society, help youth make it through without becoming involved in "get rich quick" schemes involving selling drugs, robbery and other crimes?

"Engagement—the active connection of youth to self, peers, adults, group and community as both recipient and doer—is a prerequisite of competency development," Ms. Pittman told a BB/BSA national conference in June 1992. "Skill building is best achieved when young people are confident of their abilities, contacts and resources. This means that young people need to be nurtured, guided, empowered, and challenged. It means that they have to be engaged in constructive relationships with peers and adults."

Although their positive accomplishments are rarely recognized in the media, youth volunteers across the country are actively involved in improving their communities. "Young people enjoy and are good at providing community service...they also gain experience in understanding how to use community resources for their own benefit," according to the Carnegie Corporation of New York.
Many developmental needs of adolescents can be met through youth service activities. They can derive:

- an increase in self-esteem
- a deeper sense of confidence
- a clearer sense of identity
- a more comfortable feeling of belonging, security and trust
- a more focused sense of purpose
- a more developed sense of responsibility and discipline
- an awareness of more life options and educational/career opportunities
- a broader perception of the larger community and world around them, and how they can function in it.

The benefits of youth involvement are boundless. Involving young people in service to their community not only provides an immediate benefit to society, but also introduces a way of life which promotes helping others. "Other positive outcomes include: the increase in the available help-giving resources in a school or community in an incredibly cost-effective way and the emergence of a cultural norm and ethos of helping and caring."

It is the responsibility of all youth-serving organizations to provide these kinds of opportunities because "...for the millions of children and youth at risk of developing serious problem behaviors, youth service provides positive learning environments and helps [them develop] life skills."
BB/BSA believes that local agencies can involve their Big Brother/Little Brother and Big Sister/Little Sister pairs with groups of young people and adults in community service activities. “One of the ways programs can...promote caring is by providing opportunities, training and expectations that encourage young people to contribute to the greater good through service, advocacy, philanthropy and active problem-solving on important issues.”

“Community service needs to be removed from the fringes of the lives of young people and pushed to the very center of their values. Young Americans ought not to become accustomed to the needs of society, but rather be deeply involved in helping to meet them.”
II. *A New Commitment*

There are many national programs and initiatives promoting the involvement of youth in community service. The names, addresses and phone numbers of national and local organizations in this field can be found in the resource guide at the end of this publication. While such groups have been in existence for many years, new national interest was created with the passage of the National and Community Service Act of 1990, the Points of Light Initiative, and the National and Community Service Trust Act of 1993.

**National and Community Service Act of 1990**

The National and Community Service Act of 1990 (Public Law 101-610) created the Commission on National and Community Service to provide program funds, training, and technical assistance to States and communities to develop and expand service opportunities. The Act was intended to:

- Renew the ethic of civic responsibility in the United States
- Encourage citizens, regardless of age, income, or ability, to engage in full- or part-time service
- Involve youth in programs that benefit the Nation and improve their own lives
- Enable young adults to make a sustained commitment to service by removing barriers created by high education costs, loan indebtedness, and the cost of housing
- Build on the network of existing federal, state, and local programs and agencies
• Involve participants in activities that would not otherwise be performed by paid workers
• Generate additional volunteer service hours to help meet human, educational, environmental, and public safety needs, particularly those related to poverty
• Encourage institutions to volunteer their resources and energies and to encourage service among their members, employees, and their affiliates
• Identify successful and promising community service initiatives and disseminate information about them
• Discover and encourage new leaders

(excerpted from Fact Sheet published January 16, 1992, by Commission on National and Community Service)

Points of Light Initiative

The emergence of the Points of Light Foundation in May 1990, initiated by President George Bush, provided a unique opportunity for individuals and organizations across the country to be nominated as a weekly “point of light.” The mission of the foundation was “to motivate citizens to become involved in hands-on community service directed at serious social problems.” The goal of the Foundation was:

“To encourage nonprofit and for-profit entities and individuals to expand effective community service initiatives, replicate ideas which successfully address social problems, and create new approaches to meet critical social needs through community service.”

(from Points of Light Foundation Fact Sheet published October 10, 1990, by the Foundation)

Several programs and individuals within Big Brothers/Big Sisters agencies were selected as “points of light.”

The media campaign surrounding the naming of weekly “points of light” focused national attention on volunteerism. All levels of government and facets of the community began to discuss ways in which volunteerism among young people could be supported and promoted.

“In February 1990 the fifty governors and President Bush adopted national education goals that included a resolution that all
students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility."

The Points of Light Foundation broadened its scope in 1992 and merged with ACTION and the entire network of Voluntary Action Centers across the country. The Foundation and the Voluntary Action Center jointly launched an initiative to develop a Senior Ambassadors Corps which utilizes senior volunteers and benefits the senior population.

National and Community Service Trust Act of 1993

In January 1992, BB/BSA provided information to all affiliated agencies regarding the guidelines and procedures through which BB/BS agencies could apply for the National and Community Service Act funds. With the emergence of youth service as a priority within the platform of President Clinton in the 1992 presidential race, public interest was heightened and the National and Community Service Trust Act was passed in 1993.

The Corporation for National and Community Service—presently called the Corporation for National Service—was formed in September 1993 when President Clinton signed the National and Community Service Trust Act into law. The law included a merger of ACTION, the Commission on National and Community Service, and the new Civilian Community Corps.

Four streams of service were created through the Act:

1. **Americorps** programs focus on four critical areas: education, public safety, and human and environmental needs within local communities. The components of Americorps include the new Civilian Community Corps and the existing VISTA (Volunteers in Service to America) program.

2. **Learn and Serve America** programs integrate service, and service-learning, into daily academic life for students in K-12, as well as institutions of higher education and within community-based programs.

3. **Summer of Safety**, which began in the summer of 1994, engages Americans of all ages in a range of projects designed to strengthen the ability of
...the positive values from participation in the youth service programs did not exist in isolation, but seemed to have "trickle down" effects that translated to more successful behavior in social, family and educational settings.

4. The National Senior Volunteer Corps incorporated three existing entities: the Foster Grandparent Program, the Senior Companion Program and the Retired and Senior Volunteer Program (RSVP).

While not a remedy for the overabundance of ills which plague our society, "youth service answers two of society's critical needs: the need young people, rich and poor, have for practical experience, responsibility, self-esteem, discipline, a sense of belonging and an understanding of democratic values in action; and the need communities have for a range of valuable public and human services."

As our nation's population becomes more diverse, it becomes increasingly important for organizations that serve young people to promote service activities because "...youth service helps build personal character, creates a sense of shared community, and shapes our national destiny by bringing youth of all racial, class and cultural backgrounds to work together in quality service programs."

**Definition of Youth Service and Service Learning**

Youth service is a generic term encompassing all types of community service which young people can and do get involved in. Service learning is a more specific term for the notion that being involved in service to others and the community, for persons of all ages, is a way to grow in personal knowledge and ability in all areas. Service learning is defined by the Alliance for Service-Learning in Education Reform as “a method by which young people learn and develop through active participation in thoughtfully-organized service experiences...."

Service learning is most often linked to programs within schools, colleges and universities. Several school districts offer educational credit for involvement in service activities, often supported by classes which help young people identify volunteer opportunities and facilitate the learning process through group discussion. The creation of the Commission on National and Community Service and the ensuing passage of the National and Community Service Trust Act provided several opportunities for BB/BS agencies to obtain funding for all types of service initiatives. Some BB/BS agencies have already secured these federal monies for innovative mentoring programs.
III. A Renewed Vision: Youth Concerned About Their World

Unfortunately, today the media normally portrays youth as trouble-makers, concentrating on the dangerous and disruptive behaviors that only a small percentage of youth engage in.

Youth serving organizations must make a concerted effort to highlight the positive contributions of youth. "Young people should be offered many opportunities to develop new skills through practice and reflection, and their accomplishments should be recognized frequently."26 It is in everyone's best interest to build upon the enthusiasm and idealism inherent with youth, for "...service not only promotes personal development, but self-fulfilled individuals who, in turn, make even greater contributions to society."27

"The ethic of service has been a hallmark of our demographic heritage since America's inception, enlisting the spirit and energies of both young and old alike."28 As all human service organizations realize, there is no greater resource than human potential.

The benefits of youth service are easily expressed by the participants themselves. The following are comments regarding involvement in community service from youth who attended Youth Service America’s Superconference in November 1992:

"It made me feel good."

"It gave me self-confidence."

"I feel better about myself."

"I'm very concerned about my world."

"I got rid of stereotypes about the homeless."

"We must provide the opportunities for youth to be the resources they are and not the problems we think them to be."29

"Perhaps this century, with its various disasters, with its increasing psychological and social sophistication, has made it easier for young people to shed their illusions. Certainly more and more of them are taking part in a level of political activism and a degree of community service unheard of years ago."30

"The youth population has been misnamed the self-centered generation. [They have] a strong desire to serve others. The problem we face in America today is not a lack of [youths] willingness to serve or help others, but to find the appropriate outlet for this."31
"As a result of helping others, young people develop a greater sense of self-esteem, they feel and experience that they are valuable members of their communities and families, and they begin to develop a commitment to others."  

Although they seek to grow beyond the confines of family and close friends, teens have been refused a place in their community, a sense that they have a legitimate role and stake in the larger social framework.

"It makes you feel good about yourself because you're doing things for other people."

The reasons for becoming involved are as different and varied as the individuals themselves. The following are types of motivation expressed by young people for becoming involved in youth service activities:

- "Self-motivation looks good on a college resume."
- "Service clubs provide togetherness and support for the members."
- "It took the involvement with a group to motivate me."
- "Seeing someone who's passionate about the issue."
- "I felt I was making a difference."
- "The more you get involved, the more opportunities you have."

The concept is basic: youth are resources and, when treated as such, they can and do make a difference in their communities and schools. Being engaged as resources makes them feel needed and connected to the communities in which they live while benefitting all those involved.

- Young people changed and gained a deeper understanding of their stake and role in their communities.
- Adults changed their viewpoints about youth.
- Communities were improved.
- Policies and procedures of community organizations were changed to take advantage of youth's capacities and desires to help.

The sense of accomplishment and fulfillment which comes from making a contribution to the community can be a powerful force. "If youth know that their community needs them, they will realize that they can be partners in solving some of society's most vexing problems and perceive that their responsible action will improve both the community's and their own situation. They will gain confidence, make more responsible choices, see that they have a direct stake in their community, and explore roles they can play in it."  

Involvement in community service activities makes them better students and citizens.
IV. The Role of BB/BS Agencies in Promoting Youth Service

Big Brothers/Big Sisters service in the 1990’s witnessed an explosion of interest in mentoring, both by the public and private not-for-profit sectors which had been advocating for more support for children and youth, and by the for-profit sector which fairly recently came to the realization that without a substantial investment of both our interest and resources in young people, the work force of the future would be both unwilling and unable to sustain the ever expanding needs of our society.

Using the One-To-One relationship between the Bigs and Littles to instill the value of caring about others is a proactive way in which BB/BS agencies can help to ensure a future society comprised of productive and caring citizens.

**Shared Experiences of the Big and Little**

BB/BS agencies are in a unique position to draw upon volunteers to encourage and facilitate the involvement of young people in community service activities. “For youth to develop service and altruism as an ethic, they need...an atmosphere conducive to acquiring it. Adults whose own...
Ultimately, today's youth often have limited adult contact, supervision, or guidance, and opportunities for them to contribute and connect to their families and communities are scarce.\textsuperscript{39}

"There is no better way for an adult volunteer to pass on the value of volunteerism than through community service activities which adults and children can share.\textsuperscript{38}"

"Several recent studies of mentoring programs (Freedman, 1992 and Saito and Blyth, 1992) suggest that the voluntary nature of the mentor relationship carries special significance for both the young person and the adult. Establishment and maintaining such a relationship itself conveys a message that a young people receive all too seldom—that they are valued and enjoyed by adults, and that they can value and enjoy being with adults.\textsuperscript{41}"

**Youth Service Activities Facilitated by BB/BS Agencies**

A BB/BS agency can begin the process by identifying available community service opportunities. One could start by enlisting current Big Brothers and Big Sisters, some of whom may already be involving their Little Brother or Little Sister in community service activities. By contacting local voluntary action centers and resource organizations, the BB/BS agency can develop a list of available volunteer opportunities. Agencies can also reach younger children who might have a hard time getting involved individually in service activities. The role of the Big Brother or Big Sister can include allowing the child to experience a community service activity, with the ongoing support and encouragement of the adults.

The following five steps to successful service projects are outlined on pages 18-19 of the *Charting Success* workbook, produced by the National Crime Prevention Council:
BB/BS agencies can help current Little Brothers and Little Sisters and their mentors, as well as unmatched children who would benefit from group activities, become active in community service.

Pages 8-9 of the conference report from Leading the Way: Partners in Volunteerism, co-sponsored by the Junior League of the City of New York, Inc. and New York City Public Schools, outline the steps needed to motivate and retain young volunteers. These steps include:

1. Learn why a student is undertaking community service.
2. Know each young person's abilities, interests and needs and match them to a particular volunteer activity.
3. Involve youth in planning a volunteer project, with appropriate adult guidance.
4. Set realistic program goals.
5. Ensure safe and easy transportation to the volunteer work site.
6. Ensure that program leaders can work with youth in a caring, motivating way.
7. Plan assignments in advance and be clear and specific about the tasks to be performed.
8. Hold regular performance evaluations and ask volunteers to submit written evaluations of themselves.
9. Find creative ways to make each volunteer successful, while guiding him or her to change and develop.
10. Develop a team-building atmosphere.
11. Offer students an opportunity to reflect upon and
discuss their volunteer experience and a chance to suggest changes and improvements.

12. Consistently apply all rules, policies and procedures.

13. Involve the volunteer’s parents, if possible.

14. Do not be afraid to admit you are human or made a mistake.

15. View the relationship between school, agency and students as a true partnership and write a contract among all three.

Allowing Youth to Choose the Activities

A major component of success is allowing the youth themselves to have a say in determining the type of activities. "Young people should participate in the discussion whenever appropriate, so that their needs and abilities, rather than an adult perception of them, are central to the wholly formed program." [43]

Without their active involvement in developing the activity, the investment of these young people will be minimal. The important step of identifying the needs of a community could be performed by the young people themselves, depending on their age and with adult support. Not only will the young people learn about the needs of the community, they will also become informed about available resources, or the lack thereof, which lends credibility to their efforts. By exploring the entire array of opportunities, the young person can choose an area they are interested in and feel strongly about.

"Instead of being told that they will be helping in the community, youth might be asked to determine the needs of the community in which they live."

"[The goal is to involve] youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended...outside or beyond the youth participants themselves."
The Role of Reflection

Another way that Big Brothers and Big Sisters can help young people learn from community service projects is by helping them reflect on these experiences. "If service is to yield benefits, young people must...make sense of what they've seen and done and then act on insights gained. These efforts are called reflection, and when undertaken with care they can provide a meaningful context for service. They can help develop the ability to assimilate events and ideas to build observation and inquiry skills. In other words: Reflection transforms an interesting and engaging community service experience into one which critically affects student's learning and development."48

The role of the Big Brother or Big Sister as a mentor, confidante and friend who is encouraging and supporting the young person in his or her volunteer effort is imperative in making the experience a positive one. "Adults can help their "students" and themselves learn more from service projects by discussing and reflecting on what they accomplished, felt and observed. This reflection not only will help "students" learn from a single event, but it will also develop their capacity to think about complex issues and will enhance their capacities to become lifelong learners."50

The following three questions help set a context for reflection.

1. **What?** (What happened?) Without judging, describe in detail the event(s) of your experience.

2. **So What?** (What did you learn from the experience?) What difference did the event make? Explore the importance of the event to the participant, the recipient, the community, and the group.

3. **Now What?** (How will you think or act in the future as a result of this experience?) This helps students connect...
"...without reflection, students simply go through the motions of service, unaffected by the experience or with personal ignorances and biases reinforced."
V. History of BB/BSA’s Involvement in Promoting Youth Service

In 1987, BB/BSA began to identify ways in which BB/BS agencies could encourage and facilitate youth involvement in community service. In 1988, BB/BSA published and disseminated the High School Program manual and recruitment brochure to BB/BS agencies in an effort to encourage the use of high school juniors and seniors as volunteers to elementary school children. The high school manual was based on the experiences of fourteen BB/BS agencies that had expanded their volunteer pool by recruiting high school students. The manual was BB/BSA’s first formal attempt to encourage youth service activities within BB/BS agencies. From 1990 to 1993 there was a 26% increase in the number of volunteers aged 15–19 in BB/BS agencies, based on the extrapolated figures of 2,165 volunteers from the 1990 Agency Data Survey and 2,719 from the 1993 Agency Demographics Survey.

BB/BSA representatives attended the 1990 Wingspread Conference which focused on youth service. The following is excerpted from the Wingspread Special Report. These principles result from extensive consultation with more than seventy organizations interested in service and learning. Those consultations were conducted by the National Society for Internships and Experiential Education—now the National Society for Experiential Education. In May 1989, a small advisory group met at Wingspread to compose the preamble and the language of the ten principles.

**Preamble:** We are a nation founded upon active citizenship and participation in community life. We have always believed that individuals can and should serve. It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be
created and sustained over time, and to help individuals appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both. Those who serve and those who are served are thus able to develop the informed judgment, imagination, and skills that lead to a greater capacity to contribute to the common good. The principles that follow are a statement of what we believe are essential components of good practice.

1. An effective program engages people in responsible and challenging actions for the common good.

2. An effective program provides structured opportunities for people to reflect critically on their service experience.

3. An effective program articulates clear service and learning goals for everyone involved.

4. An effective program allows for those with needs to define those needs.

5. An effective program clarifies the responsibilities of each person and organization involved.

6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.

7. An effective program expects genuine, active, and sustained organizational commitment.

8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.

9. An effective program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

10. An effective program is committed to program participation by and with diverse populations.

Also in 1990, a workshop titled "Service and Learning" was held at BB/BSA's National Conference in Dallas, Texas. BB/BSA also began development of the ALTERNATIVES Substance Abuse Education and Prevention Program which included youth service activities as a major component. A national policy on youth service was approved by BB/BSA's Board of Directors that year.
For several years BB/BSA has been informing all affiliated agencies of National Youth Service Day, which is a celebration of the accomplishments of young people across the country, facilitated by Youth Service America. Youth Service Day normally occurs during BB/BS volunteer appreciation week and presents a wonderful opportunity to not only highlight the efforts of adult volunteers, but also to highlight young people who are engaged in community service. In 1992, when President Bush initiated the President’s Youth Service Awards initiative, BB/BSA became involved as a partner and made local agencies aware of the availability of the President's Award and National Award given to young people through nomination and financing by local community organizations.

The ALTERNATIVES Program

ALTERNATIVES was launched as a pilot in 1991 as BB/BSA’s first initiative to focus on youth service as a preventative tool against substance abuse.

A. The Need
Children from single-parent homes and low-income families are likely to be exposed to or involved in some kind of substance abuse.

B. The Answer
The ALTERNATIVES program was initiated as a substance abuse education and prevention program. BB/BSA developed a generic program design that included both an educational component and a youth service component. The goal of the program was to develop replicable models of substance abuse education and prevention, building on the strengths of the one-to-one relationship.
BB/BSA's objectives for ALTERNATIVES included:

1. To research available resource materials to determine their applicability to BB/BS agencies and publish a resource guide.

2. To provide mini-grants for up to six BB/BS agencies for an eighteen-month period to develop and implement their own substance abuse education and prevention program following established criteria.

3. To document and disseminate replicable models.

Through the development and distribution of the Partners manual, videotape, and the accompanying ALTERNATIVES Resource Guide, BB/SA has accomplished these objectives.

C. Program Components
The two critical elements of ALTERNATIVES were education and youth service. Education of the agency staff, volunteers, parents and children are an integral part of any prevention program implemented by a BB/BS agency. Staff, parents, and volunteers have an impact on children by providing information regarding the seriousness of the problem and identifying ways to prevent substance abuse. Publicizing available community resources through the development of a drug and alcohol abuse prevention resource guide allows agency staff to better educate volunteers, parents, and youth about local community services. A youth service component was involved because BB/BSA believes that getting young people involved in service to their communities offers an alternative to becoming involved in the drug culture, or other counterproductive activities.

D. The ALTERNATIVES Models Designed by Local Agencies
A total of eight BB/BS agencies applied for and received an ALTERNATIVES grant through BB/BSA. Throughout a fourteen month period, these eight agencies developed
their own models of substance abuse prevention training, a local substance abuse prevention resource guide, and in some instances initiated youth service activities that included both matched and unmatched Little Brothers and Little Sisters as well as Big Brothers and Big Sisters.

The following is a synopsis of the experiences of each of the eight BB/BS agencies that piloted the ALTERNATIVES program.

**Alternatives Models**

**Big Brothers/Big Sisters of Greater Birmingham, Inc. Birmingham, Alabama**

**EDUCATION:**

All of the matches on the agency's caseload were invited to substance abuse prevention workshops made available by a local organization called Aletheia House. Twenty-seven Little Brothers and Little Sisters attended a drug abuse prevention workshop.

**YOUTH SERVICE:**

The agency believes that Little Brothers and Little Sisters are not only service recipients, but also "need to learn the value of giving their time and effort." Locations where children could volunteer were limited, but with the supervision of the Big Brothers and Big Sisters the experiences were very useful. In this agency, ALTERNATIVES was the catalyst for BB/BS volunteers to get involved in service activities with their Littles.

The agency's case managers extended personal invitations to all Big Brothers and Big Sisters to become involved in the ALTERNATIVES program. A letter was
"Among the most popular and effective neighborhood organizations were found to be... an improvisational theater troupe that examines issues of sex, gangs, drugs, and AIDS in performances before its teen peers."

then sent to all volunteers with a listing of possible service activities. Seventeen matches became involved in service activities. The various service activities are listed below:

- Two Little Sister/Big Sister pairs served homeless women and children
- Two Little Sister/Big Sister pairs and a Little Brother/Big Brother match conducted activities for elderly residents of a nursing home
- One Little Sister/Big Sister match prepared a bulletin board for a day care center on a regular basis
- Three Little Brother/Big Brother pairs and a Little Sister/Big Sister match provided assistance with the operation of a petting farm at a state park
- Four Little Sister/Big Sister pairs and Two Little Brother/Big Brother pairs were involved in the Humane Society's Pet Pals program; they took puppies and kittens to visit with residents of nursing homes
- One Little Sister/Big Sister and One Little Brother/Big Brother match presented a puppet show to children in a hospital about substance abuse and other topics.

The challenges that the agency faced in getting matches involved in service activities included:

- accessibility: volunteers/matches were interested, but it was difficult to maintain the interest of the children. The agency had to "keep the fire stoked" through telephone calls from the caseworkers to the volunteers to reinforce the continuing of the service activities
- the need to have one staff person to totally focus on and nurture the program needs.

**Big Brothers/Big Sisters of Southeastern Connecticut, Inc. Groton, Connecticut**

**EDUCATION:**

The agency served 16 matches, 28 parents, 7 staff members, 116 unmatched Littles and non-program community members, and 9 volunteers. The program featured, through collaboration with the Child and Family Agency, materials from Connecticut Communities for Drug Free Youth, and a presentation by The Bridge: Looking In Theater Troupe. Workshop session topics included the following:

- parent/child conflict
- teen drinking and drug use
- adult drinking and drug use
- sexual decision-making

The theater group presentations were followed by discussion sessions. Evaluations showed that the sessions were well received by participants.
PARTNERS: THE SHARED SERVICE EXPERIENCE

In a separate project, six agency youth (three matched and three unmatched) acted in 40-minute play about addictions. The youth rehearsed for ten weeks and gave four performances for audiences composed of youth, parents, Big Brothers, Big Sisters, Little Brothers and Little Sisters. A discussion followed each performance.

YOUTH SERVICE:

Matches scheduled service activities through the local Voluntary Action Center. Fourteen Littles and sixteen Bigs were involved in ALTERNATIVES activities. A group of five Big Sisters and one Little Sister met to discuss possible group volunteering opportunities. All Bigs were invited and encouraged to attend the following:

- The Great Hunger Clean-Up: a spruce up of the New London community which benefits soup kitchens and shelters
- Walk America: where BB/BS agency participants could register walkers and dispense refreshments at checkpoints
- YMCA Camp Clean-Up.

Five matches were involved in monthly volunteer activities with the local Voluntary Action Center. Three Little Sister/Big Sister and two Little Brother/Big Brother college matches made and delivered valentines to residents of a nursing home.

The major challenge faced by this agency was the limited amount of time for volunteers to engage in service activities beyond being a Big Brother or Big Sister.

Big Brothers/Big Sisters of Delaware, Inc.
Wilmington, Delaware

EDUCATION:

Most of the youth in this agency had already encountered drug and alcohol training in school. ALTERNATIVES brought volunteers and children together to discuss substance abuse, thereby broadening and strengthening their relationships. Even now, after the ALTERNATIVES funding and activities have ended, these discussions within matches continue. The ALTERNATIVES program brought issues such as peer pressure and other problems that children face to the forefront.

The agency served 20 matches through nine hours of drug/alcohol prevention education and has trained twelve staff members through collaboration with Delawareans United Against Child Abuse, YMCA Resource Center and Delaware Services for Children, Youth and their Families - Office of Prevention (a new regional RADAR unit for CSAP).

The topics covered in the training were:

FOR STAFF
- drugs and alcohol-basic facts
- effects on self and others
- "at risk" children
- dysfunctional families
• prevention education
• how BB/BS agency staff and volunteers can aid in disseminating drug/alcohol abuse prevention guidelines among themselves

FOR PARENTS
• facts about drug use and abuse
• how to be an “askable” parent
• the importance of open family communication

FOR VOLUNTEERS
• basic facts about drugs and alcohol
• how to help a child be drug free
• how to help Littles with decision making, developing values, assertiveness, self esteem, building drug resistance skills, coping skills and family communication

FOR CHILDREN/YOUTH
• choices and decision making
• values
• assertiveness
• self esteem
• building drug resistance skills
• basic facts about drug/alcohol use and abuse
• family communication and coping skills

The training module was originally designed as twelve hours but was shortened to nine hours. The agency trained three groups of volunteers and children, for a total of 20 matches, and one group of four matches after funding ended. All agency branch offices have a copy of the training manual and materials for their use as needed.

Separate resource packets were developed for parents, children and volunteers and distributed to seventy-five participants.

The children targeted for this program were those 10-16 years of age whom the agency caseworkers felt were most likely to be at risk or affected by substance abuse.

The challenges that the agency faced were:
• reaching those volunteers who don’t normally participate in group activities
• informing volunteers at orientation of available services and opportunities
• having caseworkers view training as a worthwhile effort, but also as an added burden because they already must do at least two nights of volunteer training per week. (The ALTERNATIVES funds enabled the agency to pay for the extra night’s work).

Two types of “natural highs” posters were produced, one for rural areas and one for placement in the schools.
All Littles in the ALTERNATIVES program received the posters through the mail. The agency identified the following benefits of designing and implementing this program:

- great opportunity to address the timely issue of substance abuse
- the local United Way and agency board of directors viewed the focus on substance abuse prevention favorably
- focusing on substance abuse prevention brought the agency positive public relations attention and opportunities for additional monies
- participants tried to make the sessions fun to keep the interest of the youth.

YOUTH SERVICE:

The agency used a peer counseling perspective so that participants could spread the prevention message to a greater number of youth. A group of five matches developed a video focusing on the positive aspects of being drug free, which was duplicated for each youth to share with their peers to spread the “no use” message. This “natural highs” videotape was shared with friends, classmates and through other formal methods.

Big Brothers/Big Sisters of Las Cruces
Las Cruces, New Mexico

EDUCATION:

The agency served 29 children waiting to be matched and their parents through collaboration with Valley Community Outreach. Six training sessions were completed with each group. The topics covered in the sessions for staff, parents and children/youth were:

- family survival roles – Children of Alcoholics/ Family Roles
- emotions – the effect of legal and illegal substances
- friendship/peer pressure – how peer pressure can influence our decisions, and the consequences
- decision-making – consequences of correct and incorrect decisions and role of parents
- closure and community resources – discussion of the role of the family, family meetings and community resources.

MY LIFE IS GOOD... WITHOUT DRUGS

I BREATHE FRESH AIR.
I HANG OUT WITH MY FRIENDS PLAYING SPORTS.
I GO OUT WITH MY BIG BROTHER.
I HAVE CONTROL OVER MY THOUGHTS AND ACTIONS.
I RECEIVE GOOD GRADES IN SCHOOL.
I ENJOY THE OUTDOORS.
I RIDE MY BIKE AND GO TO THE PARK.
I GO TO THE MOVIES WITH MY FRIENDS.
I FOCUS ON BETTER THINGS THAN DRUGS AND ALCOHOL.
I CAN REMEMBER WHAT HAPPENED THE NEXT DAY.
I SWING HIGH ON THE SWINGS AT THE PLAYGROUND.
I AM TRUE TO MYSELF. I DOMINATE AT VOLLEYBALL. I LIKE TO SKATE.
I CAN RUN FREELY WITHOUT LOSING MY BREATH.
FOOD TASTES GREAT. I LIKE TO DRAW.
I CAN MAKE CLEAR DECISIONS AND DEAL WITH PROBLEMS IN A REALISTIC MANNER.
I GET HIGH ENOUGH TO “DUNK” WITH ONLY THE HELP OF MY REEBOKS.
I CAN HELP OTHER PEOPLE TO SAY “NO” TO DRUGS.
Created by: Ayana, Brandy, D.J., Genieva, Jed, Marlene, Mike, Patrese, and their Big Brothers and Big Sisters.


**Youth Service:**

During the first training session, the parents were told the agency would meet with children to determine what community service activities they might be interested in doing. This encouraged the parents to explore ideas with their children. The objective was for the children to feel ownership. The agency worked with the unmatched youth, ages 6–14, because they felt those children needed more involvement. About 50% of the children were Latino, some were Native American, and the rest were white.

During one of the last training sessions, activities were chosen through a brainstorming session with the children, allowing the children to vote on the activities they wanted to do the most. Agency staff provided the support to set up the activities. The executive director of the agency and work study students from a local university provided staff support for the service activities. Three different projects were completed. Families with unmatched children were given highest priority and moved to the top of the list to encourage them to participate. This policy was voted on and approved by the agency's board of directors.

Three young people brainstormed service activities and decided to do a paper drive: proceeds were given to a local food bank. Those involved got a tour of the food bank and received certificates of appreciation. Along with their parents, the three youths attended a follow-up session where they reflected on their experience. The parents reinforced the importance of the youth's accomplishments—they were present at a special ceremony when the agency presented certificates to the children. Other service activities included a park clean up and serving food at a homeless shelter.

The challenges the agency faced were that the unmatched population was harder to work with and that most of the families involved with the agency had been exposed to or experienced drug and alcohol abuse problems. The benefits of the ALTERNATIVES program included recognition that the board of directors was sensitive to the family situations and wanted to promote the goal of the program.

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**Big Brothers/Big Sisters Association of Philadelphia**

Philadelphia, Pennsylvania

**Education:**

Bigs, Littles, and parents were involved in drug and alcohol prevention workshops. Workshops were 2½ to 3 hours long and were provided locally in various areas of the city and a surrounding suburb to accommodate a greater number of participants. Workshops were held on week nights. The agency served 35 matches, 35 parents and 12 staff. An ALTERNATIVES training curriculum was produced, however the training has not continued because of lack of staff time.

Staff training included the following topics:
- developing rapport and communication
- building self esteem and self confidence
PARTNERS: THE SHARED SERVICE EXPERIENCE

- resisting peer pressure
- cultural diversity
- group facilitation skills
- alcohol and drug abuse-education and identification

Volunteer training included the following:
- communication and self esteem
- resisting peer pressure
- drug abuse education and identification.

Youth training focused on drug abuse education and identification. The resource guide produced was sent to all parents, volunteers and agency caseworkers. The caseworkers updated the information in the resource guide as needed.

One of the benefits of the ALTERNATIVES program identified by the agency was bringing people of different backgrounds together and hopefully breaking down some barriers and dispelling some existing stereotypes.

Challenges the agency identified within the training/education area were:
- program was very labor intensive
- activities were time consuming

YOUTH SERVICE:

Overall, the service activities followed an environmental agenda, including things like park clean-ups and tree care. Service activities occurred on Saturdays. Fourteen matches did a clean-up of the area surrounding the local United Way facility, and at a local high school where they planted a tree. The challenge of implementing the youth component during the winter months was that it was hard to get people to do volunteer work outdoors. An activity with disabled individuals was well received by the participants.

Big Sisters of Philadelphia, Inc.
Philadelphia, Pennsylvania

EDUCATION:

The target population was unmatched Hispanic girls and group activities were the best method for reaching into the Hispanic community. The agency served seven matched and fifteen unmatched Littles, four parents, four volunteers and two staff through collaboration with the Philadelphia Anti-Drug/Anti-Violence Network and Congresso de Latinos Unidos, a social service agency located in the Latino community. Weekly group sessions were held. The topics covered dealt with issues relating to personal/family relationships and how drug and alcohol abuse may affect them.
The staff training covered the following areas:
• teenage sexuality
• teen pregnancy
• substance abuse
• drug/alcohol use and abuse
• communication skills
• problem solving skills
• EMPOWER training
• CPR training
• values clarification
• leadership skills
• interpersonal relationships

Training for parents covered the following:
• active listening
• EMPOWER training
• teenage sexuality
• teen pregnancy
• substance abuse
• CPR training
• problem solving steps
• drug/alcohol use and abuse
• values and decision making
• communication skills

Volunteer training focused on the following:
• relationship building
• values clarification
• active listening
• problem solving steps
• teenage sexuality
• teen pregnancy
• substance abuse
• communication training
• EMPOWER training
• CPR training
Training for the Little Sisters included the following:

- drug/alcohol use and abuse
- resisting peer pressure
- leadership skills
- values and decision making
- problem solving skills
- communication skills
- developing self esteem
- interpersonal relationships
- teen sexuality
- teen pregnancy
- sexual decision making
- EMPOWER training
- CPR training

This program is one of the few drug abuse prevention programs developed specifically for Latino girls in Philadelphia. The coordinator of the program also became certified in BABES (Beginning Alcohol and Addictions Basic Education Services) training. This substance abuse prevention training has separate lessons targeted to specific age groups: pre-kindergarten through twelfth grade.

YOUTH SERVICE:

A local organization called CARIE (Coalition of Advocates for the Rights of the Infirm Elderly) made a presentation to the girls regarding possible volunteering opportunities. Three girls decided to volunteer at the Episcopal Hospital and were assigned one-on-one to an elderly person and made weekly visits. The girls were assigned to elderly individuals who did not receive other visitors, so the girls felt very good that they were bringing some light into their lives. The agency staff, Littles and families of the Littles participated in a Thanksgiving food drive.

Big Brothers/Big Sisters of Greater Tri-Cities
Kingsport, Tennessee

EDUCATION:

The agency served 17 Littles, eight volunteers, four parents and two staff through collaboration with the Holston Alcohol and Drug Council, the Sullivan County Health Department and the “D.A.R.E.” specialists at the police department. The workshop topics included an introduction to the community project component, feelings, smoking, and drinking. The workshop evaluations were positive and post-test results were excellent. See the following advice from “Quick List...10 steps to
help kids say no!" (from Just Say No Foundation) which was provided to parents and volunteers:

1. **Educate yourself about the dangers of drug and alcohol abuse, then talk candidly with your child.** Parents can help change mistaken ideas their children may have heard from friends, classmates and the media, such as "everybody drinks."

2. **Learn to really listen to your child.** Children are more likely to talk and understand when they see and hear that their parents are listening rather than criticizing what they say.

3. **Help your child feel good about him/herself.** Children feel better about themselves when parents praise efforts as well as accomplishments, and when they correct by criticizing the problem rather than the child.

4. **Help your child develop strong values.** Knowing the difference between right and wrong can give children the courage to make decisions based on facts rather than pressure from friends.

5. **Set a good example.** Parents' drinking and drug habits and attitude may strongly influence their children's thoughts about alcohol and drugs.

6. **Help your pre-teen deal with peer pressure.** Children need to know it is okay to say "NO" to things they consider to be wrong even though their friends pressure them to take part.

7. **Make family policies that help your child say “NO.”** It's helpful when parents set rules against alcohol and other drug use by children and the punishment for breaking those rules.

8. **Encourage healthy, creative activities.** Hobbies, school events, and other activities can help children stay away from boredom, which sometimes leads to experimenting with alcohol and other drugs.

9. **Team up with other parents.** When parents join together in support groups, they can help strengthen the rules they make at home.

10. **Know what to do if you suspect a problem.** Parents can learn to recognize the telltale signs of alcohol or drug abuse and even experimentation by observing such things as fast emotional changes, sudden disinterest in school and other normal activities. Parents should not be embarrassed to ask for help.

(Information was provided by the National Institute on Alcohol Abuse and Alcoholism, Rockville, Maryland).

**YOUTH SERVICE:**

The service activity was a safety check on vehicles owned by the elderly at senior citizen's centers (also open to the public).
Big Brothers/Big Sisters of Racine, Inc.
Racine, Wisconsin

EDUCATION:

Staff were trained to be able to give feedback to the volunteers helping the children in a substance abuse related situation. The agency recommended volunteers talk about drugs and alcohol with their Littles on a monthly basis. A new portion of the orientation training was developed to focus on drug and alcohol abuse prevention which enabled the agency to provide information to children, parents and volunteers. Brochures and other written information from the alcohol and drug council were provided to parents and volunteers while doing home interviews. The agency had a 1/2 day seminar for volunteers and children. The agency reached eighty-one matches and parents and four staff through collaboration with the Racine Council on Alcohol and Other Drug Abuse. They also sponsored a “Say No To Drugs” outing which included games, videotaped role plays, and educational materials.

Training for staff included the following topics:

- abuse, addiction, and recovery
- why kids use
- prevention
- specific substances
- drug affected children
- drug babies
- children of alcoholics/addicts
- codependency

The training for parents and volunteers covered the following topics:

- helping your teen or child say “no”
- drugs and you
- children and youth on the rocks
- marijuana, cocaine and crack information
- drugs and kids

Youth training included:

- drugs and you
- children and youth on the rocks
- drugs and AIDS
- marijuana, cocaine and crack information
- “say no” information
The challenges identified were:

- volunteers are uncomfortable with the subject at first, because they feel that these discussions are the parents' responsibility
- volunteers don't want to preach to the children.

The benefits realized were:

- volunteers see the value of focusing on the subject
- volunteers see that they're making a difference; the child may disclose parental involvement with drugs or alcohol or may talk about peer pressure they're experiencing.

YOUTH SERVICE:

The agency used their existing high school program as the starting point for service activities. A letter of invitation was sent to all high school service clubs requesting they submit proposals for monies to implement a service activity. Student service groups were already encouraged or mandated to do service by the National Honor Society and other entities, but the ALTERNATIVES monies allowed the agency to facilitate the service activities by providing for transportation and supplies. The agency identified a few matches that engaged in service activities together: one match volunteered at a soup kitchen, another participated in a blood drive.
VI. Next Steps

B/BSA continues to support the youth service movement on a national level, through coordination with organizations like Youth Service America, presentations at national conferences, and membership on advisory committees dedicated to ensuring that monies are available for the implementation of youth service and community service projects.

BB/BSA recommends that interested BB/BS agencies:

1. Identify service options and opportunities within the community, in coordination with existing Big Brothers, Big Sisters, Little Brothers, Little Sisters and other participants. These could be individually designed for matched pairs, or group activities where several matches become involved.

2. Educate and inform Big Brothers and Big Sisters about the benefits and personal rewards of involving their Little Brothers and Little Sisters in joint community service. All agency participants could become informed through agency newsletters, scheduled meetings/training, or special mailings.

3. Consider community service as a focus for existing or newly formed volunteer support groups or activities committees.

4. Educate the local community about the availability of agency participants in meeting community needs.

This document is intended as a resource in building enthusiasm for, and enhancing the capability of, BB/BS agencies to develop service projects and/or encourage Big Brothers and Big Sisters to engage their Littles in service to their communities. Following is a resource guide that provides additional information and support for both community service initiatives.*

*See the ALTERNATIVES Resource Guide for substance abuse prevention-related materials.
The following list is provided as an ancillary resource to the Partners manual. Big Brothers/Big Sisters agencies can use the following list to identify materials and organizations that can be helpful in initiating or refining a community service initiative.

**BOOKS/BOOKLETS:**

- The Adventure of Adolescence: Middle School Students and Community Service, Youth Service America, C. Rolinski, 1990.
- Get Ready for Anything!: what can happen when young people get together in their communities?, Youth Engaged in Service, Points of Light Foundation.
- Directory of Youth Leadership Groups, L. Little and R. Steele, Mershon Center, The Ohio State University, 1992.

(Except see the ALTERNATIVES Resource Guide for substance abuse prevention-related material.)

**PAPERS/REPORTS:**

- Changing Perspectives: Looking at Youth as Resources, A Summary of the Findings from the National Crime Prevention Council's Youth as Resources Project, Youth Service America.
- Knowing You've Made a Difference: Strengthening Campus-Based Mentoring Programs Through Evaluation and Research/Linking College Students and At-Risk Youth: Strategies for Planning and Conducting Campus-Based Mentoring Programs Through Evaluation and Research, two Reports of Campus Compact: The Project for Public and Community Service, March 1990.
- Right Livelihood: Dilemmas of Joining Work and Service - Roles and Responsibilities of a Community Service Director, Youth Service America.
- Youth Service: The Useful and the Good, Youth Service America.
- Youth Serving the Young: A Policy Blueprint for Youth Service to Educationally At-Risk Children, Youth Service America, May 1987.
- Young America Cares: General Tips for Youth Involvement, United Way of America, 1990.

**VIDEOTAPES/MIXED MEDIA PACKETS**

- "All the Difference: Youth Service in Minnesota," 28 minutes, $19.95 purchase, or free on loan, Minnesota Department of Education, 612-297-2443.
- "Today's Heroes" Guidebook/Video: The Hitachi Foundation/Today's Heroes, P.O. Box 19247, Washington, DC 20036
NEWSLETTERS

CRF Network, Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, 213-487-5590

The National Dropout Prevention Newsletter, a joint publication of The National Dropout Prevention Center and The National Dropout Prevention Network, Clemson University, 205 Martin Street, Clemson, SC 29634-5111, 803-656-2599, 803-656-0136 (FAX)

Network: School Youth Service, Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005, 213-487-5590

Pennsylvania Pride, Pennsylvania Institute for Environmental and Community Service Learning, 1600 Woodland Road, Abington, PA 19001, 215-887-8170


Streams, Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005, 202-296-2992, 202-296-4030 (FAX)

Youth Connections to promote and encourage youth leadership, Partners for Youth Leadership, Center for Applied Prevention Research, 250 Arapahoe, Suite 301, Boulder, CO 80302, 800-972-4636

NATIONAL ORGANIZATIONS

Association for Experiential Education, University of Colorado, Box 249, Boulder, CO 80309, 303-492-1547, 303-492-7090 (FAX), 303-492-0526 (TTY)

Association of Episcopal Colleges (Learning Through Service programs), 815 Second Avenue, New York, NY 10017-4594, 212-986-0989, 212-986-5039 (FAX)

Brethren Volunteer Service, BVS Recruitment, 1451 Dundee Avenue, Elgin, IL 60120, 800-323-8039

Campus Compact, The Project for Public and Community Service, c/o Brown University, P.O. Box 1975, Providence, RI 02912, 401-863-1119, 401-863-3779 (FAX)

Carnegie Council on Adolescent Development, P.O. Box 753, Waldorf, MD 20604, 202-429-7979

Community Service Learning Center, 258 Washington Boulevard, Springfield, MA 01108, 413-734-6857, 413-747-5368 (FAX)

Community Service Learning Program, Lincoln Filene Center, Tufts University, Medford, MA 02155, 617-627-3858, 617-627-3401 (FAX)

Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005, 213-487-5590, 213-386-0459 (FAX)

Corporation for National Service, 1100 Vermont Avenue, N.W., Washington, DC 20525, 202-606-4880

(William T.) Grant Foundation, 515 Madison Avenue, 6th floor, New York, NY 10022-5403, 212-752-0071, 212-752-1398 (FAX)

Haas Center for Public Service, Stanford University, Owen House, P.O. Box Q, Stanford, CA 94309-3473, 415-723-0992

Habitat for Humanity, Inc., 121 Habitat Street, Americus, GA 31709-3498, 912-924-6935

Independent Sector, 1828 L Street, NW, Suite 1200, Washington, DC 20036, 202-223-8100, 202-416-0580 (FAX)

The National Center for Service Learning and School Change, Cabrini College, 610 King of Prussia Road, Radnor, PA 19087, 215-971-8288, 215-971-8539 (FAX)

National Center for Service Learning in Early Adolescence, Center for Advanced Study in Education-Graduate School, 25 West 43rd Street, Suite 612, New York, NY 10036-8099, 212-642-2946, 212-354-4127 (FAX)

National Dropout Prevention Center, Clemson University, 205 Martin Street, Clemson, SC 29634-5111, 803-656-2599, 803-656-0136 (FAX)

National Indian Youth Leadership Project, 650 Vandenberg Parkway, Gallup, NM 87301, 505-722-9176, 505-722-9794 (FAX)

National Peer Helpers Association, P.O. Box 2684, Greenville, NC 27858, 919-757-4287, 919-757-4219 (FAX)

National Society for Experiential Education (formerly National Society for Internships and Experiential Education), 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229, 919-787-3263, 919-787-3381 (FAX)


Partners for Youth Leadership, Center for Applied Prevention Research, 250 Arapahoe, Suite 301, Boulder, CO 80302, 800-972-4636

Partners of the Americas, 1424 K Street, NW, Suite 700, Washington, DC 20005, 202-628-3300

Peace Corps, 1990 K Street, NW, Ninth Floor, Washington, DC 20005, 800-424-8580

Pennsylvania Institute for Environmental and Community Service Learning, Philadelphia College of Textiles and Science, Henry Avenue and School House Lane, Philadelphia, PA, 215-951-0343, 215-951-0345 (FAX)
Points of Light Foundation, 1737 H Street, NW, Washington, DC 20006, 202-223-9186, 202-223-9256 (FAX)

Project Service Leadership, 12703 Northwest 20th Avenue, Vancouver, WA 98685, 206-576-5070, 206-576-5068 (FAX)

Women in Community Service (WICS), 1900 N. Beauregard Street, Suite 103, Alexandria, VA 22311-1732, 800-442-WICS (9427), 703-671-0500, 703-671-4489 (FAX)

Youth Service America, 1101 15th Street, NW, Suite 200, Washington, DC 20005, 202-296-2992, 202-296-4030 (FAX)

Youthwish, Inc., P.O. Box 922, Key Largo, FL 33037, 305-451-2823. (Provides funding of matching grants to youth-developed projects that improve the community.)
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15 Youth Service: The Useful and the Good, occasional paper, Youth Service America


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18 Youth Service: The Useful and the Good, occasional paper, Youth Service America.


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21 ibid.

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23 Standards of Quality for School-Based Service-learning, p. 1.

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25 Standards of Quality for School-Based Service-learning, p. 4.


28 Youth Serving the Young: A Policy Blueprint for Youth Service to Educationally At-Risk Children, Youth Service America, May 1987, p. 5.


31 quote by George Gallup in “Youth Serving the Young: A Policy Blueprint for Youth Service to Educationally At-Risk Children,” Youth Service America, May 1987, p. 22.


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51 ibid., p. 3.
52 ibid., pp. 9-10.
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55 When One Parent Leaves: Surviving the Loss without Alcohol and Other Drugs, C. Spencer, Johnson Institute, p. 8.
56 1993 and Beyond-Passport to the Future for Your Organization, James M. Hardy, Ph.D., January 1993, p. 25.
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