

# **Data Analysis and Discussion of Youth Leadership Development Best Practices from WIF Program Survey**

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## THE WORLD INTERDEPENDENCE FUND: ENGAGED!

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by

William Bronston, M.D.

Something is missing among many of the best programs that aim to build a new generation of caring and committed youth! There is an ingredient... invisible, ignored, or avoided which, when added, is the soul of breakthrough programming, the contemporary frontier of integrity and mutual respect. That ingredient is interdependence, power sharing, TCB *with* youth who have significant disabilities. Inclusion of teens with disabilities in regular youth leadership work is atomic. It melts away the need to hide the *secret* disabilities every non-labelled teenager fears they possess which may, if exposed to peers, confirm the "worst," and lead to ostracism from being accepted and OK. It often drains the deep abscess of suicide ruminations. Inclusion elevates program design and ethical standards of what feels right and the groove of genuine personal and civic well-being.

**The World Interdependence Fund**, a non-profit educational foundation, has built upon a ten year experience, a national network of trainers and consultants creating and sustaining *Project Interdependence (PI)*. It embodies a multi-state training and organizing strategy in which we:

- forge lasting friendships among youth
- teach an "aha" awareness and discover capacities that instill youth empowerment, self-determination, and community organization
- develop youth, family, professional, business and civic leadership joint ventures

*PI* establishes partnerships with industries to explore careers in a sustainable future. Bottom line, it builds on fully integrating multicultural teens, *with and without disabilities*, that links them with their schools and communities through innovative service learning, career futures exploration, and civic activism.

*Project Interdependence* sponsors a national, multicultural cooperative youth leadership network, *Internet*, among the best programs and people devoted to valued futures for *all* youth. **The World Interdependence Fund** provides part day, many day and, ongoing expertise and hands-on training for programs, trainers and teens to completely do it.

In the Americans with Disabilities Act, there is a passionate national challenge. The time is ripe to try new ways of including all youth. New national and international realities are crashing in on "business as usual" and demand new leadership. It is no longer just a good idea to seek the unity in our diversity. It is now a critical American agenda.

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## SUMMARY

Never before in our history has it been more urgent that we as a society band together to pass the torch to our children.

The world which our children are to inherit is one fraught with more challenges than any new generation has ever faced. Many of these challenges are the very ones that we adults have at best only begun to tackle, or at worst have left completely unaddressed. As we prepare to enter a new century, if we are to do so with hope rather than despair, we must prepare our youth to take on the torch with hearts filled with hope and optimism about the beauty of life and their ability to fully take part in it. They are eminently capable of taking that torch, but it is incumbent upon us as adults to adequately prepare them for this task.

As our society prepares to pass this torch, youth leadership development programs have begun to organically spring up across the country. It is as if something deep within us has lead us to make the first uncertain steps toward preparing our children for the uncertainty of their future. But these steps are new and tentative, and like flowers that bloom in disparate corners of a meadow, these programs have remained greatly isolated. The work they have done has yet to germinate and spread. And while we wait for this germination, in our isolation we reinvent the wheel, over and over.

In an attempt to help bridge this communication gap, the World Interdependence Fund distributed the Youth Leadership Development "Best Practices" program survey questionnaire. Over 600 survey forms were distributed to agencies across the country, seeking to identify the very best that youth leadership programs have to offer.

Much valuable information was gleaned from this survey, but perhaps the most interesting single fact we saw was the exceptionally small number of programs who chose to return the survey. With over 600 distributed, only 51 made it into the final data analysis. This, despite an intensive period of follow up with those agencies receiving the questionnaire, indicate clearly how easy it is for programs like these, despite the quality of their work, to remain inward-focused and isolated in a world which desperately needs to share in their expertise.

In the summaries that were returned we looked at the following aspects of program operation

- Program content
- Location and training site
- Program start dates and longevity
- Annual expenditures
- Time period programs operate and curriculums offered
- Ages and genders served
- Integration of youth with disabilities (including with severe developmental disabilities)
- Integration of ethnic minorities
- Number of youth trained and staffing patterns
- Evaluation methods

From examining these items we found much that confirmed our expectations. Primary among these findings was the fact that youth leadership programs exist across a wide spectrum of scope, funding and staff-to-client ratios. As we expected, the training methods and program values were very different among our respondents. Specific among our findings were the following:

- Programs exist in every area of the country, in both urban and rural areas.
- Most programs were founded in the past few years.
- Program budgets cover an enormous range, from almost no funding to over \$10 million per year.

- Programs maintained an impressive mix of many different kinds of funding, both permanent and limited term or grant, from both public and private sources. In general, programs rely more heavily on limited term funding.
- Most programs operate year-around. Of the few that are seasonal, most are closed summers.
- Most programs serve the bulk of their clients in the 13-18 year age range.
- Programs serve slightly more female than male clients.
- Approximately half the respondents have integrated youth with disabilities into their programs. A quarter serve youth with disabilities exclusively, and a quarter serve no youth with disabilities.
- When programs integrate youth with disabilities, they usually compromise less than 1/3 of their total youth trained.
- Among our most surprising findings was that when programs integrate ethnic minority youth into their programs, they also become *more likely* to also integrate youth with disabilities. However, as the percentage of ethnic minority youth in the program increases, the percentage of youth with disabilities in each program decreases.
- The total number of youth trained varies a great deal, although most programs train 100 or fewer youth each year.
- The perceived "multiplier effect" (youth influenced by those who have been trained) by the programs varied widely, from none to hundreds or thousands of youth influenced for each one trained.
- Staff to client ratios varied from near one-to-one to over 3,000-to-one, leading us to conclude that there are a wide variety of training methods being employed by survey respondents.

The survey instrument we employed has shown us that another, more detailed and carefully designed survey would yield more complete and reliable results. Nevertheless, this survey has pointed the way toward a greater understanding of what youth leadership programs consider to be of quality, and has taken the first steps toward greater sharing of vision and expertise.

Through careful examination of this data, and through our continuing interaction with youth leadership programs across the country, we have reached several conclusions.

- To whatever extent these programs communicate, they can they expect to experience a commensurate strengthening of their purpose. To network with other similar programs across the country can provide necessary and significant validation of methods being employed, and at the same time, provide a never-ending source of new and innovative program ideas.
- As a society we must commit to the idea of youth leadership, and push for a national policy and resource commitment to increase this kind of youth training experience. To do so will promote a new willingness for our youth to accept responsibility to become the stewards of our emerging society. This is vital if we hope to provide a measure of hope for our future.
- There is an urgent need to understand what makes youth leadership programs effective. Continuing research and network facilitation must occur to ensure that the quality work being done around the country spreads to other communities.

We need an opportunity for these programs to interact on levels surpassing paper. We need an opportunity to visit, to network, to and to share our newfound knowledge.

It is our responsibility to our children, so that they will be ready to take on the torch and carry it forward into the future. This truly may be the greatest challenge of the decade.

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## OVERVIEW

In the broad and diverse field of Youth Leadership Training there exist a myriad of groups and individuals who are developing innovative, breakthrough programs. The experiences and practices of these programs represent a resource of enormous depth which colleagues around the nation could tap—if only these innovative programs and ideas were available to them. Unfortunately, in a world as complex as ours, it becomes a natural tendency of both new and established programs to focus inward rather than outward. Ultimately, most innovative programs exist as isolated islands, never sharing their skills and expertise with the wider world. Even with our new systems of efficient and instant communication, the benefits of experience remain elusive.

The World Interdependence Fund, through our extensive experience with community-based programs, has long sensed the fabulous wealth of innovation that exists, hidden in programs across the country, and holds a commitment to making those new, transformative ideas available to all.

As part of this commitment we developed the “Youth Leadership Development ‘Best Practices’ Program Survey” Questionnaire in 1992. The purpose of this survey was not to create a profile of the “average” youth leadership program (in a field as diverse as this no average is truly possible). Instead, the survey sought to find the very best, the “state-of-the-art” programs that could provide innovation and standards to which others around the country could look for support and leadership. The goal of the survey was to provide a synthesis, an analysis of these programs that could become a resource for others new to the field and looking for the best ideas and skills available.

Completing surveys and writing long descriptions of programs requires a great degree of dedication. For those so often focused on the day-to-day realities of running these kind of programs, it is perhaps not surprising that of the hundreds of surveys distributed, only 51 were returned. However, we believe that those surveys returned were most often from programs who believed that they had something exceptional to share with their colleagues. These 51 programs represent a self-selected group who believe their programs are worthy of note. Judging from their responses, we believe that they may very well be among the most innovative and creative programs in the country.

Our survey form was designed to elicit both hard statistical data, as well as more subjective and qualitative analyses of program strengths and weaknesses. However, it was only beginning, with the intent to go beyond this sample and create a more comprehensive survey. The breadth of the responses we received showed us clearly where existing questions begged to be asked, and where other questions left far too wide a latitude of personal interpretation to gather the necessary hard data. Still, the survey was a great success in that it has provided us with a necessarily rough picture of what constitutes “Best Practices” in the Youth Leadership Development Field, and has clarified the process necessary to integrate these innovative ideas into the larger community. It is our hope that this sample will inspire the creation of a more comprehensive survey to clarify this vision.

This report represents a complete “Level 1” Analysis of all numeric and Boolean (true/false) data in the survey. Each data element of the questionnaire has been analyzed independently, without regard to its relationship to other data elements. In addition, where the data seemed to beg further analyses, we have done specific cross comparisons to see what additional insight it can give us.

This report is designed to be read in cross-reference to the original survey questionnaires (an example of which appears as an Appendix F.). Individual analyses have been numbered to correspond with their source questions on the survey, and the source question has been repeated in its entirety. Of course, many of the

items in the questionnaire were primarily text, and as such did not lend themselves to this kind of numeric analysis. Some of this text data has been reproduced later in the report.

A note on our methods: Our statistical sample consisted of 51 completed questionnaires. However, in many cases individual questions on the forms were not answered. Due to this, most of the statistics included here were calculated *after* dropping out those respondents who did not choose to answer a particular question. Thus the "n" value of each statistic is often less than the complete 51 survey sample.

### 3. ADDRESS

The only element of the program addresses that lent itself to analysis was the originating state of each questionnaire. In **Figure 1** we have examined the originating states, sorted by frequency. States not appearing in this table had no respondents.

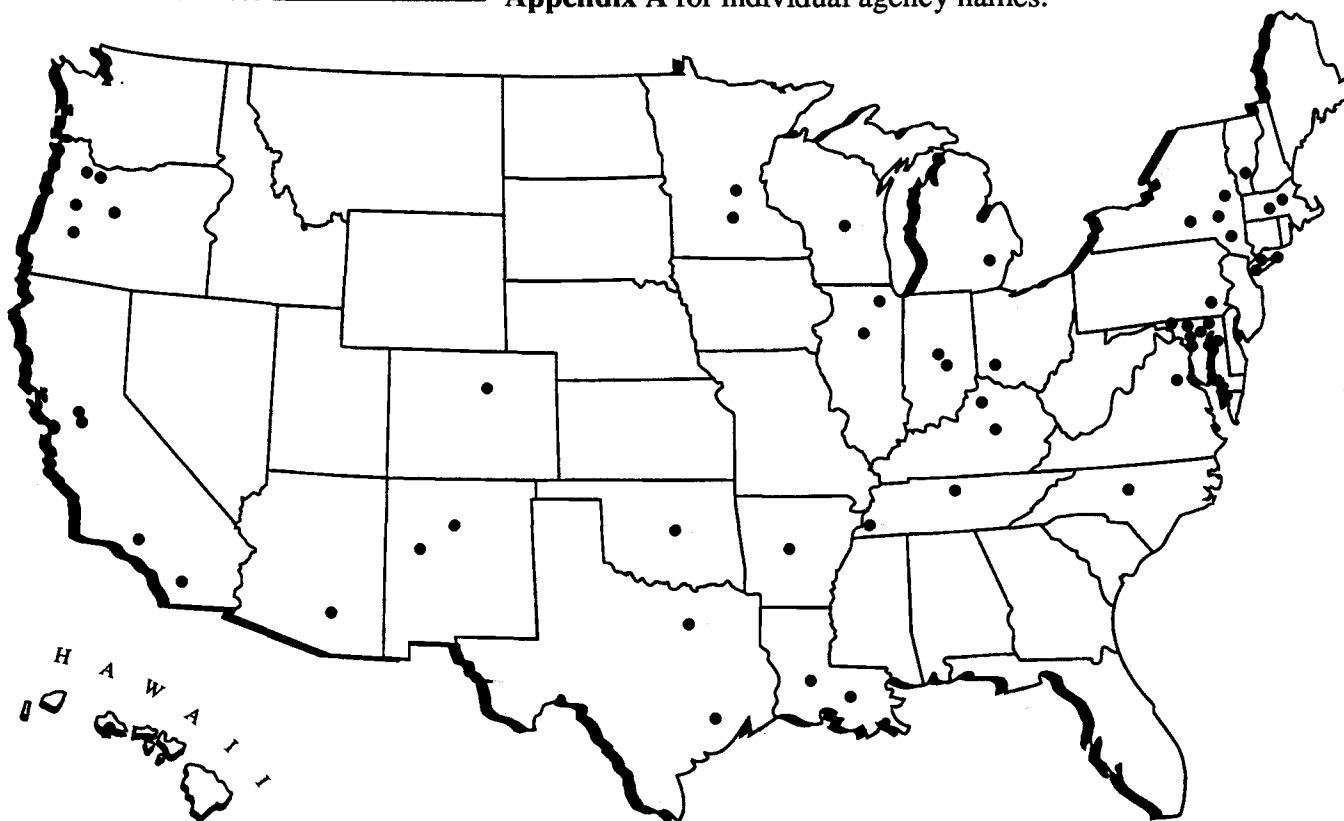
STATE	NO.	STATE	NO.
New York	7	Arkansas	1
Maryland	5	Arizona	1
Oregon	5	Colorado	1
California	4	Dist. of Columb.	1
Illinois	2	Hawaii	1
Indiana	2	Michigan	1
Kentucky	2	North Carolina	1
Louisiana	2	Ohio	1
Massachusetts	2	Oklahoma	1
Minnesota	2	Pennsylvania	1
New Mexico	2	Virginia	1
Tennessee	2	Vermont	1
Texas	2	Wisconsin	1

**Figure 1: Returned Surveys By State**

Reflecting the diversity of the programs responding to the survey, this sample includes programs in 12 states, representing every region of the country. These programs represent both urban and rural communities, from the largest metropolitan centers to small, rural communities.

The only area of the country which seems to be under-represented in the survey is the Midwest to Central Rocky Mountain region, where only one Colorado program is in evidence.

**Figure 2** examines these respondents from a geographic perspective. Each dot on the map represents a single respondent. See **Appendix A** for individual agency names.



**Figure 2: Returned Surveys, Geographic Distribution**

## 6. WHEN DID YOUR YOUTH LEADERSHIP PROGRAM BEGIN?

YEAR	NO.	YEAR	NO.
1890	1	1984	1
1946	1	1985	3
1972	1	1986	1
1973	1	1987	4
1979	2	1988	6
1980	2	1989	2
1981	1	1990	6
1982	1	1991	11
1983	3	1992*	2

**Figure 3: Programs Founded by Year**  
\*Incomplete Year

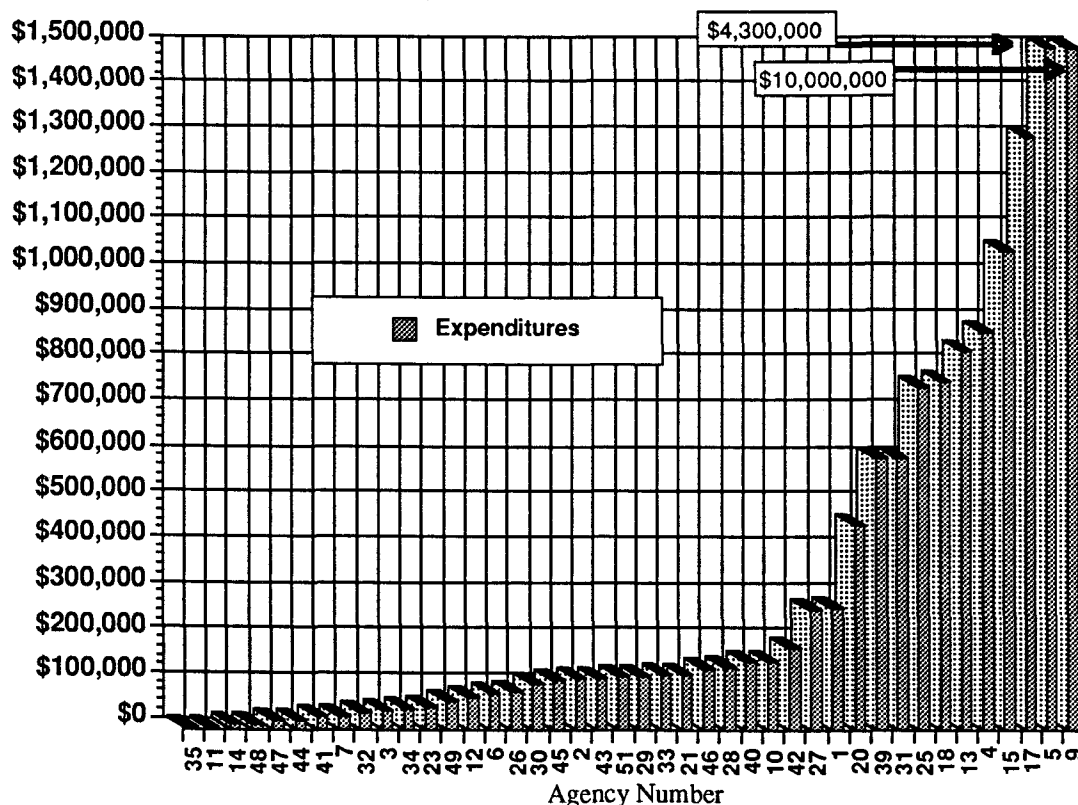
Two programs did not respond to this question. The rest of the programs began in the years shown in **Figure 3**. Total programs beginning in specific years are indicated in the "NO." column.

The survey sample for this information is too small to draw any definitive conclusions. It is obvious that more programs have been founded in recent years, with a small decrease in 1989.

Judging from the larger sample of programs founded in 1991, the year before this survey, it could be concluded either that the number of these programs has increased exponentially in the last few years, or

that many of these programs have a relatively short life span (earlier programs having folded prior to this survey). We suspect that it is the former, and that youth leadership development programs are being recognized for their community value.

## 7. WHAT IS THE CURRENT ANNUAL EXPENDITURE FOR YOUR YOUTH LEADERSHIP PROGRAM?



**Figure 4: Average Annual Expenditures by Program**

42 of 51 respondents chose to answer this question. The following statistics are generated on those 42 respondents only.

The average annual expenditure reported for all respondents was \$578,402.98. However, it should be noted that one very large program has skewed these statistics toward the high end. When Aunt Martha's Youth Service Agency, with a budget of \$10,000,000, is



dropped from the calculations, a more reasonable figure of \$348,607.93 is obtained for an average annual expenditure. **Figure 4** shows the distribution of these expenditures.

Two trends are clear from the examination of this data. First, it is obvious that the great majority of survey respondents operate on the low end of the budget spectrum, at under \$200,000 per year. This is not unusual, as community-based programs often operate with minimal funding.

The second interesting trend is how, once program budgets begin to rise, they rise *quickly*. It has been interesting to examine the characteristics of these large-budget programs and how they relate to their more modest counterparts. We will make this comparison, where it seems significant, in the statistics that follow.

## 8. DO YOU HAVE PERMANENT FUNDING?

Question 8 was designed to understand the breakdown of funding sources for the respondent programs. It was broken into two parts. Part A gave us an indication of the percentage that received some degree of permanent funding.

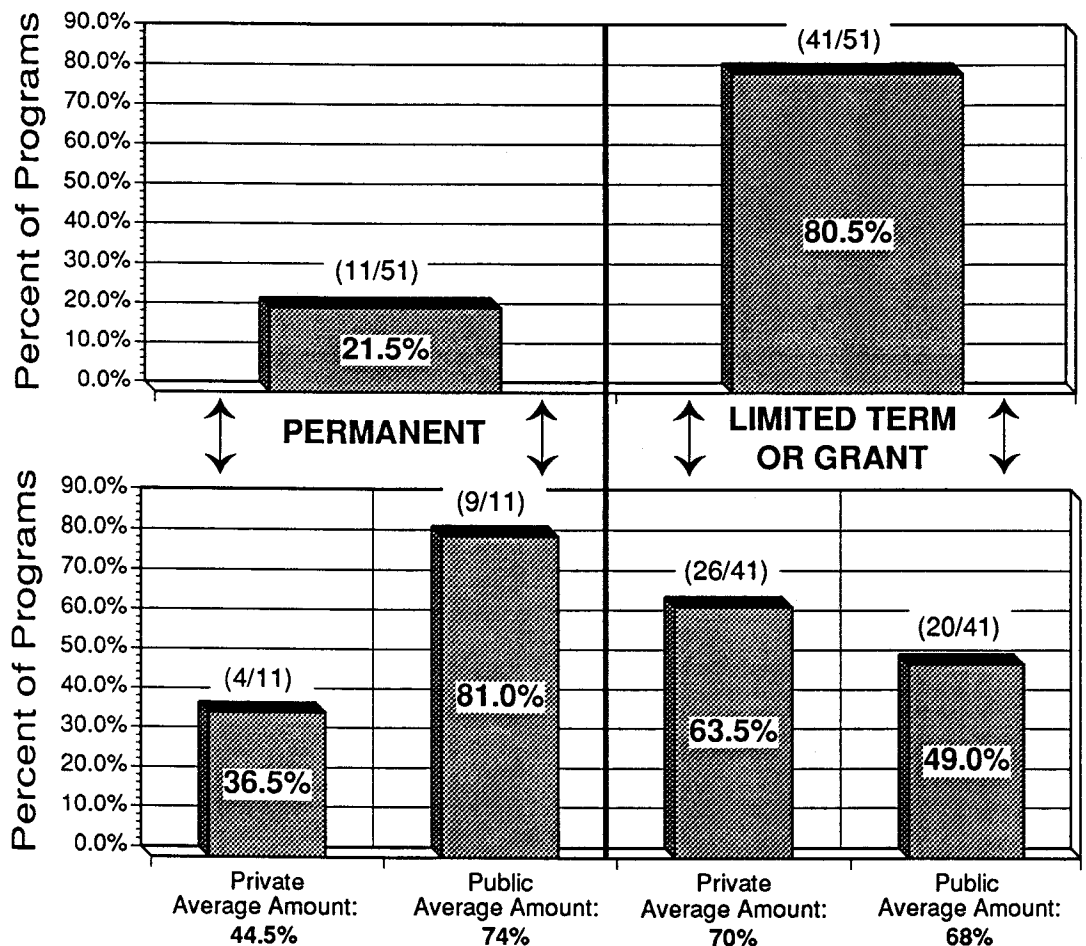
It also broke that permanent funding down into Private and Public subcategories. A similar breakdown was made in Part B, for Limited Term or Grant Funding. The results are shown in **Figure 5**.

It appears that limited term or grant funding is the norm for a vast majority of the programs. For those with this kind of funding, it was much more likely to be privately based. Exactly the opposite is true for those programs with permanent funding,

It is interesting to note that these num-

bers are far different for the 10 programs with expenditures over \$500,000, as show below.

- 50% of the high expenditure programs have permanent funding (5/10). 25.5% of this funding is private, while 74.5% is public.



**Figure 5:** Percent of Programs Reporting Funding by Term (top) and Source (bottom)

- 90% of the high expenditure programs had limited term or grant funding (9/10). 50% of this funding was private, while 49% was public.

These high budget programs seem to have been able to maintain both types of funding, and it is especially interesting to note that their permanent funding is primarily public, while their limited term and grant funding is evenly split between the private and public sectors.

## 9. TIME PERIOD PROGRAM OPERATES

The survey allowed respondents to indicate what months of the calendar year their programs were operational. Although there were a wide variety of schedules indicated in response to this question, we were able to note some interesting facts.

- 71% of the programs indicated that they operated year-round (34/51).
- 29% were seasonal, being closed at least one month during the calendar year (14/51).
- 6% made no indication (3/51).

The seasonal programs broke into the following categories:

- 7% were summer only (1/14).
- 57% were closed summers (8/14).
- 36% were on other schedules (5/14).

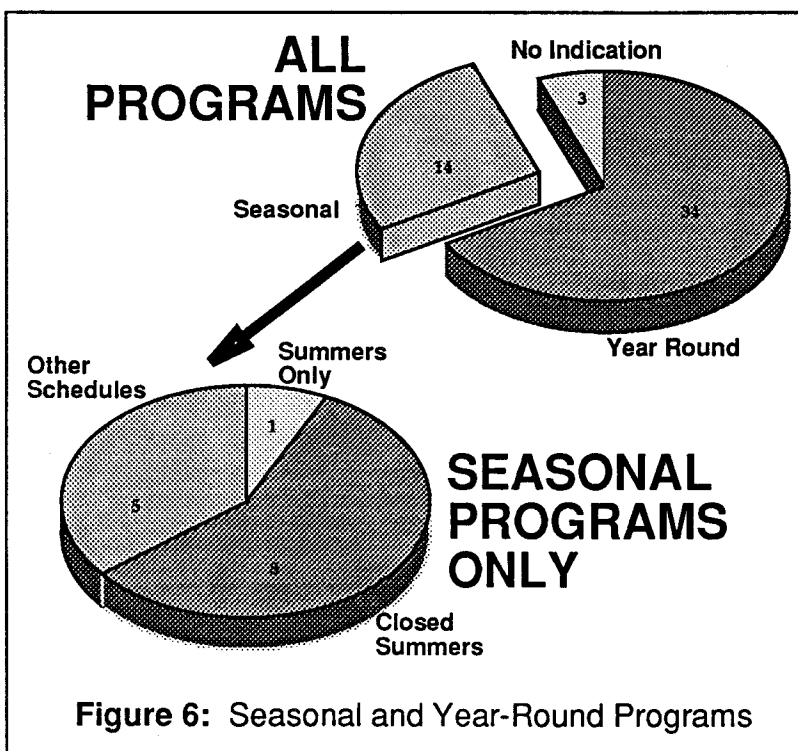
Figure 6 shows the relationships between these numbers. Seasonal Programs are shown in the top pie chart, and those numbers are broken out in the lower chart.

Most programs operated twelve months a year. Of those programs that were closed, most were only closed summers. A very small number (6) had schedules that did not fit one of these two patterns. It may be interesting at some future date to look at those programs with unusual operating schedules and examine their reasons for adopting those schedules.

A second part of this question examined whether or not programs offered follow-along support beyond the formal program

- 66.5% indicated that they provided follow-along support beyond the formal program (34/51).

This is quite a high number, and indicates the importance these model programs put upon maintaining contact after the formal program is over. Future surveys should examine what each program considers to be follow along support, as this is a very subjective term and may cover a wide range of activities.



## 10. DO YOU HAVE A PERMANENT TRAINING SITE?

The environment in which the respondent programs conducted their trainings was an important part of the survey. Among the questions examining this issue was number 10, which requested respondents to not only indicate whether they had permanent training sites, but whether they worked indoors, outdoors, or both. The results are as follows:

- **59%** indicated that they had a permanent training site (30/51).
- **90%** of those indicated that they had indoor sites (27/30).
- **33%**, of those indicated that they had outdoor sites (10/30).

Most programs heavily favor indoor sites. (These numbers do not total 100%, as many programs indicated that they had both indoor and outdoor sites.)

## 12. AGES AND GENDERS

Question 12 sought to uncover a profile of the youth served, by age and gender.

### A: AGES

Figure 7 provides a breakdown of the age ranges served. The first column of the table shows the age range from the survey. The second

Age Range	Respondents	Average % of Clients (serve age group)	Average % of Clients (all)
<13	39%	24.5%	9.5%
13-18	90%	72%	65%
18+	63%	30%	19%

Figure 7: Age Category Breakdown

column shows what number of respondents indicated they served *any* population from that age range. The third and fourth columns need some additional explanation, as follows.

The third column looks at the programs that serve that age range, and indicates the average percentage of their clientele that fall into this category. In other words, of the programs that say they serve youth under 13, these youth average 24.5% of their program.

Lastly, the fourth column indicates the average percentage of the clientele for all 51 programs, including those who say they do not serve that population. In other words, for all 51 programs, youth under 13 make up an average of 9.5% of their program populations.

Most survey respondents served the bulk of their clients in the 13-18 age range, although some from both younger and older age ranges also participated. (Due to the fact that many programs did not answer this question fully, the numbers in column four do not add up to 100%.)

### B: GENDERS:

Figure 8 provides a similar breakdown by gender.

It is interesting to note that female clients seem to receive services slightly more frequently than male clients, at least among survey respondents.

Gender	Respondents	Average % of Clients (serve gender)	Average % of Clients (all)
Female	86.5%	53.5%	46%
Male	78.5%	44.5%	34.5%

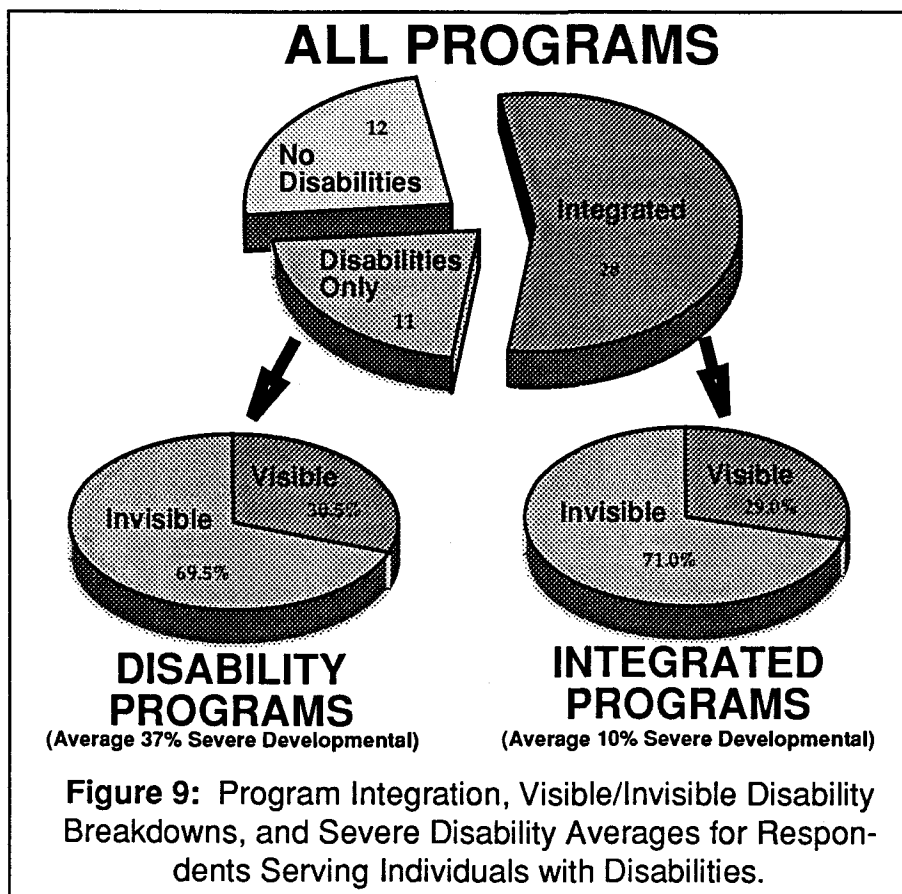
Figure 8: Gender Category Breakdown

### 13. PROGRAM INTEGRATION (% WITH DISABILITIES)

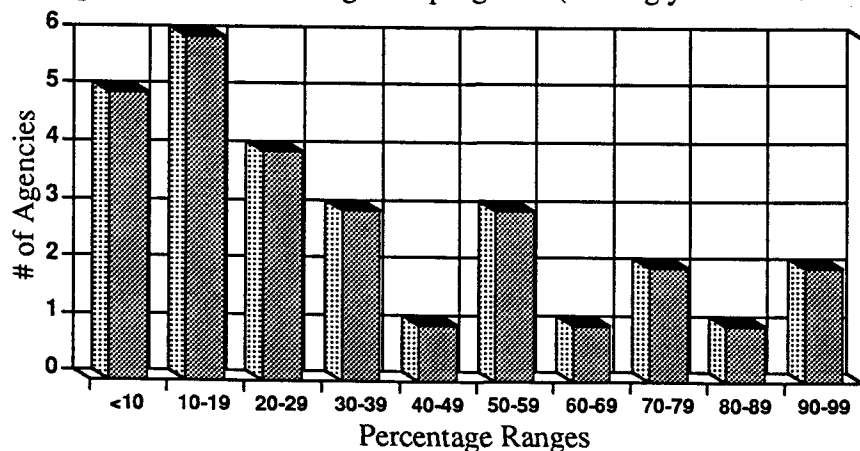
Question 13 was of prime importance in our survey, because it indicated to what level, if at all, a program had integrated students with disabilities. We wanted to see how far this integration had gone with survey respondents, and get some idea of how integrated and non-integrated programs differed.

In the first question in this section, respondents were asked to indicate a percentage of their clients with disabilities. Obviously, answers of anything *except* 0 or 100 to this question indicates various degrees of an integration in a program. The results were as follows:

- 55% indicated that their programs were integrated (28/51).
- The average *level of integration* for integrated programs was 33%, i.e. in the integrated programs, an average of 33% of their students were students with disabilities.
- 23.5% indicated that their programs had 0% with disabilities (12/51).
- 21.5% indicated that their programs had 100% with disabilities (11/51).



From these numbers it appears that approximately half the survey respondents have integrated programs. One quarter have non-integrated programs (serving youth either with or without disabilities, respectively).



**Figure 10:** Percentage of Youth with Disabilities for Integrated Programs

The breakdown of respondent agencies into these three categories is indicated in the top graph of Figure 8.

In Figure 10 we have further examined the integrated programs. This graph examines how many programs are integrated at each of ten levels. As you can see, the large majority of these programs have clients with disabilities integrated at levels below 40%. As integration levels increase, the number of programs decreases.

## VISIBLE AND INVISIBLE DISABILITIES

The second aspect of this question asked programs who serve students with disabilities to distinguish between clients with “visible” and “invisible” disabilities. The 39 respondents who indicated they served clients with disabilities, indicated the following percentage composition in these categories:

- **84.5%** of the respondents serving clients with disabilities indicated that they served clients with Invisible Disabilities (33/39).

Category	Respondents	Average % of Clients (serve category)	Average % of Clients (all)
Invisible	84.5%	81.5%	69%
Visible	64%	44.5%	29.5%

**Figure 11: Visible/Invisible Disabilities Breakdown**

- Of those that serve clients with invisible disabilities, their average percent of clients in this category was **81.5%**.
- **64%** of the respondents serving clients with disabilities indicated that they served clients with Visible Disabilities (25/39).
  - Of those that serve clients with visible disabilities, their average percent of clients in this category was **44.5%**.

When all programs are added to these calculations (including those programs who do not serve each of the two categories) the numbers naturally drop to much lower percentages. This is shown in the last column of **Figure 10**.

These numbers are also broken out in **Figure 9**, into the figures for both integrated and disability-only programs. It is interesting to note that the rate of visible and invisible disabilities is almost identical for both programs, indicating that integrated programs have done well in accepting youth with both kinds of disabilities, proportional to programs that serve only youth with disabilities.

However, these figures also show that, at least in this survey sample, youth with invisible disabilities have a far greater likelihood of being integrated with mainstream students than those with visible disabilities. In addition, when students with invisible disabilities are integrated into these programs, they make up a far larger percentage of the total youth population served than do their counterparts with visible disabilities.

Among all programs, over two-thirds of the students have invisible disabilities, while less than one-third have visible disabilities. This could indicate either that there are more students with invisible disabilities, or that those with visible disabilities are not being as often served by these programs. Future surveys should examine this question.

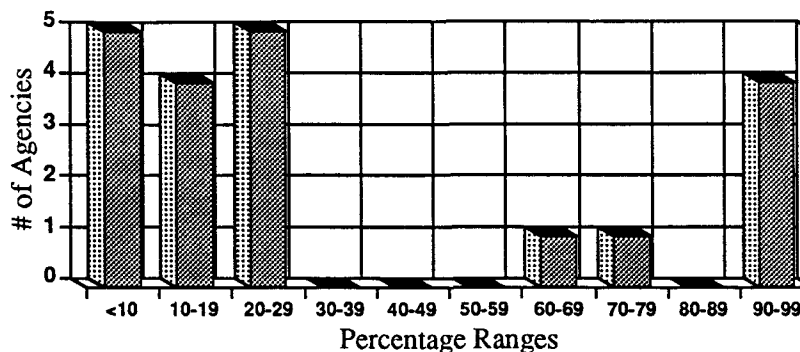
## 14. % SEVERE DEVELOPMENTAL DISABILITIES

Included with the survey was the definition of “Severe Developmental Disabilities” used in federal law (see Appendix G). The survey requested that programs rate themselves as to the portion of their clientele that conform to this definition. The results were:

- **39%** of the respondents indicated that they served clients with severe developmental disabilities (20/51).

- Of these programs, the average percent of the client base with severe developmental disabilities is **34.5%**.

The exact number of respondents falling into each 10% point range is indicated in **Figure 12**. Programs serving this type of client seem to be clustered with either a very large number, or a relatively small number. Very few programs exist in the moderate ranges.



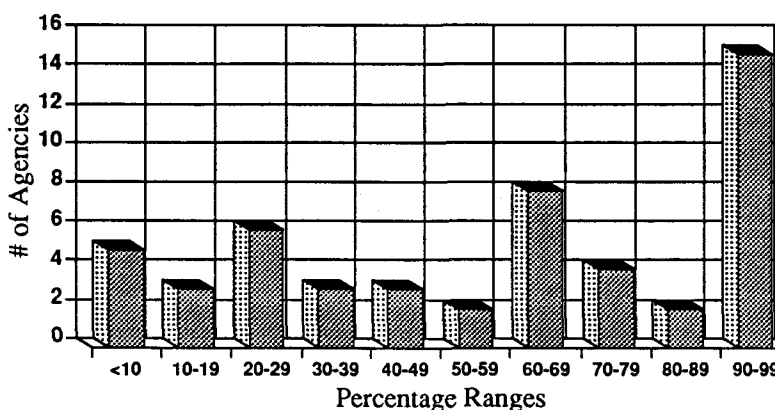
**Figure 12:** Programs serving Clients with Severe Developmental Disabilities

As part of the breakdown for integrated and disability-only programs shown in **Figure 9**, we have also calculated that disability-only programs have a far greater likelihood of serving those with severe developmental disabilities. This indicates an opportunity for integrated programs to bring this additional client base into their programs.

## 15. % ETHNIC MINORITIES

To most people, the term “integration” specifically refers to integration of ethnic minorities.

As a society we have been struggling with the concept of integration (as it applies to ethnicity) for a longer period than we have been struggling to integrate people with disabilities. In designing our survey, we realized that both kinds of integration are important to understand. We wanted to examine how well our respondents have achieved ethnic integration, and perhaps more importantly, how the fact that they have or have not integrated ethnic populations affects or reflects their integration of youth with disabilities.



**Figure 13:** Programs Serving Clients from Ethnic Minority Communities

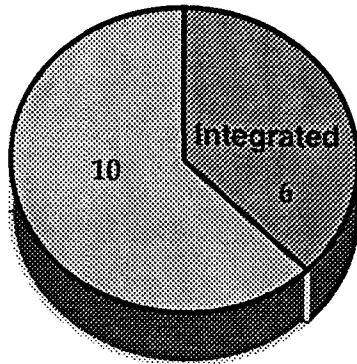
Question 15 asked respondents to estimate the level of ethnic minorities in their programs. The results are as follows:

- **92%** of the respondents indicated that they served clients from ethnic minority communities (47/51).
- For these programs, the average of percent of their clientele that fall into this category is **56.5%**.

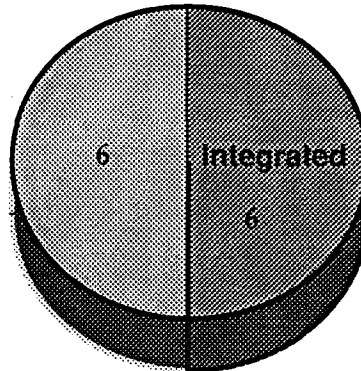
The exact number of respondents falling into each 10% point range is indicated in **Figure 13**. The program distribution for ethnic minorities is quite smooth, with a notable jump in those agencies serving over 90% from ethnic minority communities. However, the most fascinating trends were uncovered when we cross-compared the level of ethnic integration with the level of integration of persons with disabilities. The results of this cross-comparison are shown in **Figure 14**.

## ETHNIC MINORITIES

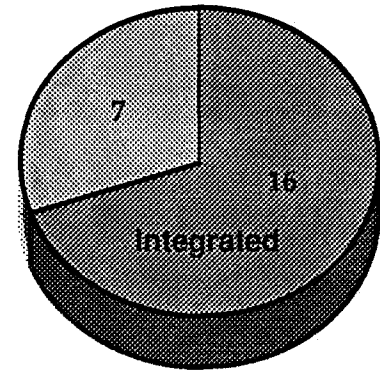
Less than  
1/3 Ethnic  
Minorities



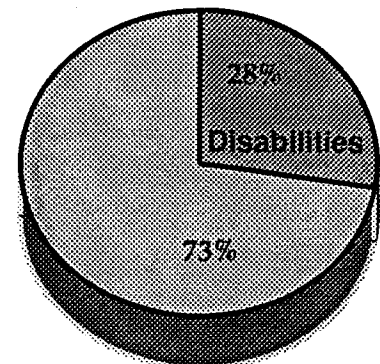
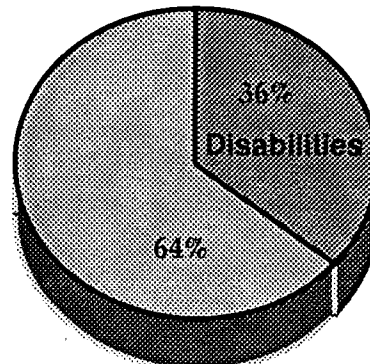
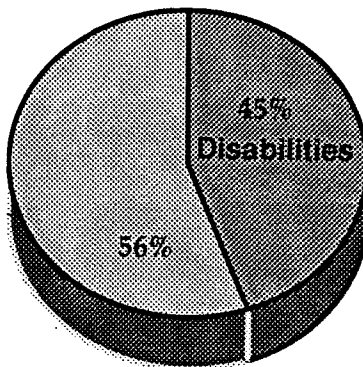
1/3 to 2/3  
Ethnic  
Minorities



Over 2/3  
Ethnic  
Minorities



**Programs integrating persons with disabilities**



**Average Percent Persons with Disabilities  
(Integrated Programs)**

**Figure 14.** Program Integration, Ethnicity and Disability Cross Comparison.

To understand the relationship between programs that serve minority youth and youth with disabilities, we divided all respondents into one of three categories. Those with 1/3 or less minority participation, those with 1/3 to 2/3 minorities, and those with over 2/3 minorities. We then examined the level of integration these groups had for youth with disabilities.

The first row of pie charts shows that as programs become more integrated in regard to minorities, they also are more likely to be integrated in terms of disability. However, the most surprising fact was that when we examined the *level* of integration of persons with disabilities, we found that they comprised a smaller percentage of the program clientele as the program became more ethnically diverse.

In short, it appears that programs who serve higher percentages of minority youth are more *likely* to be integrating youth with disabilities, but they are likely to have *fewer* youth with disabilities in those integrated programs. This was a very interesting finding, deserving of further study.

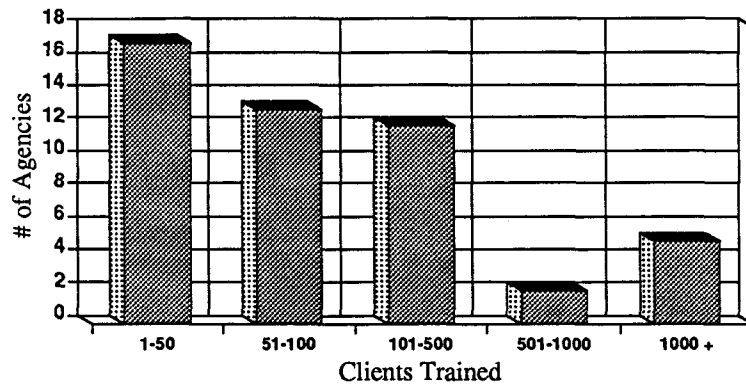
## 16. AVERAGE NUMBER OF YOUTH TRAINED EACH YEAR

### A: TRAINED

In order to get an idea of the scope of respondent programs, we asked for an estimated number of youth trained each year. 49 of 51 of the respondents answered this question.

- The average number of youth trained each year was 565.

However, the range covered in answers to this questions makes the value of any average questionable. In **Figure 15** we have shown how the respondents fall into a series of ranges.



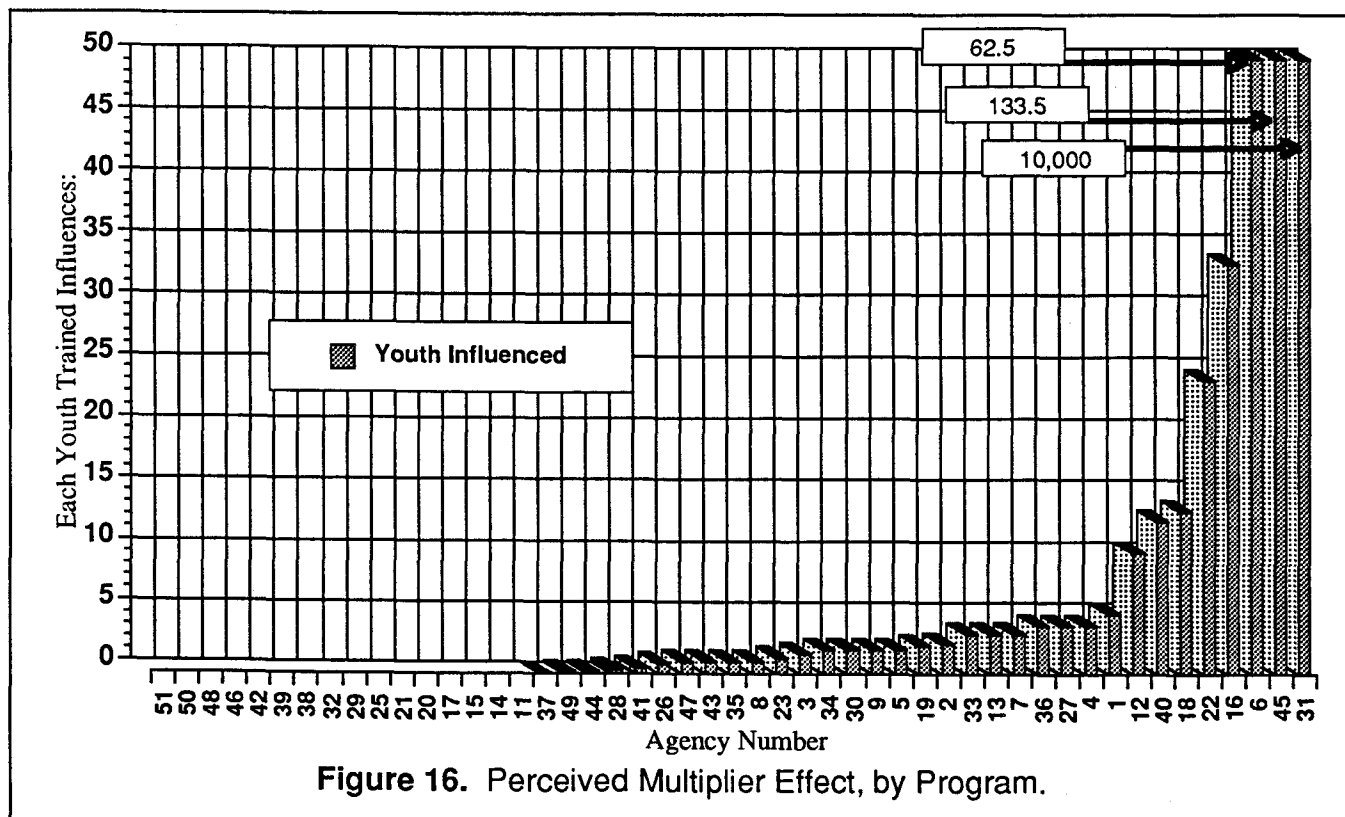
**Figure 15: Average Number of Youth Trained Each Year, By Range**

As could be expected, most programs serve relatively small numbers of youth. Only a few programs train more than 500 youth each year.

### B: INFLUENCED

One question that we asked was especially subjective. We asked respondents to estimate how many youth were affected by the students they trained. In other words, to what degree did the training provided to their clients project outward into change with the peers of the participants. We have termed this concept a "multiplier effect."

Obviously, there is no scientific way to track this multiplier effect, so we relied on the subjective analysis of survey respondents.



**Figure 16. Perceived Multiplier Effect, by Program.**



- 67.5% of the respondents projected a multiplier effect from their training (33/49).
- The perceived value of that multiplier effect varied widely, with an average of 62,520.

We also wanted to discover the ratio of youth influenced for each one trained. We calculated these figures for the 49 respondents who indicated that they provided training. Our method was to divide the number of youth influenced by the number of youth trained. Although 33 of the 49 respondents who provided training indicated that they saw some multiplier effect, The figures we calculated varied widely, from less than one, to 10,000 youth influenced for each one trained. The results of this calculation are shown in **Figure 16**.

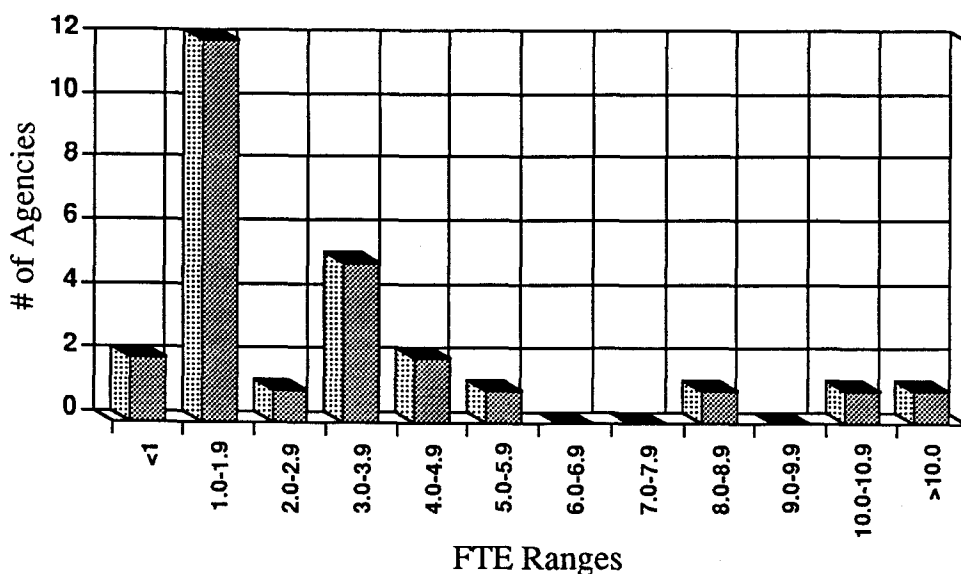
Future surveys should include a more precise method of for arriving at this multiplier effect value. To arrive at such a methodology would require careful consideration of what constitutes “influence,” and at what point a peer can be considered to have been influenced by a youth who has participated in this kind of training. Arriving at these numbers may not be easy, but it would be of great value in judging the effectiveness of these programs.

## 17. PERMANENT STAFF AND FTE

The presence or absence of permanent staff is certain to have an influence on the effectiveness of survey respondents. We asked respondents to indicate whether they had such permanent staff.

- 76% of the respondents indicated that they had permanent faculty/staff (39/51).

In examining the responses we found that most programs did have at least one full time staff member, but relatively few had more than that.



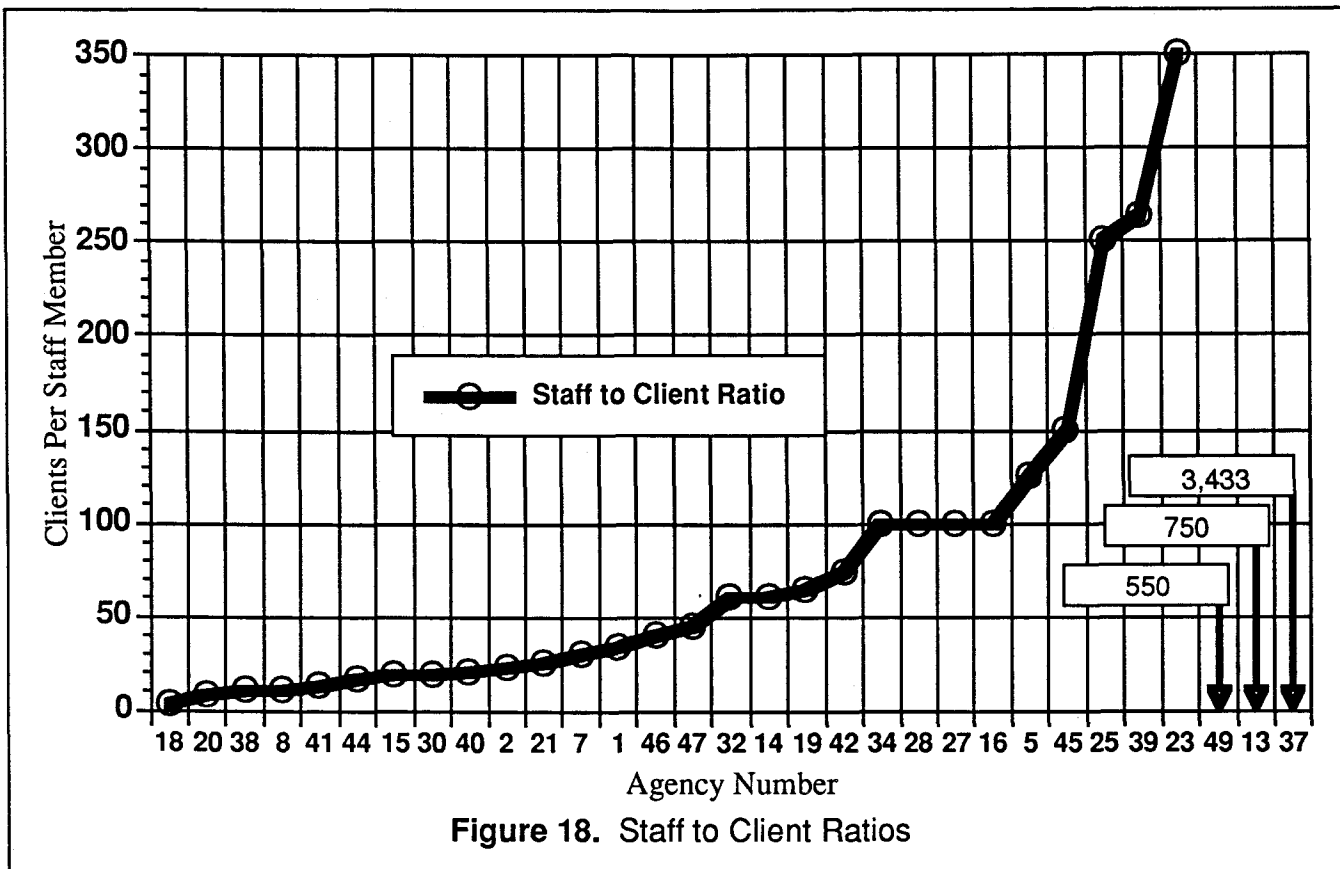
**Figure 17. Respondents by FTE Ranges**

In addition, we asked respondents to indicate the number of Full Time Equivalents they were currently maintaining.

- 63% of the respondents indicated they had an FTE greater than zero (32/51).
- The average FTE for this group was 4.23.

The exact number of respondents falling into a series of ranges is indicated in **Figure 17**.

To further explore these numbers we created a staff to client ratio for each respondent. 31 of 51 programs responded to both the “youth trained” and FTE questions, allowing us to graph their staff to client ratios as shown in **Figure 18** (next page).



We wondered if we would find any linearity in this figure and, whether all programs had similar staff to client ratios. Instead, we found that the programs varied widely. We calculated ratios ranging from three students trained per FTE, to over 3,000.

We can only conclude from these numbers that there is an very large variety of training methods employed by survey respondents.

## 20. PROGRAM EVALUATION

Question 20 asked respondents whether their programs were evaluated, either externally or internally.

- 88% of the respondents indicated that their program was evaluated (45/51).

Future surveys may want to delve further into this topic, and look at the methods and criteria by which programs perform their evaluations.

## 22. CURRICULUM CATEGORIES

Common models of training have often considered certain subjects to be best taught in a classroom setting, while others are best taught in a more experiential, non-classroom environment. Question 22 sought to discover which training topics our respondents included in each of these two environments.

We presented the curriculum topics arrayed on a continuum, starting from what we saw as more personal and intimate growth experiences, and then moving toward social growth and community activism. We

Curriculum	Offered	Class-room	Non-Classroom
d. Empowerment	90%	59%	78%
f. Planning skills & problem solving	90%	61%	70%
c. Self determination & decision making	88%	60%	78%
a. Self-Identify	84%	58%	74%
g. Role modeling	84%	51%	77%
n. Community activism	80%	41%	90%
b. Personal values	78%	58%	70%
j. Ethnic cultural consciousness	76%	51%	82%
o. Organizing skills	76%	54%	79%
h. Creative expression	75%	51%	71%
i. Career Development	69%	65%	66%
m. Service Learning	67%	41%	82%
e. Personal futures planning	65%	61%	67%
p. Mediation & diplomacy	65%	55%	76%
l. School activism	61%	58%	71%
k. Scholastic achievement	57%	59%	55%
q. Communication & media technology	55%	54%	79%

**Figure 19:** Curriculum Categories, Sorted by Those Offering Specific Programs

Curriculum	Offered	Class-room	Non-Classroom
i. Career Development	69%	66%	66%
f. Planning skills & problem solving	90%	61%	70%
e. Personal futures planning	65%	61%	67%
c. Self determination & decision making	88%	60%	78%
d. Empowerment	90%	59%	78%
k. Scholastic achievement	57%	59%	55%
a. Self-Identify	84%	58%	74%
l. School activism	61%	58%	71%
b. Personal values	78%	58%	70%
p. Mediation & diplomacy	65%	55%	76%
o. Organizing skills	76%	54%	79%
q. Communication & media technology	55%	54%	79%
j. Ethnic cultural consciousness	76%	51%	82%
h. Creative expression	75%	51%	71%
g. Role modeling	84%	51%	77%
n. Community activism	80%	41%	90%
m. Service Learning	67%	41%	82%

**Figure 20:** Curriculum Categories, Sorted by Those Offering Classroom Programs

requested that respondents indicate whether or not they offered a particular subject in their training, and then asked them to state whether this was taught in a classroom setting, a non-classroom setting, or both.

In breaking down the curriculum categories we have first ascertained the percentage of programs that offered the stated activity. We have then calculated the percentage of those who offer that curriculum who do so in Classroom and Non-Classroom settings. In the following comparisons, we have sorted the percentage responses upon these three variables. Figures 19, 20 and 21 show this curriculum data, sorted by Curriculum Offered, Classroom and Non-Classroom, respectively.

#### A: CURRICULUM OFFERED

In Figure 19 we see that Empowerment was the most common curriculum topic offered, in a tie with Planning skills & problem solving.

As we examined the kinds of programs that our respondents offered, it appeared that philosophical, spiritual and ethical issues most often rose to the top of the list, while intellectual and technological issues sank toward the bottom. Our sample obviously saw their programs as more oriented toward issues of personal growth than toward more social issues such as school training and technology.

## B: CLASSROOM PROGRAMS

The spread in the Classroom programs varied between 41 and 66 percent. Career Development leads the list as the most popular classroom curriculum. The more traditional social and community issues tended to gravitate toward the top of this list.

Curriculum	Offered	Class-room	Non-Classroom
n. Community activism	80%	41%	90%
m. Service Learning	67%	41%	82%
j. Ethnic cultural consciousness	76%	51%	82%
o. Organizing skills	76%	54%	80%
q. Communication & media technology	55%	54%	79%
d. Empowerment	90%	59%	78%
c. Self determination & decision making	88%	60%	78%
g. Role modeling	84%	51%	77%
p. Mediation & diplomacy	65%	55%	76%
a. Self-Identify	84%	58%	74%
h. Creative expression	75%	51%	71%
l. School activism	61%	58%	71%
b. Personal values	78%	58%	70%
f. Planning skills & problem solving	90%	61%	70%
e. Personal futures planning	65%	61%	67%
i. Career Development	69%	66%	66%
k. Scholastic achievement	57%	59%	55%

**Figure 21:** Curriculum Categories, Sorted by Those Offering Non-Classroom Programs

## C: NON-CLASSROOM PROGRAMS

Items in this list varied from 55 to 90 percent. Many items appear in precisely the opposite order from the preceding list. Community Activism, second to last in classroom popularity, is the subject most likely to be dealt with outside of the classroom, while Career Development and Scholastic Achievement are seldom dealt with in this manner.

It appears from these breakdowns that no absolute consensus can be drawn about what program should or should not be taught in classroom or non-classroom settings.

Even the cases with the most clear-cut delineation show only a 41/90 split. Perhaps the best lesson that can be drawn from these numbers is that most programs feel these subjects need to be taught in *both* classroom and non-classroom settings.

It is also interesting to note that non-classroom numbers (with the exception of Career Development and Scholastic Achievement) were all higher. This may indicate a greater emphasis placed by these programs on non-classroom learning environments.

## CONCLUSION

This concludes the analysis of the data received from the survey.

We believe that the information received in this process had mixed results. Although many important trends were noted in our analysis, the need for further and more complete research was made very clear. The most important result of this data collection effort was to point the way toward more specific, comprehensive research in the future. By completing this survey we have gained a greater knowledge of what issues have a relatively clear consensus, and where program approaches differ significantly. Future research can use this data as a guide to know what questions need to be asked.

The survey was also significant in that it brought together, for perhaps the first time, information from a diverse group of programs, each of whom can be considered leaders in their own field. We have a better idea now of what constitutes the parameters of "best practices" in the youth leadership development training arena.

As a means for providing networking resources, the survey has a great deal of value. We have now identified many aspects of innovative programs, and can lead others to the kinds of resources they need to improve their own programs. This kind of networking promises to produce more symbiotic relationships among programs that have been isolated for far too long.

Of course, the survey had its flaws as well; flaws which became clear in the course of analyzing the survey responses. As one of the first attempts to collect data and develop a profile of these kinds of programs, we had to rely on our own intuition. We did not always ask the right question in the right way, and only with further research can we clear up the gray areas left by this study. Each time research like this is accomplished, it leads to a better survey instrument the next time around.

Perhaps the most significant limitation of the survey was the small respondent sample. With only 51 respondents, the data we received cannot be considered in any way conclusive. We know that there are hundreds of programs operating, often very intently focused on their own work and unable or unwilling to spend the time necessary to fill out a detailed survey. Until a more comprehensive survey can be accomplished, we can only consider much of this data to be of anecdotal importance.

We feel that it is definitely worth repeating this survey in the near future. The data gained in this survey will lead to a better survey instrument, producing more comprehensive and clear data. Hopefully, it will also lead us to examine ways to increase the response rate to this kind of survey, which in itself will make the data more valuable.

This survey, and our analysis is, we hope, only the beginning of a road to better understanding what represents "best practices" in the Youth Leadership Training Field.

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## APPENDIX A: PROGRAM RESPONDENTS

Listed below are all respondent to the survey sorted by State and City.

#:	STATE:	CITY:	NAME:
3	AR	Little Rock	Project Vision
2	AZ	Tucson	Project Pride
1	CA	Berkeley	Encampment for Citizenship
6	CA	Calabasas	Committed Partners Program
5	CA	Oakland	East Bay Conservation Corps
4	CA	San Diego	Interwork Institute
12	CO	Boulder	International and National Voluntary Service Training
48	DC	Washington	D.C. SCAR High School Anti-Racism/Diversity Project
8	HI	Honolulu	Project Aikane
49	IL	Chicago	Arts Education at Beacon Street Gallery & Theater
9	IL	Matteson	Aunt Martha's Youth Service Center, Inc.
11	IN	Indianapolis	Voyaging Indianapolis Discovering Amigos
10	IN	Indianapolis	Youth as Resources
14	KY	Berea	Teen Power
13	KY	Frankfort	Y-Club School Program
15	LA	Luling	Rights Without Labels
17	MA	Belmont	Youthbuild USA
18	MA	Boston	Youth Outreach Program
19	MD	Baltimore	Secondary Pupils Learning About Success and Helping
23	MD	Baltimore	Service Learning for Students in Special Education
22	MD	Columbia	Intensity 5 Special Education Service Learning
21	MD	Landover	Project Empower
20	MD	Pasadena	Fort Smallwood Marine Institute
24	MI	Detroit	Skills and Knowledge for Self-Determination
26	MN	Minnetonka	Empowerment for Leadership
25	MN	St. Paul	Teaming Up

#:	STATE:	CITY:	NAME:
34	NC	Kittrell	Leadership Initiative Project
50	NM	Albuquerque	Therapeutic Recreation Programs
51	NM	Santa Fe	CCA Teen Project
29	NY	Albertson	Partnerships for Success
30	NY	Brooklyn	Youth Enrichment Project
33	NY	Mineola	Youth Adult Participation Project
28	NY	New York	21st Century Youth Leadership Development Institute
31	NY	New York	City Kids Foundation
27	NY	New York	Youth Development Services: Teen Tech Leadership Club
32	NY	Troy	Mentoring Project for Young Adults with Disabilities
35	OH	Cincinnati	Youth Against Militarism's Satellite Computer Class
36	OK	Tecumseh	Leadership and Community Relations
7	OR	Albany	Help a Teen Succeed, Independent Living Skills Program
40	OR	Eugene	Youth Leadership Programs for Persons with Disabilities
37	OR	Portland	Healthy Options for Teens
39	OR	Portland	Independent Living Program
38	OR	Prineville	Rising Star Independent Living
41	PA	Philadelphia	Future Leaders Network
42	TN	Memphis	Bridge Builders
43	TN	Nashville	Consumers Helping Students Toward Self Determination
45	TX	Arlington	Self-Determination Curriculum Project
44	TX	Houston	Kuumba House
46	VA	Falls Church	Project PIE
16	VT	Brattleboro	The Leadership Project
47	WI	Stevens Point	Wisconsin Indian Youth Conference

## APPENDIX B:

# SELF REPORTED INNOVATIVE PROGRAM ASPECTS

What constitutes “innovation?” As part of the survey we asked respondents to describe what they consider to be their own most innovative program aspects. In this appendix we have listed some of their representative responses. We believe that these responses show us what facets of their programs directors value, and how they define their breakthroughs.

- “Empowerment through peer and other deaf mentors. Youth planning for themselves.”
- “(1) Youth develop their own democratic group processes and approaches to solving problems in their schools and communities; (2) Alumni spanning generations are integrated into curricula to serve as role models.”
- “(1) a full one-year, one-on-one partnering of a youth and an adult volunteer. (2) Our teaching of self-esteem and personal responsibility through the four principles of responsibility, commitment, support and possibility.”
- “The combination of live/work skills with a successful and interrelated academic program.”
- “We believe INVST to be the most comprehensive service-learning program in the country.”
- “We address the issues of racism, education, and the needs and concerns of young people in a way that few groups in the movement do. Our vision is coalition-oriented, multi-racial, and we have years of experience in these areas.”
- “Multi-cultural and interdisciplinary arts education classes, artist-as-mentor, workshops and events.”
- “The intercultural mix of college and high school students and the opportunity for growth in mutual respect and appreciation.”
- “Our program is a youth-adult partnership and includes a minimum of 1/3 youth board members. We are a source of grant funds for youth who are interested in creatively solving community problems. We fund only youth-directed projects. Our funded volunteers are at-risk and high-risk youth in the Indianapolis community. We are community-based.”
- “We are working with teens who are usually served by others; we turn the tables by engaging these teens in service and leadership projects.”
- “Students learn by role-playing and doing.”
- “Inclusionary model of students with disabilities.”
- “Functioning youth ‘policy committee’ at governing core of each local Youthbuild project.”
- “Racial peer leadership staff. Establishment of hiring and training multi-city-wide youth congress.”
- “We train teachers to train students with disabilities to create and carry out community service projects.”
- “The entire program! Tutoring of the elementary school program is done during the school day — interdisciplinary approach by two sponsors involved.”
- “This project involves both general education and special education students in doing community service projects such as recycling; and doing disability awareness education in a collaborative manner. Having people with disabilities work together with non-disabled peers gives the disability awareness projects a unique consumer-driven flavor.”
- “Matching Phiz Diz Kidz w/ Phiz Diz Adultz.”
- “The use of the sea combined with academics as a teaching environment.”



- "Helping youth to accept themselves completely and to discover the strength they have developed in coping with personal characteristics they perceive as weaknesses."
- "COOL is created by youth for youth and is managed by a staff of recent college graduates."
- "Training young people to be organizers in their local communities and participating in local and school governance."
- "Youth are trained to take responsibility for making sure children participate in recreation programs as much as possible."
- "All our programming is developed from a core team of diverse teenagers."
- "Mentors with disabilities work with students of similar disability and career aspirations."
- "The most innovative features of CCM's leadership project is the involvement and participation of group members in actual decision making/negotiation for group events."
- "(1) That the membership reflects a cross-section of teenagers and adults. (2) That each person receives individualized instruction. (3) That project participants are taught specific skills. (4) That learning results from actual experiences with real-life consequences. (5) That the concepts of "youth teaching youth" and "youth adult partnerships" are integral parts of the program. (6) That the participants are provided with on-going support. (7) That participants share in the process of reflection and evaluation throughout the program year."
- "The fact that our leadership program is youth run. During the summer component the 50 youth compete for the five youth organizing positions where they write proposals on project ideas. The best five are picked, and the creators coordinate their project."
- "The program is unique because the mentors are adults with disabilities that are living independently and/or working, volunteering and involved in the community. The mentors serve as a friend, teacher, peer counselor, personal counselor, role model to young adults with disabilities."
- "Community Radio Skills and Computer literacy."
- "Empowerment of teens through self-esteem building. For example, a four-day white water self-esteem raft trip, weekend skills trips to the coast house, community hookups with 4-H, Girl Scouts, churches and organizations"
- "Ability to accommodate persons with physical disabilities, ability to supply homestay experience to enhance the cross-cultural knowledge."
- "Community involvement and support, local traditions: i.e. graduation day, career conference, recreation day, field trips, newsletter, support groups."
- "The mini-United Nations (HOT board) body created by peer recommendations to define and address the issues they see as a priority in their school."
- "That the youth plan and facilitate the camp (the main camp)."
- "Long term leadership program coupled with human/race relations. Strong utilization of adventure education."
- "Our students are given the opportunity to practice self determination skills in a classroom setting as well as community setting."
- "Program/curriculum development included people with mental retardation at all steps."
- "Adapted Circle of Friends concept will carry out plans for a national youth leader network; engage in community organizing."
- "The creation of youth/adult partnerships as a catalyst for personal, organizational and community growth and change."
- "The use of a traditional method of instruction called "Talking Circles."

## APPENDIX C: SELF-REPORTED MEASURABLE PROGRAM OUTCOMES

Respondents gave the following examples of how they measure program outcome:

- “Finishing high school, continuing education, employment.”
- “Participants will increase choice making and self-determination. Participants will require competence in the vocational, linguistic, personal, self-management and political domains. Students will express satisfaction with project activities.”
- “Columbia University’s Social Research Bureau reported that the Encampment is ‘extremely effective in both creating and increasing positive attitudinal and value changes in most of its participants. The Encampment program is highly meaningful and provides a depth of scope that is unique in citizenship education.’”
- “Truancy, felony crime, drug use, employment hours.”
- “Longitudinal evaluation: effect on grade level, self esteem. Cost-benefit analysis. Relationships — non-qualified.”
- “Amount and quality of integration.”
- “We are looking quantitatively at self-esteem, racism, classism, sexism, homophobia and world view. We are also studying the effects of a service-learning environment on small-group dynamics.”
- “First, we want to know if the youth felt involved and empowered. We are hoping that the training stimulated some feelings or ideas that they had not been able to express to that point. Then we are looking for them to take their understanding of racism and expand it, and become more active in ending it. Finally, we are hoping that they will organize groups if they are not already in one.”
- “Various measures; e.g. participants’ self-evaluation forms, participant training evaluation forms, external evaluation, program evaluation.”
- “(1) Number of students that participated regularly in meeting and activities. (2) Number of students finishing school year. (3) Number of those who graduate that can be enrolled in a college. (4) Building of self esteem & self confidence. (5) How many students continue in program — second and third year.”
- “Increase in measurable skills (e.g. critical thinking, communication). Increase in positive attitudes and internal controls. Youth investment in the community. Increased positive attitudes toward youth in adult community.”
- “Continual evaluation by the participants.”
- “Test Scores.”
- “Change in values, life-style, self-conception as a ‘leader’; understanding of basic leadership concepts and skills; social/personal impact of youth building affordable housing.”
- “Had some external evaluation. Outcomes: school, behaviors, criminal justice system, attitudinal shifts in community.”
- “Improvement in attendance and achievement, improvement in attitudes toward school and self.”
- “Attitudinal measure MIDS. Increased involvement in community advocacy groups. Increased involvement in IEP/ITP Conferences.”
- “Recidivism — less than 20% since 1988.”
- “Skills and knowledge for self-determination as measured by behavioral observations, interviews and paper/pencil instruments.”
- “First year will be mostly case study work and individual pre/post tests. Inclusion feedback questionnaire. Numbers, both students with and without disabilities, continued involvement.”
- “Setting yearly goals & achieving them.”

- "Community needs, perceived enjoyment of participants, increased attendance."
  - "Use of self determination skills/behaviors. Employment after graduation. Quality of life measures."
  - "Leadership, self-esteem, attitudes about working with people who are different (youth, adults, ethnic or racial backgrounds, etc.), awareness of community and governmental systems."
  - "Written evaluations and questionnaires, completed by the youth at the end of the 15 mo. program. Progress in school (attendance, grades, extra-curricular activities). Development and use of leadership skills. Sense of civic responsibility as evidenced in community development involvement. Performance in summer apprenticeships, etc. Staff tracking of new directions taken by the youth two years after program completion. Long-term tracking of vocational choices made by these youth after the academy."
  - "Youth entering college. Private industry internship placements. Community service hours. Youth governance activities/projects."
  - "The number of participants in the program. The number of participants that become employed. The number of participants that receive some sort of training (vo-tech college, etc.) The number of participants that move into independent living."
  - "Goal achievement in the computer class."
  - "Promptness, Reliability, Cooperation."
  - "Lower runaway rate. Increase of practical skills. Increase self-esteem build support system. Increase at high school graduation. Increase community service (give back). Increase ability to get on with life and leave the past that is holding the teen back. Increase the number of teens becoming working adults."
  - "Outcomes are based on the individual goals and objectives set by each participant and their ability to impact the persons in their community."
  - "Young adults successfully develop their potential and dormant abilities to succeed on their own once they are emancipated by the state: i.e., complete school, find employment and housing, training, skill development, community support... HOME, WORK, COMMUNITY."
  - "Participation statistics; individual school data on issues targeted by HOT boards; participant evaluations."
  - "The ability of the youth to organize around their concerns; form organizations around their interests."
  - "We are measuring competency in the four areas we view as critical to self determination. They are self-assessment, self-expression, self-assertion and self-evaluation."
  - "Student pre- and post-intervention change on measures of locus of control, self-concept, efficacy, expectations, and criterion-referenced assessment."
  - "Measurable attitude changes towards disabilities; increases in self-determination skills; increases in students entering human service fields; changes in attitudes/awareness of random selection of community businesspersons, elected officials, school personnel."
  - "Qualitative and quantitative component changes, including organizational and systemic changes, alcohol and drug use, delinquency, drop-out rates."
  - "Better attitudes as determined by a survey to parents and school counselors. Better grades and attendance the next year in school."
-

## APPENDIX D: LEADERSHIP DEFINITIONS

Respondents gave the following definitions of the term "leadership":

- "For the purposes of our programs, potential youth leaders are those who are willing to address current social issues in multicultural settings involving intensive workshops and hands-on community service projects."
- "The ability for youth to have access to choice, to make choices and to act upon them in significant life activities."
- "The ability and skill to motivate individuals in a positive manner."
- "Skills needed to take a proactive stance in personal and community development."
- "In terms of the practice of following our four basic principles: Responsibility (that one is responsible for one's own actions), Commitment (giving and keeping your word), Support (both giving and accepting), and Possibility (of being open to a future you aren't currently aware of)."
- "Leadership is the empowerment of individuals to positively influence others, responsibility to fulfill commitments and instill team spirit, a sense of belonging and ownership."
- "The learned ability to effect change."
- "As young people directing the planning development and implementation of volunteer community service projects based on local needs."
- "INVST trains non-violent social change agents."
- "Two quotes sum up our feeling: 'Leadership is the inability to watch the world go to hell.' — Robert Burkhardt; 'Leadership is the bridge between ideas and action.' —David Sawyer."
- "We believe that leadership is the ability to bring out the best in others, to foster appreciation of the value that we all possess and to create partnerships between people who might not currently be allied."
- "Good leadership is taking responsibility to make things go right: for one's life, for one's family, for the program, for the community."
- "Empowerment, planning, follow-up, skills, initiative, youth leaders of today."
- "We define it as being a great teacher or a life toucher"
- "The project is aimed at helping youth become more self-determined, which is defined as nurturing each individual to discover their particular talents."
- "Leadership: That demonstrated ability by which a person contributes to the positive transformation of society through personal development and community service."
- "The ability to motivate and organize a group of people towards a common objective."
- "Setting goals & achieving them."
- "The ability to analyze a situation and proceed in an appropriate manner; the ability to think for oneself while minimizing the susceptibility to peer pressure."
- "The ability to gather information and distribute it in the most constructive ways."
- "Role Model, Mentor, Personal Counselor."
- "Young people want to feel as though they are an important part of our society. Many of the problems we see with young people reflect the fact that they don't feel that they are an important part of their schools and communities. YAPP believes that adults must find ways to work with youth, not for them. That we should give up our traditional roles of teachers and youth service providers and share our power and responsibilities with them. We believe that 'leadership' comes when young people have the skills, information, and support

- needed to make informed decisions for themselves and can, therefore, actively participate in the running of their schools and of their communities.”
- “Everyone is a leader! Each group (locally) defines it further so that they will better live up to their own definition as opposed to us defining it for them.”
  - “Responsibility.”
  - “The skills that empower people to feel that they have significant ability to control important things in their lives and their communities.”
  - “Helping youth to make choices and learn skills to reduce or minimize their impact upon the social service system.”
  - “The office or position of a reality based, responsible and committed individual who leads others to think they did it themselves.”
  - “Leadership is the ability to assist people to fulfill their mutual goals and directions, while empowering each individual to their potential.”
  - “People who hold leading ideas. A leading idea is an idea that if put into office or action would solve some societal problem.”
  - “Assuming and accepting responsibility, developing a direction and completing a given group or individual task.”
  - “Nurturing talent through creativity. Background in arts, creating writing, dance, theater.”
  - “In terms of self-determination — choice — self-advocacy.”
  - “The ability to work with other people to make positive change in the community and to include everyone in decision-making.”
  - “In the fight against racism, we feel that white activists must get their leadership from People of Color. With that being said, we believe in collective leadership, and make decisions by consensus.”
  - “The goal of our arts education program is to tap, to identify, to nurture the inner, creative potential that lies within. This results in inner pride; inner pride is synonymous with leadership.”
  - “To guide with a clear, true vision.”
-

## APPENDIX E: BEST PROGRAM NOMINATIONS

Respondents named the following as the best programs in youth leadership development and empowerment. (Many address information incomplete.)

Highlander Research and Education Center 1959 Highlander Way, New Market, TN 37820 Ron Davis .....(615) 933-3443	Florida Environmental Institute 122 Ranch Rd., P.O. Box 406, Venus, FL 33960 David A. Paltrineri .....(813) 465-6508
Project Vision — Service for the Blind Box 3237, 411 Victory St., Little Rock, AR 72203 Edna Johnson .....(501) 534-4200	Project Empower
Greater Phoenix Youth at Risk Foundation 1018 W. Roosevelt, Phoenix, AZ 85007 Mitch Akin .....(602) 258-1012	Maryland Student Service Alliance 200 W. Baltimore St., Baltimore MD, 21201-2595 Cathy Brill .....(410) 333-2427
Aunt Martha's Youth Participation Program 224 Blackhawk Dan Dekker .....(708) 747-5750	National Youth Leadership Council Jim Kielsmeyer .....1 (800) FON-NYCC
Youth as Resources 901 W. New York St., #105, Indianapolis, IN 46202 Paula Allen .....(317) 274-8605	Project LIVE 105 East 22nd Street Martha Cameron .....(212) 949-4925
Youth Institute of Indiana 333 N. Alabama St., Indianapolis, IN 46204 Patricia Turner-Smith .....(317) 634-4222	Youth Force / Citizens Committee of NYC 2 West 29th Street, 6th Floor, New York, NY Kim McGillicudy .....(212)684-6767
City Year Boston	Mentoring Program for Young Adults w/Disabilities Troy Atrium, Broadway & 4th St., Troy, NY 12180 Crystal Eaton .....(518) 274-0701
MA Hugh O'Brian Youth Leadership Foundation 14 Beacon Street, Boston, MA Dain Perry .....(617) 742-6200	Youth Force 3. W. 39th Street, New York, NY 10001 Kim McGillicuddy, Director.....(212) 684-6767
The Leadership Project 116 Maple Ave., Brattleboro, VT 05301 Steve Fortier .....(802) 254-5054	21st Century Youth Leadership Training Project P.O. Box 2516, Selma, AL 36702 JoAnn Bland .....(205) 874-0065
Youthbuild USA	ROC Lexington, Mississippi Arnet Lewis .....(504) 944-2354
YouthBuild / Boston 8 Putnam St., Roxbury, MA Jackie Gelb .....445-8777	Healthy Options for Teens (HOT) 7201 N. Interstate, Portland, OR 97217 Lynn Knox .....(503) 286-6816
SPLASH / Lake Clifton — Eastern High School 2801 St. Lo Dr. Kathleen Agee & Patricia Hamilton(410)396-6637	Multnomah County Independent Living Program 1425 N.E. Irving St., Bldg. #400, Portland, OR, 97232 Don Ebert .....(503) 731-3147

Shape Community Center

3903 Alameda, Houston, TX 77004

Deloyd Parker .....(713) 521-0629

Children's Defense Fund

122 C. St., NW, Washington, DC 20001

Steve White / Kasey Jones .....(202) 628-8787

Bernalillo County Parks and Recreation, 620

Lomas NW

Michael Garcia .....898-1414

Kids of Survival

The Bronx/New York

Tim Rollins

EB1

toY

## APPENDIX F: BEST CONSULTANTS

Respondents named the following as the best program consultants.

<b>Mitch Akin</b> .....(602) 258-1012 Management, Drug & Alcohol Counseling	<b>Ubaka Hill</b> .....(718) 857-3758 Most aspects of curriculum
<b>Jodi Atkinson</b> .....(612) 920-0855 ARC of Henn. County	<b>Kate Hillis</b> .....(212) 925-3320
<b>Janet Barrett</b> .....(212) 722-2111 Human Resource Development Specialist	<b>Lynn Knox &amp; Nyla McCarthy</b> ....(503) 286-6816 Youth Involvement/Empowerment, community development, system change, experiential & cooperative learning techniques
<b>Sylvester Baugh</b> .....(708) 747-2701 Experienced reality therapy	<b>Kila Mayton</b> .....(503) 967-2060
<b>Richard Berkobien, M.S.W.</b> .....(817) 261-6003 Self-advocacy	<b>Mildred McClain</b> .....(912) 236-8970 organizer/trainer
<b>M.J. Bienvenui</b> Personal Empowerment	<b>Steve McCloud</b> .....(510) 891-3905 Program overview — education/work programs
<b>Cathy Bickel</b> Residence Life Coordinator — Marian College, Indianapolis, IN	<b>Gordon Moye</b> .....(301) 248-9486 Community organizing
<b>Richard Bock, PhD</b> .....(718) 802-0666 Education evaluator and trainer	<b>Carol Pemberton</b> .....(415) 552-6271 Fundraising/organizational development
<b>Cathy Brill</b> .....(410) 333-2427 Service-learning, disabilities	<b>Michael Priller</b> .....(317) 634-9165 Training youth
<b>David A. Bruzga</b> .....(410) 313-6945 Principal and advocate, 19 years experience	<b>Michael R. Scanlan</b> .....(410) 360-2120
<b>Michael Dalvano, C.S.W.</b> ..... YAPP Consultant, 13 years; expert on peer counseling	<b>Clayton Segawa</b> .....(205) 290-0482 Social Work.....
<b>Crystal Eaton</b> .....(518) 274-0701 B.S. Elementary Ed., Personal Experience, Continuing Ed.	<b>Susan Sygall</b> .....(503) 343-1284 Disability issues, therapeutic recreation, leadership program development
<b>Don Ebert</b> .....(503) 731-3147 Professor, therapist, educator, social service worker	<b>Dr. Michael Washington</b> .....(606) 572-5461 community organizer / leadership development
<b>Bill Goodman / James Turner</b> ....(615) 297-2734 Supervision of Groups	<b>Linda Williams, NCARRV</b> .....(919) 688-5965 NCARRV monitors hate-crimes and bigoted violence
<b>P. Hamilton, K. Agee</b> .....(410) 396-6637 Classroom teachers and sponsors of community service club	<b>Leeth Wren, Youth Counselor</b> ....(501) 972-1732 Transition
	<b>Alfonso Wyatt</b> .....(212) 925-6675 Speaking on youth issues
	<b>The Community</b>



## APPENDIX G: SURVEY

### General Information

1. Program Name \_\_\_\_\_
2. Organization \_\_\_\_\_
3. Address \_\_\_\_\_
4. Telephone \_\_\_\_\_ Contact Person \_\_\_\_\_
5. How does your organization define "leadership"? \_\_\_\_\_
6. When did your youth leadership development program begin? (date) \_\_\_\_\_
7. What is the current annual expenditure for your youth leadership program? \_\_\_\_\_
8. Do you have permanent funding? Yes \_\_\_ No \_\_\_ %private \_\_\_\_\_ %public \_\_\_\_\_  
 Limited term and/or grant funding? Yes \_\_\_ No \_\_\_ %private \_\_\_\_\_ %public \_\_\_\_\_
9. Time period program operates: (Circle) Jan Feb Mar April May June July Aug Sept Oct Nov Dec  
 Is there follow along or support beyond the formal program? Yes \_\_\_ No \_\_\_
10. Do you have a permanent training site(s)? Yes \_\_\_ No \_\_\_ Indoor \_\_\_ Outdoor \_\_\_  
 Describe: \_\_\_\_\_

### Participants

11. Describe your youth leadership participants: \_\_\_\_\_
12. Ages: %<13yrs \_\_\_\_\_ %13-18yrs \_\_\_\_\_ %18+yrs \_\_\_\_\_ %Female \_\_\_\_\_
13. % with disabilities \_\_\_\_\_ Of these: % invisible disabilities (eg. learning, emotional) \_\_\_\_\_  
 % visible disabilities (eg. physical, genetic) \_\_\_\_\_  
 (Should total 100%)
14. % severe developmental disabilities\*(definition attached) \_\_\_\_\_
15. % Ethnic minorities(Asian, Afr., Nat. Americans, Latino) \_\_\_\_\_
16. Average # youth trained each year \_\_\_\_\_  
 Average # other youth influenced by trained group each year \_\_\_\_\_

### Faculty/Staff

17. Do you have permanent youth leadership faculty/staff? Yes \_\_\_ No \_\_\_ # Full Time Equivalent (FTE) \_\_\_\_\_  
 Creator/producer of your project/program \_\_\_\_\_ Phone # \_\_\_\_\_  
 Expertise \_\_\_\_\_  
 Lead trainer/faculty member \_\_\_\_\_ Phone # \_\_\_\_\_  
 Expertise \_\_\_\_\_  
 Best consultant \_\_\_\_\_ Phone # \_\_\_\_\_  
 Expertise \_\_\_\_\_
18. Please list your most important networking resources in furthering youth leadership?  
 Name \_\_\_\_\_ Phone # \_\_\_\_\_  
 Expertise \_\_\_\_\_  
 Address \_\_\_\_\_

**Program/Materials**

19. What is the most innovative feature of your leadership project/program?

20. Is your project/program evaluated (internally or externally)? Yes \_\_\_\_\_ No \_\_\_\_\_

21. What are the measurable outcomes for which you are evaluating your program?

22. Which of the following outcomes does your youth leadership curriculum specifically include?

	Yes	No	Classroom	Non Classroom
a. Self identity	_____	_____	_____	_____
b. Personal values	_____	_____	_____	_____
c. Self-determination & decision making	_____	_____	_____	_____
d. Empowerment	_____	_____	_____	_____
e. Personal futures planning	_____	_____	_____	_____
f. Planning skills & problem solving	_____	_____	_____	_____
g. Role modeling	_____	_____	_____	_____
h. Creative expression	_____	_____	_____	_____
i. Career development	_____	_____	_____	_____
j. Ethnic cultural consciousness	_____	_____	_____	_____
k. Scholastic achievement	_____	_____	_____	_____
l. School activism	_____	_____	_____	_____
m. Service learning	_____	_____	_____	_____
n. Community activism	_____	_____	_____	_____
o. Organizing skills	_____	_____	_____	_____
p. Mediation & diplomacy	_____	_____	_____	_____
q. Communication & media technology	_____	_____	_____	_____

23. Please send

- a copy of your Mission Statement.
- an example of the "best" curriculum design & materials that you use
- a copy of the evaluation
- a copy of the most important reading or concept that has shaped your project/program
- any media (print or visual) produced by your project/program that exemplifies its essence

**Nomination**

24. Please nominate the "best" program in youth leadership development & empowerment that you know.

Program/Agency Name \_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone # \_\_\_\_\_

25. We are interested in knowing the names of staff who could be considered "national" experts or "master trainers".

Name \_\_\_\_\_ Phone # \_\_\_\_\_

Name \_\_\_\_\_ Phone # \_\_\_\_\_

Date completed \_\_\_\_\_ Please return completed form to: **World Interdependence Fund**

## APPENDIX H: FEDERAL DEFINITION, SEVERE DEVELOPMENTAL DISABILITIES

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- A. As specified in Public Law 95-602 - "the term 'developmental disability' means a severe, chronic disability of a person which:
1. is attributable to a mental or physical impairment or combination of mental & physical impairments;
  2. is manifested before the person attains the age of twenty-one;
  3. is likely to continue indefinitely;
  4. results in substantial functional limitations in three or more of the following areas of major life activity:
    - a. self care
    - b. receptive and expressive language
    - c. learning
    - d. mobility
    - e. capacity for independent living
    - f. economic self-sufficiency; and
  5. reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services that are of lifelong extended duration and are individually planned and coordinated." (42 USC 60001(7))
- B. The World Interdependence Fund (WIF) reference to this definition is given to provide you a general reference to defining youth with disabilities. However, this definition is implemented differently from state to state. For purposes of the WIF survey, we are seeking information about the inclusion of youth who traditionally have gone unserved in community-based programs because of the combination of the degree of mental retardation (severe to profound) complicated by other physical and/or sensory disabilities. This group includes those individuals who fall beyond the category of "trainable" students in school systems.



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