

About the American Youth Policy Forum

—Bridging Policy, Practice and Research

The American Youth Policy Forum (AYPF) is a nonprofit professional development organization based in Washington, DC. Our mission is to *bridge policy, practice, and research* by providing nonpartisan learning opportunities for professionals working on youth policy issues at the national, state and local levels.

Our goal is to enable policymakers and their aides to be more effective in their professional duties and of greater service—to Congress, the Administration, state legislatures, governors and national organizations—in the development, enactment, and implementation of sound policies affecting our nation’s young people. We believe that knowing more about youth issues—both intellectually and experientially—will help our participants formulate better policies and perform their jobs more effectively. AYPF does not lobby or take positions on pending legislation. Rather, we work to develop better communication, greater understanding and enhanced trust among these professionals, and to create a climate that will result in constructive action for the benefit of the nation’s young people and their families and communities.

Each year, AYPF conducts up to 30 learning events (forums, discussion groups and study tours) and develops policy reports disseminated nationally. For more information about these activities and other publications, visit our web site at www.aypf.org.

Funders

AYPF’s events and policy reports are made possible by the support of a consortium of philanthropic foundations: Carnegie Corporation of New York, Ford Foundation, Ford Motor Company Fund, Bill & Melinda Gates Foundation, GE Foundation, W.T. Grant Foundation, George Gund Foundation, W.K. Kellogg Foundation, KnowledgeWorks Foundation, Lumina Foundation for Education, Charles S. Mott Foundation, Nellie Mae Education Foundation, and others.

The Work of the American Youth Policy Forum: Future Directions

The American Youth Policy Forum (AYPF) continues to be on the forefront of issues affecting youth and to push the policy debate to focus on young people who need support in order to be fully contributing members of our economy and society. Over the past few years, we have seen a growing interest in high school-aged youth and the condition of our high schools. We applaud the growing number of policymakers at all levels who are becoming involved in the high school reform debate and will continue to provide policy-relevant information as they wrestle with the challenges of improving secondary schools.

At the same time, we are noticing more and more communities turning to their youth to help them solve many of their problems. These youth-led efforts are having an impact by changing the culture of high schools and community organizations, and allowing adults to see how capable adolescents are. Education leaders and policymakers are realizing that the student voice is perhaps the most important one to listen to, as we consider the redesign of high schools.

We are also aware that focusing on a single issue affecting youth, such a truancy or poor academic performance, is not getting us any closer to the solutions we seek. Only by taking a holistic view of what youth need, and helping to create the supports at the community level to provide what is needed will we be successful.

We believe our work has been on the right path, and after reflecting with our Board of Directors, our staff, and other valued leaders in the education and youth field, we have concluded:

- Our mission – “Bridging youth policy, practice and research” – continues to serve us well.
- The education of youth (both formal schooling and informal, community-based efforts), postsecondary education, career preparation, civic engagement and service, and the key roles of family and communities will continue to be major components of AYPF’s work and attention.
- We have an important role to play in expanding the knowledge base of policymakers and their senior aides with information and experiences useful in the development of effective youth education, youth development, and training and transition-to-employment systems for the United States (including formal and informal learning opportunities, internships, national community service, and other experience-based learning methodologies).
- We have effectively highlighted the need for change in institutions that serve youth by pressing for substantive changes in high schools, career preparation and juvenile justice, and will continue to do so.
- We have developed and disseminated valuable resources on effective youth programs to both policymakers and practitioners, and identified promising strategies as well as the need for new, better informed policies and practices affecting specific categories

of youth (e.g., minority youth, youth involved in the juvenile justice system, disabled youth, young parents).

- We have continued to champion the needs of young people in the policy arena and served as a neutral convener to bring policymakers and practitioners together to explore new and appropriate ways for young people to help shape their own futures.

Whereas we have worked to bring to light and understanding the many systems and components of support to our nation's youth, identifying the gaps and shortcomings, our efforts have stopped short of effectively helping to *build a more complete system for optimal youth development and opportunity*. We feel that the time is ripe for more strategic actions by AYPF and other youth policy organizations to: (1) win general acceptance of a unified and comprehensive statement about the rights and responsibilities of youth; and (2) create a greater public urgency about the need for alignment of existing youth-serving systems into a more coherent and comprehensive system for young people.

Our learning events will continue as in the past, but with an increased focus on supporting these strategic actions. More of our work will be integrative across disciplines, focused on opportunities for connecting systems and minimizing barriers to building a more complete system to help youth succeed.

Throughout our decade plus of work, AYPF has been fortunate to have the support of many generous funders. A complete list of funders and projects appears later in the report. We heartily thank them for their support.

Betsy Brand
Director

What AYPF and Our Participants Have Learned: A Summary

Following are observations about practices and lessons learned that surfaced through AYPF's work in our three thematic areas—**Improving Education and Academic Performance, Preparation for Careers, and Youth and Community Education**. A chronological list of our learning activities appears later in the report.

There is marked and growing interest in improving outcomes for high school-aged youth. While AYPF has always focused on this age group, more and more organizations and institutions are participating in our events as a way to learn about successful or promising high school reform efforts and innovative youth programs. The standards movement has certainly been a very important factor in this shift of interest. The few states that implemented high-stakes testing provide a laboratory to assess what policies work in helping youth, particularly disadvantaged youth, to succeed. Much of what we take as (almost) common knowledge today about successful schools and programs emerged over the past several years in our forums, discussion groups, and field trips from these pioneering states and programs committed to measuring outcomes.

High expectations and high standards for all students, qualified and caring adults and staff (e.g. teachers, counselors, principals), personalized learning environments, coursework that is meaningful, applied, and relevant to future career and college plans, and visionary and strong leadership are some of the most important fundamental principles for successful programs and policies. These lessons learned are discussed in greater detail below:

- Programs for youth, both in-school and out-of-school, that *make learning relevant* to youths' future plans are more engaging and lead to positive outcomes for youth. Helping youth understand the connection between what they are learning and their future is a critical step in keeping youth involved in school or alternative programs. Relevant programs ensure a connection to the labor market, base programs on current skill needs and academic and industry-validated standards, provide students with opportunities to earn, and help students understand the pathway to a career and the college study necessary for such a career. Career academies, youth conservation corps, YouthBuild, and High Schools That Work are examples of programs that provide relevant and engaging work for the student with positive student outcomes.
- Relevant programs must be *academically rigorous* because preparation for careers and postsecondary education requires much more than just technical or occupational skills. Successful programs for in- and out-of-school youth integrate academic curriculum with technical and occupational curriculum through team teaching and project-based learning opportunities. The move to academic standards and high school exit exams has resulted in a greater emphasis on academic achievement for all students, including those in High Schools That Work programs and in alternative education programs, such as YouthBuild and youth service and conservation corps.
- *Smaller learning environments* with more adult support and contact are important elements of in- and out-of-school programs for youth. Creating structures that allow

more individualized and personalized attention, more opportunities for mentoring and counseling, and a sense of community help youth stay connected to education. Particularly for youth in alternative education programs, the personal connection with a caring and competent counselor or advisor is often the key to their success. Youth conservation corps and community-based organization schools provide these nurturing and personalized environments for youth in alternative settings.

- Effective programs require *good leadership, strong staff* and ongoing support for the leaders and staff. The leader of the school or program must make instructional rigor a high priority and ongoing focus. Leaders must also strive to create an equitable culture in which all students are provided the necessary supports and services to succeed. This requires providing teachers and staff with professional development and the supports they need to diagnose and understand what each student or youth needs and how best to provide that help. Field trips to several high schools allowed participants to view principals who set high standards for both students and staff, and provided staff with ongoing professional development and mentoring support to ensure they had the skills to meet student learning needs.
- Focusing on *student outcomes and accountability* is critical. While there are negative voices about the burdens of standards and testing, most educators welcome clear standards and the opportunity to help all students meet those standards. The emphasis on disaggregation of data is forcing many high schools to examine for the first time how subgroups of students learn. Alternative educators are also recognizing that students in their programs must meet the same high standards if they are to compete in the workplace and society. Alternative education programs have almost always focused on devising strategies to meet each youth's learning needs, but have not always collected data on their outcomes, nor have they always held their students to the same high standards. Diploma Plus and youth service and conservation corps are working hard to ensure that the outcome standards for their programs meet the same standards for students in regular high schools, so that the youth are equally well-prepared for careers and postsecondary education.
- *Partnerships* are necessary to provide the kinds of services and supports to youth that they need. Whether alternative programs or mainstream high schools, partnerships are necessary to help provide youth with the type of education needed to succeed in college and careers. Key partners include postsecondary education institutions and employers, but also need to include parents, city leaders, and workforce development specialists.
- Students and youth need much more assistance in determining their future goals for careers and college. *Guidance and counseling* efforts that start in middle school help students understand what academic courses are needed to succeed in postsecondary education. Unfortunately, guidance and counseling efforts in most high schools are not individualized, and relate very little to labor market demand and emerging, high-paying careers. Career and technical education is one strategy to help students learn about possible careers and the workplace and is therefore highly valued. Career academies, such as the Academy of Information Technology, or career clusters are an excellent way for students to learn more about potential careers and whether or not they are suited for them.

- Programs that incorporate some type of *contextual teaching and learning* (project-based or problem-based learning, internships, service-learning, etc.) help students make sense of their courses and keep them engaged. Using interdisciplinary approaches to developing project-based learning helps students and youth make connections between academic disciplines, as they learn to see how academic knowledge is applied to real work settings. Teachers also learn how information is applied, often sparking new interest and enthusiasm in their subject area.
- Funding structures often prevent effective partnerships or hinder the development of *holistic approaches to serving youth*. Particularly for programs that do not receive a per-pupil expenditure and rely on multiple funding streams, it is a challenge to cobble together dollars to provide an integrated, well-developed program. Providing greater flexibility among funding streams, and reducing the emphasis on categorical programs for small, discrete purposes would help programs meet a wider range of needs of youth.
- *Using data* to drive program design and improvement strategies is critical. Data on student outcomes, particularly longitudinal outcome data, is needed if programs are to determine how well they are serving young people. Schools need to look not only at high school graduation rates, but entry to and persistence in postsecondary education or a career. Programs that serve out-of-school youth need to look at program completion, as well as entry and success in postsecondary education and/or a career.

In recent years, communities have realized the need to provide extra learning opportunities for low-performing students. Many of these extra programs occur during after school hours, on weekends, and during the summer, and are provided by community-based organizations. Some of the lessons learned about using out-of-school (OST) program to increase academic preparation follow:

- OST models provide added value to both schools and communities. We were surprised to learn the extent that OST programming is used to drive a range of public policies as well as to create community anchors for education and development. OST programming is used to leverage school reform and improve student achievement; reinforce mutual school and community interests; and provide needed services (e.g., social services, medical and mental health) for children and families. It creates magnets for additional funds, expanded partnerships, as well as cultural and recreational outlets for individual/group expression and youth development.
- Out-of-school-time programming is becoming an accepted part of the menu of publicly-supported offerings—for children and increasingly for youth—though we are far from the goal of access for every child, and the responsibility is viewed as a collective one among federal, state and local public and private sources. In recent years, we have witnessed an expanding state role as reflected in new legislation, guidance, funding and other forms of support. Still there is concern that not enough of this funding supports necessary infrastructure improvements needed to ensure that programs can be sustained and are of high quality.
- The advent of state administration of the federal 21st Century Community Learning Centers program offers opportunities for wider coverage and more comprehensive programming within states. For state education agencies, this means getting a better

understanding of the value and potential of OST and providing direction for extended learning efforts, particularly in low-performing, high-poverty schools. For cities, this means grappling with ways to support implementation on the ground. Specifically, this involves determining how to take OST programming to scale and addressing governance and financial sustainability issues. This also requires addressing public policy expectations for improving academic achievement while maintaining more traditional roles of OST programming in maximizing youth development.

- Some states and localities are creating a range of funding sources to maintain these offerings, including special set-asides from general revenue, proceeds from targeted property and sales taxes, combined agency resources and private philanthropy. Additionally, many states are examining innovative financing approaches from federal dollars (e.g., Temporary Assistance for Needy Families, and tobacco settlement revenues). Still, funding continues to be short-term, unstable or dependent upon artful combining of sources. As municipalities gear up to integrate OST programming into wider children's initiatives, some are realizing the need for new infrastructures for planning children's services and allocating the funds. Whereas some municipalities have made strides in integrating OST programming into a range of services provided for local children and youth, in too many localities OST programming is not available or too unstable to serve the many who could benefit.
- No matter what stage of implementation of scale, intermediaries and advocates are key players in OST program implementation—in helping to solidify partnerships, design programs, serve as neutral negotiators, provide central points of information and focus on issues of sustainability.
- Until mechanisms are developed to encourage more dedicated funding streams—or diverse funding streams can more easily be combined for OST use—OST opportunities will remain a hit-or-miss affair dependent on the state or locality where children and youth reside. Until public education realigns funding and staffing requirements with the real costs of an expanded day/week program, *and* city and community agencies commit to the types of collaborations needed to make these endeavors successful, funding and implementing OST will continue to be a difficult challenge. Additionally, if the field is to grow and improve, more attention and funding must be devoted to system building: planning, evaluation, coordination, information, training and licensing, technical assistance, and facility enhancement. State and federal funding and private philanthropy must work to carve out respective roles in supporting these key elements and attending to specific gaps in service to localities and groups of young people.
- There is great value and creativity in the diversity among programs, which should be recognized and program flexibility encouraged to meet youth's needs.
- Accountability mechanisms must reflect flexibility in line with the specific goals of OST programs, and include measures that gauge, recognize and support cross-program and cross-agency collaboration.

Through AYPF's series of forums and field trips exploring research, policy and practice around building an effective citizenry, we have compiled a list of recommendations and guidance that will further inform policymakers, practitioners and researchers. Suggested

practices and policies to promote the development of effective and engaged young citizens include the following:

- Listen to the voices of youth, value their input and give them the tools to support their engagement. Provide genuine and meaningful opportunities to make youth voices heard in the decisions and policies that affect them, allowing them to have an impact on social issues that concern them. Youth must have experiences of direct participation to find their voices and to develop a sense of social responsibility. Respect and recognize the value of the experience and knowledge that youth can bring to public problem-solving. Support all youth, including those with disabilities, in their attempts to take control of their own lives and to become their own advocates. To achieve this goal, youth need access to information centers that are operated by and for youth.
- Recognize that adult actions can and do have a significant impact on the degree of engagement of young people. Having positive and active role models at home makes a big difference in the civic engagement of young people. Efforts should be made to educate and expand the number of positive and civically engaged adults who can interact beneficially with young people.
- Make service to others an expected and common experience for all young people as they develop and mature. Service activities have the power to create engaged democratic citizens and to transform and improve communities. For in-school youth, make better use of out-of-school hours by extending the learning day through service activities and provide opportunities for out-of-school youth to experience positive transitions to adulthood through service-related activities.
- Expand the number of schools and community programs in America that support youth civic engagement and service and civics instruction.
- Promote a more supportive cultural environment for teaching democracy.

Impact of the American Youth Policy Forum

The American Youth Policy Forum (AYPF) was founded in January 1993 with the goal of improving policies, services and interventions affecting our nation's young people. Through the years, AYPF has developed a well-respected record of service to the youth policymaking community, providing flexible, timely, nonpartisan, continuing professional education opportunities to national, state and, more recently, local policymakers and their aides, helping them become more effective in their professional duties. (See following **“Why AYPF is Unique.”**)

Since 1993, AYPF has conducted over 400 programs (lunch-time forums, discussion groups, domestic and international study missions) and published almost 50 policy documents used by policymakers, practitioners, researchers and the media in their professional work. Requests for publications come from the sources as diverse as state and local education and employment service agencies, youth workers and national youth affiliates, college and public libraries, “think tanks,” graduate schools and university professors, and from researchers and visitors to our websites. Summaries of these learning events and lists of AYPF activities by year may be found at www.aypf.org.

For the period July 1, 2003 – June 30, 2004, AYPF offered 25 learning events, attended by over 1,028 participants. Feedback from forum and study mission participants is used to continuously assess the impact of our efforts on participants, document how the information will help them in their professional work, and help in the continuous improvement of our efforts. Quantitative data is collected by asking participants to rank their knowledge of the subject before and after the event, the quality of both the speaker and the topic, and the event's level of usefulness on a scale of 1 to 5. A summary of that data shows that the average learning curve during events was more than a full point on the scale and the quality of the speakers and events always ranked above four points.

Participants on *study missions* told us the information provided was useful in:

- Providing concrete references when negotiating, formulating and developing public policy
- Verifying policies and practices that they felt were important
- Reexamining their assumptions about various educational reforms and youth interventions
- Seeing how legislation translates into practice
- Helping improve their technical assistance capabilities
- Providing information on the implementation of specific programs
- Meeting and making important connections with colleagues in Washington and important players in the field.

From their responses, we learned the different levels of expectations and uses to which participants apply what they learn at our *forums* to their work—extending from very broad policy levels to very program specific topics and issues. Participants used this information for:

- understanding the context and background of issues, helping to clarify their thinking and developing a multi-disciplinary perspective
- researching a topic and formulating research priorities
- creating policy recommendations for their superiors
- helping establish priorities for investments in education
- understanding the realities and limitations of public policy
- assisting in the development of national-level surveys
- assisting in site reviews with local and state education agencies
- learning about interventions communities are taking to address educational and work-related issues for youth
- staying informed on the school district efforts in standards reform
- conceptualizing an effective school report card as part of legislative reauthorization
- learning about techniques for engaging parents and taxpayers in issues of education accountability
- gaining insight into how to frame ongoing investigations of policies and practices.

AYPF's work has had a long term impact on helping to educate policymakers on a multitude of issues affecting young people. While we are not the only organization promoting effective policies to help young people, especially disadvantaged young people, succeed, we are pleased to see that youth issues are continuing to grow in importance with national, state, and local policymakers.

Why the American Youth Policy Forum is Unique

- AYPF has created a widely-respected nonpartisan learning environment for professionals working in the education and youth policy community, not only in the Nation’s Capital but increasingly in academic and practitioner settings nationwide. In the often bitterly partisan Washington atmosphere we are regarded as fair, balanced and independent.
- Our mission of bridging research, practice and policy transcends the “silos” which keep new knowledge from informing and improving practice, and which make policy often dysfunctional to the real needs of practitioners in the field.
- Through our regular forums on Capitol Hill and well-planned field trips, we help the policy community understand —both intellectually and experientially— the impact of their work and programs on communities, families and, especially, vulnerable youth.
- Over the last twelve years, we have published six compendia of evaluations of a wide range of youth-serving programs. These now constitute standard desk references in use by academic researchers, evaluators and program designers, as well as policymakers and legislative and budgetary appropriators.
- Our popular, jargon-free policy studies —numbering almost fifty in the past decade— are used to shape policy in legislation and instruction in college classrooms. These studies are also frequently cited in the burgeoning research literature of youth development.
- As advocates for better life outcomes for youth, we cooperate and partner with a large number of organizations whose agendas are narrower and more constrained by particular memberships. To maintain independence and objectivity, we do not compete for federal grants and, thus, are rightly considered by many associations as resources rather than rivals.
- We make special efforts to serve the learning needs of time-constrained senior legislative and executive aides and, given the rapid turnover in such positions, we invest in the somewhat younger and newer staff who will likely succeed the currently influential incumbents.
- Our highly experienced AYPF senior staff anticipates the major emerging youth-related policy issues of our time and constructs learning activities that have been widely commended by policymakers in both political parties. For example, AYPF has played an instrumental role in the national service movement, school-to-work opportunities, high school reform, programs preparing youth for employment, and more effective juvenile justice approaches. Currently, we are in the vanguard of attention to the transitions of youth from the high school years to postsecondary education, the impact of after school and out-of-school time to healthy youth development, the redesign of career and technical education and efforts to reconnect out-of-school youth to mainstream society.

Summary of Forum Activities: July 1, 2003 – June 30, 2004

- Twenty lunch-time forums (held on Capitol Hill).
- One film premiere with discussion led by the producer.
- Two multi-day field visits.
- One breakfast briefing for Members of Congress and staff to discuss policy on the National and Community Trust Act.
- Three meetings of AYPF Board of Trustees to review next steps and to identify future programs of interest to our constituents.
- Three roundtable discussions on creating academically proficient and civically engaged students through the No Child Left Behind Act.
- One round table discussion on secondary and postsecondary learning options.
- Developed, published, and widely disseminated the following policy reports: *Preparing Youth For Employment: Principals and Characteristics of Five Leading United States Youth Development Programs*, by Glenda Partee; *Finance and Resources Issues in High School Reform*, by Heather Voke and Betsy Brand; *Lessons Learned about Effective Policies and Practices for Out-Of-School-Time Programming*, by Glenda Partee; *No Child Left Behind: Improving Educational Outcomes for Students with Disabilities* by the American Youth Policy Forum and Educational Policy Institute under contract to the National Council on Disability; *Does Religious Participation Help Keep Adolescents in School?*, by Nancy Gardner; and *Essentials of High School Reform* by Betsy Brand.

Chronology of AYPF Activities: July 1, 2003 – June 30, 2004

2003

- 7/18 Forum: **Reauthorizing the Higher Education Act: Issues and Options**, with Tom Wolanin, Jamie Merisotis, Alisa Cunningham, and Jane Wellman, the Institute for Higher Education Policy
- 7/21 Forum: **Leading Policy and Practice for Online Teaching and Learning**, with John Bailey, Director of Instructional Technology, U.S. Department of Education; Suellen Reed, State Superintendent, Indiana Department of Education, David Driscoll, Commissioner of Education, Massachusetts Department of Education; Andrew Zucker, Researcher, SRI, and Liz Pape, CEO, Virtual High School. Panelists will identify and discuss policy issues around online standards and quality, economy and sustainability of online education, and online learning models.
- 7/25 Breakfast Briefing: **Policy Discussion on the National and Community Service Trust Act**, with Ira Harkavy, Director, Center for Community Partnerships, University of Pennsylvania and panel of Members of Congress and staff.
- 7/25 Forum: **Opening Doors: How Community Colleges Can Help Low-Wage Workers Earn College Credentials**, with Melissa Wavelet, Manpower Demonstration Research Corporation, Lisa Matus-Grossman, National Governors Association, and Byron McClenney, Kingsborough Community College, Brooklyn, NY.
- 10/3 Forum: **Improving Labor Market Perspectives for Youth: Evidence from Career Academies**, with James Kemple, Senior Fellow at MDRC, will provide an overview of the findings of the longitudinal research and provide some context for their interpretation. Two other panelists, John Ferrandino, President, National Academy Foundation and Harry Holzer, Professor, Georgetown University, will comment on the findings and offer their perspectives on the implications for policy and practice.
- 10/17 Forum: **Increasing College Access: State and Local Efforts** with Christina Milano, Executive Director, National College Access Network, Wendy Ault, Executive Director, MELMAC Foundation, and Maria Boss, Cleveland Scholarship Programs.
- 12/2 Field Trip: **High School Reform in Cleveland, Ohio**, with visits to Glenville High School, Success Tech Academy High School, James Ford Rhodes High School, Cleveland Scholarship Programs, and Cuyahoga County Workforce Development Board.

- 12/5 Forum: **Policy Action Needed to Improve Secondary Education and Transition Services for Youth with Disabilities** with Stephanie Lee, Office of Special Education, U.S. Department of Education; David Johnson, Director, National Center on Secondary Education and Transition; David Sienko, Education Specialist, Rhode Island Department of Elementary and Secondary Education, Office of Special Needs; and Wendy Collison, Education Program Specialist, Arizona Department of Education, Exceptional Student Services.
- 12/12 Forum: **Creating Equitable High Schools: Strategies to Eliminate Tracking and Ability Grouping** with Kevin G. Welner, Assistant Professor, University of Colorado, Boulder School of Education, Carol Burris and Delia Garrity, Rockville Free Union School District, Long Island, NY, and Tom Ledue, Principal, Noble High School, North Berwick, ME.

2004

- 1/8 Forum: **“California: First to Worst,”** a film premiere with discussion led by Producer John Merrow.
- 1/8-9 Field Trip: **High School Reform in New York City** to visit Morris High School and South Bronx High School to learn about the transformation of large high schools to small high schools, LaGuardia Community College’s middle college high school programs, and to meet with the Core Group Governing Team of the New York City school reform effort.
- 1/16 Forum: **Educating the Heart: Cesar E. Chavez and Service-Learning**, with a granddaughter of Cesar E. Chavez, Julia Chavez Rodriguez and leaders from the The Cesar E. Chavez Service-Learning Initiative.
- 1/23 Forum and Roundtable: **Creating Academically Proficient and Civically Engaged Students – Through the No Child Left Behind Act (Part 1) Through the Lens of Researchers – Implementation of No Child Left Behind (NCLB): What Role for Civic Development?**, with Shelley H. Billig, Vice President, RMC Research; Andy Furco, Director, Service-Learning Research and Development Center University of California-Berkeley; Elliott Medrich, Director, Policy Analysis and Development, MRP Associates; William Galston, Director, Institute for Philosophy and Public Policy, University of Maryland and CIRCLE (The Center for Information & Research on Civic Learning & Engagement); and Judith Torney-Purta, Professor, University of Maryland.
- 2/4 Forum: **Schools for a New Society: Systemic High School Reform in Three Cities**, with Constanca Warren, Senior Program Officer and Director, Urban High School Initiative, Carnegie Corporation of New York; Rochelle Nichols Solomon, Academy for Educational Development; Jesse Register, Superintendent,

- Hamilton County Department of Education, Dan Challener, President, Public Education Foundation, and Cheri Dedmon, Principal, East Ridge High School, all from Chattanooga, TN; Melody Johnson, Superintendent, Providence Public Schools, Mary Sylvia Harrison, President and Executive Director, Rhode Island Children’s Crusade for Higher Education, David Andrews, Director for High Schools, and Cheryl Gomes, Principal, Classical High School, all from Providence, RI; Richard Owen, Associate Superintendent, High School Improvement, Sacramento City Unified School District, Deanna Hanson, CEO, LEED-Sacramento, and Kelly Young, Professional Development Consultant, all from Sacramento, CA.
- 2/20 Forum and Roundtable: **Creating Academically Proficient and Civically Engaged Students – Through the No Child Left Behind Act (Part 2) Through the Lens of State Policymakers – Raising Academic Achievement While Supporting Civic Development**, with Suellen Reed, State Superintendent of Indiana; Terry Bergeron, State Superintendent of Washington; and Elizabeth Burmaster, State Superintendent of Public Instruction, Wisconsin.
- 2/27 Forum: **Meeting the Highly Qualified Teacher Requirement of NCLB and IDEA: Alternative Routes for Special Education Teachers**, with Paul Sindelar, Center on Personnel Studies in Special Education, University of Florida; William Fink, Director of Exceptional Student Education, Volusia County Schools, Daytona Beach, FL; and Eric Carlton, President, Banner Schools LLC, Chicago, IL.
- 3/5 Forum: **Follow-up Study of 900 YouthBuild Graduates**, with Andrew Hahn, Center for Youth and Communities, Brandeis University; Professors Erin Horvat and James Earl Davis, Temple University, Dorothy Stoneman, YouthBuild USA; and Antoine Bennett, a graduate of YouthBuild.
- 3/12 Forum: **A Shared Agenda: A Leadership Challenge to Improve College Access and Success, Pathways to College Network**, with Jennifer Conner, Program Officer, KnowledgeWorks Foundation; Ann Coles, Senior Vice President, College Access Services and Director, Pathways to College Network; Jon Tafel, Vice Chancellor for Educational Linkages and Access, Ohio Board of Regents; and Egle Gallagher, Principal, Stranahan High School, Ft. Lauderdale, FL.
- 3/19 Forum and Roundtable: **Creating Academically Proficient and Civically Engaged Students– Through the No Child Left Behind Act (Part 3) Through the Lens of Practitioners and Administrators – Finding Common Ground: Joining Forces to Close the Achievement and Civic Development Gap**, with Sheldon Berman, Superintendent of Schools, Hudson School District; John Taylor Gatto, author and New York Educator of the Year, 1990; Mary Rodgers, District Service-Learning Facilitator, Abington School

- District; John Schmidt, Director of Service-Learning, Office of High School Development, Chicago Public Schools.
- 4/23 Forum: **Indicators of Student Academic Histories in Postsecondary Education, 1972-2000**, with Cliff Adelman, Senior Research Analyst, Institute of Education Sciences, U.S. Department of Education.
- 4/30 Forum: **Outcomes for Children and Youth in the Out-of-School Time: What the Evidence Says**, with Nicole Yohalem, Program Director, Forum for Youth Investment; Beth Miller, Senior Research Advisor, National Institute on Out-of-School Time (NIOST) and author of *Critical Hours: Afterschool Programs and Educational Success*; Elizabeth Reisner, Co-founder and Manager, Policy Studies Associates (PSA); Robert Granger, President, William T. Grant Foundation; Earl Martin Phalen, Chief Executive Officer, Building Educated Leaders for Life (BELL); Davon Russell, Youth Services Director, Women’s Housing & Economic Development Corporation (WHEDCO); Adrian Haugabrook, Executive Director, Citizen Schools University (CSU) for Citizen Schools in Boston; and Jeff Wicklund, Associate Director, Youth+Entrepreneurship=Success (YES) program.
- 5/7 Forum: **Early and Middle College High Schools: Connecting High School and College for At-Risk Youth**, with Cecelia Cunningham, Director, Middle College National Consortium at LaGuardia Community College; Nancy Hoffman, Vice President, Director, Early College High School Initiative, Jobs for the Future; and Aaron Listhaus, Principal, Middle College High School, LaGuardia Community College, Queens, NY.
- 6/14 Briefings: **Career Academies: Impacts on Labor Market Outcomes and Educational Attainment**, with Jim Kemple, Senior Fellow for Education, Children, and Youth, MDRC.
- 6/24 Roundtable Discussion Group: **Secondary-Postsecondary Learning Options**, supported by the Lumina Foundation for Education.
- 6/25 Forum: **“Do Faith-Based Organizations Have a Role in Promoting Educational Outcomes?”** with Nancy Gardner, Harold Howe Fellow at American Youth Policy Forum, David Brown, Director of the "Community Club" at New York Avenue Presbyterian Church, and Luis Torres, Project Director for “Have Faith in Youth.”

Grants and Contracts

Carnegie Corporation of New York

High School Reform: Policy and Practice for Effective Change

Supports an extended conversation and knowledge exchange with policymakers and practitioners working on urban high school reform issues at the national, state and local levels that focus broadly on: the successful transition of underachieving students to two- and four-year colleges and universities; quality career preparation systems; connections to caring and knowledgeable adults and to community resources; effective teaching and instructional practices; effective leadership and governance structures; and student achievement and strategies that are effective for low-income or minority students.

Ford Foundation

Enhancing the Capacity of the American Youth Policy Forum to “Bridge Youth Policy, Practice and Research”: A Commitment for the Next Decade

Provides program and organizational enhancements to help AYPF reach its mission of “bridging youth policy, practice and research” and to support the Harold Howe II Youth Policy Fellowship, allowing one young researcher each year to investigate significant questions on youth policy and programming.

Ford Foundation

The Status of Underachieving Minorities in Public K-12 Education

Supports knowledge exchange with policymakers and practitioners working on youth development issues at the local, state and national levels on: the status of underachieving minorities in public K-12 education, with a focus on urban schools; their successful transition to and success in two- and four-year colleges and universities; their participation in quality career preparation systems; and ways to provide better connections to caring and knowledgeable adults, community resources and interventions that improve success and reduce risky behavior that negatively impacts future life and economic success.

Bill and Melinda Gates Foundation

Increasing Policy Awareness and Support for High School Reform

Helps policymakers, primarily at the national level, better understand the key issues surrounding high school reform by exposing them to innovative and reformed high schools and school districts in four cities.

George Gund Foundation

Improving and Expanding Dissemination of Policy Reports on Education and Youth

Supports AYPF efforts to develop, produce and disseminate timely policy reports on issues affecting youth, including high school reform, raising minority academic achievement, career preparation, after-school and community schools, and service-learning.

J&M Foundation and Joseph and May Winston Foundation

General Support for Publication Development and Dissemination

W.K. Kellogg Foundation

Learning In Deed

Supports programming focused on how service-learning engages young people in middle and high school, including underserved populations, such as American Indian youth, youth with disabilities, and those at-risk of becoming involved in the juvenile justice system; and how service-learning enhances critical youth policy efforts in education reform, youth development, career preparation and civic engagement.

KnowledgeWorks Foundation

Increasing Policy Awareness and Support for Effective College Access and Success

AYPF was funded to organize and conduct at least four lunchtime forums to showcase effective programs and discuss policy issues affecting college access and success programs.

Lumina Foundation for Education

Understanding the Impact and Outcomes of Secondary-Postsecondary Learning Options

AYPF proposes a program of work to help national, state, and local policymakers and practitioners better understand what secondary-postsecondary learning options are, the various ways they are structured, and their impact on student outcomes. By helping policymakers gain a better understanding of successful or effective interventions, they can implement policies that will support student preparation for and access to postsecondary education.

National Council on Disability

To Support the Development of a Report on the Impact of the No Child Left Behind Act on Students with Disabilities

The paper, written by American Youth Policy Forum and Educational Policy Institute, was commissioned to assist policy leaders and stakeholders in identifying, disseminating, and aligning evidence-based practices with the Federal Government's commitment to leaving no child behind in the attainment of a free appropriate and high quality public education.

Charles Stewart Mott Foundation

Integrating Afterschool and School-Community Partnerships

The purpose of the project is to bring together various elements of the youth-serving/youth policy community to explore ways out-of-school time programming can be better aligned with and build on the existing range of programs and services for youth. A working group representative of the youth-serving community was organized and provides guidance, including development of a plan of work for five Capitol Hill learning events and two policy reports based on project findings.

Surdna Foundation

Strengthening Policymakers' Understanding of Effective Citizenry

Supports activities to increase and strengthen policymakers' understanding and knowledge of the benefits of engaging youth in public service as active and effective citizens and to produce a report, ***Building an Effective Citizenry: Lessons Learned from Initiatives in Youth Engagement.***

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