

**Youth Policy in the United States:
A Year of Observations, Practices and Lessons Learned**

**A Summary of American Youth Policy Forum Activities
(July 1, 1997 - June 30, 1998)**

Compiled by Glenda Partee

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WHO WE ARE -- WHAT WE DO

The American Youth Policy Forum (AYPF) is a leading-edge professional development organization providing learning opportunities for policymakers working on youth issues at the local, state and national levels. As adult educators in the youth policy community, our task is to find effective ways to actualize the proposition that “Learning is the one job we all have for a lifetime.” More specifically, our mission is to provide participants with information, insights, experiences, networks and motivation that will help them in their professional work on youth issues.

We focus our programming on **all** youth both in- and out-of-school, inclusive of youth in the middle grades through early adulthood (ages 14-29), but particularly those from low-income families and inner-cities and/or youth who face social, linguistic, physical and other obstacles to their full participation in society.

In setting our agenda of learning experiences, AYPF covers a wide variety of youth issues critical to the development of young people as effective employees, parents, neighbors and citizens in a democracy. Among issues addressed are: schooling; transition to careers and career development; training and preparation for employment; postsecondary education (particularly the roles of community and technical colleges); national and community service; mentoring; young adults in parenting roles; contributions of various stakeholders--employers, family, community-based organizations, educators--in helping young people; juvenile justice and delinquency prevention; recreation, informal learning and lifelong education; the use of technology; youth development and related issues. Our programming is organized around three thematic, often overlapping, areas: Improving Education and Academic Performance, Preparation for Careers, and Youth and Community Development.

In sharing emerging developments relevant to national youth policies, AYPF is highly responsive to our participants--the youth policy community of national, state and local leaders who shape and implement policies and practices affecting youth, including: Congressional committee and subcommittee staff members; senior and mid-level policymakers and aides in the Executive Branch; officers of professional and national associations; state policy aides based in Washington liaison offices; academicians and evaluators; nationwide youth-serving organizations, such as Girls Inc., Big Brothers/Big Sisters, United Way, YouthBuild and their local affiliates; local practitioners from the metropolitan area of D.C., Virginia and Maryland; and media journalists from national publications who shape public understanding of youth issues.

Since January 1993, AYPF has conducted an average of 35-40 events each year. The majority of our events, forums in Washington, D.C., serve from 30 to 130 participants who gather to learn from a wide range of Forum presenters--researchers, youth service providers, state and local program implementers, educators and young people. Typically, ten of these events are one- or two-day, out-of-town study missions with a thematic focus--for example, “High School Programs Serving Out-of-School Youth in New York City” or “Employer Involvement and School-to-Career Partnership Development in Baltimore, MD.” These trips bring participants from behind their desks in Washington to learn from each other and from the programs and the people they visit. AYPF also arranges one overseas study mission each year to see how other societies address similar issues affecting children and youth. AYPF also publishes or co-publishes several policy reports each year--timely, easy-to-read and inexpensive publications on issues affecting youth development in all of its dimensions. Forum briefs and trip reports are available on our worldwide website to those unable to participate in Forum luncheons or trips.

AYPF is co-directed by Dr. Glenda Partee and Betsy Brand. Forum founder Samuel Halperin is a Senior Fellow.

For more information on Forum activities or to receive our publications, please contact:

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Foreword

This report summarizes the activities of the American Youth Policy Forum (hereafter AYPF) for the period July 1, 1997 - June 30, 1998. It documents our 12-month odyssey to schools, youth centers, community colleges, employers' workplaces and training programs, and our conversations with researchers, program practitioners and thoughtful individuals who are shaping the landscape of opportunities for our nation's young people and the institutions created to serve them. (See attached list of AYPF events during this period.)

We make this information available to leaders from the youth policy and programming community and our many constituents--federal, congressional and executive department staff, their state and local counterparts, representatives from national organizations and associations, as well as researchers and youth service practitioners--who have supported and participated in our 45+ learning activities.

Since its inception in 1993, the American Youth Policy Forum has presented over 220 programs (lunch-time forums, discussion groups, domestic and international study missions) attended by approximately 9,000 participants and has produced and widely disseminated two dozen publications on important youth policy issues. (More detailed accounts of AYPF learning events are available on our Web site at www.aypf.org.)

Many of the topics addressed in this report resulted from the suggestions of our constituents and advice of an expert resource council also comprised of constituents. These learning events represent our best effort to make available a body of thoughtful and provocative speakers, experts, research findings and reports to help the policy community in its work in education, transition to employment, national and community service, and related policies and practices contributing to the development of healthy and successful young people.

To help our participants select and prioritize which activities may be most beneficial to them in their work or area of interest, AYPF activities are organized around three thematic, often overlapping, areas: **(I) Improving Education and Academic Performance, (II) Preparation for Careers, and (III) Youth and Community Development**. The subsequent chapters provide highlights of selected presentations and observations from field visits. The opening chapter summarizes some of the "lessons" we have taken from these 12 months of observations.

A few definitions are in order.

- AYPF's definition of youth includes young people, including young parents ages 14-29 both in- and out-of-school.
- We view youth development as "the ongoing process in which young people are engaged in building the skills, attitudes, knowledge and experiences that prepare them for the present and the future. The youth development process

American Youth Policy Forum

*Policy" should be to produce comprehensive and effective **systems** of cooperating institutions that, together, further the development of young people who will be effective as workers, parents, neighbors and citizens in a democracy.*

is smoothed and youth development outcomes enhanced when adults (as individuals and professionals) work with young people to help them set and monitor their course and work with youth and each other to ensure that the course options are plentiful, positive and varied.” (Pittman and Irby, 1998)

Through our activities, the American Youth Policy Forum

- (1) identifies and highlights promising options available to our nation’s youth;
- (2) attempts to broaden the knowledge base of policymakers and practitioners about youth issues and prescriptions for youth to develop maturity and responsibility through work (paid and unpaid), school learning and community service; and
- (3) illustrates the need for systemic thinking, attention to comprehensive policy and concerted political action that optimal youth development requires.

Forums (usually held on Capitol Hill) provide opportunities for participants to have dialogue with experts in research, evaluation, legislation, policy and program implementation. Study missions offer a different set of experiential learning experiences. They put participants in direct contact with young people, program administrators and city/district leaders who share their experiences and concerns relating to local, state and national policies, and illustrate tested practices and program implementation strategies. These study missions represent opportunities for participants to reflect on new facts and experiences and test their assumptions and conclusions among themselves (typical groups represent a cross-section of federal and congressional staff, national associations and state and local policy aides from other parts of the country). International study missions also help participants extend their knowledge base while providing a comparative perspective on issues common to other countries and cultures.

In addition to forums and field missions, AYPF hosts special meetings for groups of individuals who delve deeper into a topic or policy. The Forum also collaborates with other organizations to disseminate information and expand the knowledge and research base about specific issues, initiatives or practices that deserve to be better understood and, possibly, adapted.

Reader friendly, non-technical publications offer another vehicle for disseminating information on policies and practices, research and evaluations of “what works” and is useful for young people. Publications and our WWW Homepage have helped extend this information to a national and international audience.

The staff of AYPF thanks the many speakers, site visit hosts, young people and program practitioners who helped to make our work a reality. We also thank the participants at our learning events for their continued support and involvement.

Finally, AYPF activities and publications would not be possible without the generous support provided by a consortium of foundations:

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Summary of AYPF Activities: July 1, 1997 - June 30, 1998

- 33 lunch-time forums (usually held on Capitol Hill)
- 8 one- or multi-day field trips
- a one-week international study mission to Dublin and Galway, Ireland to study the role of technical colleges in that nation's economic and human resource development
- a special focus session--a dinner "conversation" with Thomas W. Payzant, Boston Public Schools Superintendent (and former Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education), to explore his national and local perspectives on "System-Wide School Reform"
- co-hosted two meetings for groups of individuals seeking to delve deeper into policy and practical considerations about the status and future of school-to-careers as a federal, state and local partnership
- a meeting of our Resource Council to help identify future programs of interest to our constituents and generally inform the work of AYPF
- extensive dissemination of the well-received report **Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices** (1997)
- 3 new publications
 - **A Young Person's Guide to Managing Money** (1998)
 - **A Young Person's Guide to Earning and Learning: Preparing for College, Preparing for Careers** (1998)
 - **Exploring Systems for Comprehensive Youth Employment Preparation in Switzerland, Western Austria and Germany (Bavaria)** (1998), the second in a series of *Impressions from a Study Mission*
- 2,127 participants at AYPF events (exclusive of presenters and AYPF staff)

CONTENTS

	page
Foreword	I
Summary of AYPF Activities: July 1, 1997 - June 30, 1998	iv
Summary: Observations, Practices and Lessons Learned	1
I. Improving Education and Academic Performance	8
The Quality of Teaching	9
Standards-based Education Reform	10
District-wide School Reform	12
Secondary Schools and Education Reform	13
Residential Education	18
Choice and Public Charter Schools	22
II. Preparation for Careers	26
Employment and Training in Ireland	26
Restructuring and the American Labor Market	26
Low Wage Workers and Welfare Reform	27
Opportunities for In-School Youth	28
School to Careers and Education Reform	29
Student Organizations (DECA)	32
Service Learning and School to Careers	33
Postsecondary Opportunities	35
Community Colleges	35
Cooperative Education	36
Opportunities for Dropouts and Youth in Community Settings	37
Alternative Schools and Community Employment Efforts	37
Youth Corps	44
Job Corps	45
III. Youth and Community Development	48
Community Schools	48
Comprehensive Community Strategies	48
Faith-Based Institutions	50
Youth and Juvenile Justice	50
Bibliography	54
Chronology: Activities of the American Youth Policy Forum	55

Summary: Observations, Practices and Lessons Learned

Because the essential elements of youth development are broad and no single program or approach reflects or addresses what young people may need or communities and institutions can supply, AYPF's activities are also wide-ranging and educational. From these experiences, we have gleaned the following lessons.

Improving Education and Academic Performance

- The dilemma of what the best investment of public funds should be and where it should be made continues to dominate discussions about social policy.

Private charitable support of needy children and youth and support of public institutions continues as critical ingredients of education and training in this country. We discovered an uneasy and often unrecognized mix of both public and private support underlying the patchwork of opportunities provided to our nation's youth. We also found examples of privately (and some publicly) supported models, such as residential education (or boarding schools), operating as distinct options to foster care--the prevailing public strategy--in providing safe havens for children and youth from unsafe and troubled environments.

Financing the needs of children and youth when and where they need it was a recurring theme. Issues of public money following the individual to an institution of his/her choice surfaced in discussions of vouchers of public funds to subsidize low-income children's attendance in private schools, funding for charter schools and programs for dropouts and youth in alternative forms of education or training.

- Financial investment in our schools *can* make a difference in student performance, but money alone is seldom sufficient.

Higher teacher to student ratios, and teachers who know the content of their discipline and how to teach it are critical to improving student achievement. Our experiences, however, tell us that smaller classes and qualified teachers are not enough. It is important to have uniformly high standards across schools and districts so that every student is held to the same high standards, they and their families know what is expected of them, and teachers have a uniform code of expectations to evaluate student work.

Assuming these elements are in place, for reform to be district-wide, a number of factors must be in play at one time, including the capacity to deliver the instruction for students to reach the standards, such as the availability of instructional supports for students and teachers; the

"What I'm getting reinforced is the conviction that not only is there no silver bullet solution but, also, there's no one 'right way,' no one program model. On this trip, we've experienced one approach based on strengthening entire families and providing all kinds of needed after-school supports, while another approach stresses working mostly with the youth themselves and meeting the whole range of their needs. Both approaches, and maybe others too, seem valid to me." Participant on AYPF field trip

alignment of homework, classroom activities and skills tested; documentation and replication of proven, effective practices; parent and community involvement in education decision making; and clear and rigorous methods of measuring performance and ensuring accountability for results.

These factors, however, require a financial investment in our schools and a willingness to commit to high standards of teacher preparation, high standards for entry into the profession, and continued focus on quality professional development--an investment that to date, Americans have been unable or unwilling to make, especially in our lowest-income schools. Until we are willing to eradicate huge differences in funding for public schools, our schools will continue to have uneven results.

- Secondary education offers a range of options for students and communities. As a critical link between early, basic education, the world of work and continued learning, greater attention should be focused on providing universally high quality secondary-level institutions and experiences for young people. Ways of reaching these ends are as diverse as the institutions themselves and must be tailored appropriately.

We observed secondary institutions successfully addressing the competing dictates of preparing young people for citizenship, careers and learning in an information age, while drawing resources broadly from the community. To sustain and reinforce students' academic, social and civic growth, some institutions were meeting the challenge of simultaneously remediating deficiencies of students' earlier education, laying and solidifying an academic foundation for them to build on in the years ahead, and providing motivation through work experiences, community experiences and leadership opportunities.

We found that schools succeed because they are, foremost, responsive to the needs of young people and their communities. Communities and individuals want choices in the types of schools available to them and in the absence of suitable choices, they will create their own.

There was great variety within the secondary schools we learned about or visited. We found schools that defied categorization--wealthy, privately-supported residential schools that had as their sole mission the education of disadvantaged children and youth; a highly restrictive public school with an outstanding record of achievement; an inner-city public school that had lost its accreditation but was reinventing and reestablishing itself; alternative schools that were moving into the mainstream offering of their districts; and public charter schools fashioned to address the unmet needs of community youth.

Among their commonalities, however, were: clean, safe and organized physical environments; a clear philosophy about teaching and learning; high standards for students and staff; a school structure and staffing patterns that supported these goals; teachers and administrators with a common vision of why they were there and what they were doing; a commitment to continuous professional development; extensive opportunities for student learning through integrated, project-based curricula; and an entrepreneurial outlook or extensive support from outside resources.

These schools and the lessons they provided underscored the difficulty of organizing our

programs thematically. We found that reforming schools and instituting district-wide reform require multiple strategies that defy compartmentalization. We found schools that were using preparation for careers as a way of organizing curricula and instruction to motivate students and structure learning, developing student leadership and social skills, and infusing the effort with service and youth and community development activities. Underscoring many of the schools and programs visited was an acknowledgment of the important role adults play in helping young people develop responsibility, work ethics, social skills and other values.

Preparation for Careers

Low literacy and education levels consign individuals to low-wage employment or unemployment. We learned that welfare reform will only be truly successful if individuals leaving the welfare rolls improve literacy levels and access employment at sustainable earnings. To stop the cycle of low literacy and low-wage employment, our “first chance” system of education and school-to-career efforts supports the development of high levels of literacy, career advisement and preparation. As a back up, a “second chance system” of alternative schools, publicly- and privately-supported institutions and programs provide youth additional opportunities through education, community and public service employment and pre-employment training. All are integral components of our “national system” of education and training. They also serve as important generators of youth development, providing opportunities for young people to cultivate the competencies--academic, social, vocational, civic, and leadership--necessary to function as productive adults.

From our learning experiences, we share the following insights and conclusions.

- In many places, improving education and academic performance through secondary education reform is closely aligned with efforts to prepare young people for employment.

School reform efforts have enhanced students’ educational and employment opportunities. Among the strategies were observed were: restructuring high schools into small learning communities with special career foci; combining challenging academic courses and vocational studies; extensive use of mentors and community partners; opportunities for teachers to learn and develop new techniques and content to engage learners; and opportunities for students to learn in the context of the work site or the community. These efforts have helped to revitalize schools, giving them a new relevance to students and communities. We learned that work- and community-based learning provide *more* time for student and teacher learning; applied learning shows young people the rationale behind education; and committed people, particularly in one-to-one settings, make a powerful difference in the lives of young people.

- Both service-learning and school-to-career activities provide students with contextualized learning opportunities that help develop organizational, team, and problem-solving skills, as well as the competencies and foundation skills identified as important for employability and responsible citizenship.

We found ample examples of the relationship of school-to-career activities to the development of academic competencies and employability skills, and numerous opportunities for youth to participate in these activities through in-school, co-curricular and community-based activities. Through service-learning, students experience exposure to the world of work and community and are provided a context for building academic and work-readiness skills. Service can also be an important element of community development and a way by which youth can become valued resources. Co-curricular involvements, such as student vocational organizations, provide many of the vital connections and experiences youth need for later success in careers, such as leadership development, team work, problem solving and goal setting, community service for applying skills to real-life needs, student recognition for motivation, and connection to business and industry. And although many teachers, parents and others believe that school-to-career activities are not appropriate for young people who plan to attend four-year colleges, experts agree that they are effective strategies for teaching the academic skills needed for college entry and introducing broad career concepts for college preparation en route to careers.

- Postsecondary education institutions are vital community resources, providing avenues for exploration and preparation for careers and opportunities to retrain for new ones.

Community colleges are important providers of continuing education, customized training, and employee credentialing in addition to their role as degree-granting institutions and stepping stones to four-year institutions. They combine hands-on technological training with high-level academic instruction. Their flexibility and attention to the needs of local businesses and employees position them as central players involved in the workforce development of a community or region.

Postsecondary institutions also provide essential experiences for transition to careers. College cooperative education--integrating academic classroom studies with paid, productive work experiences--helps build sustainable partnerships between colleges and industries, expands the college curriculum and supports the skill development of students, prepares them for workplace success and helps them pay for college.

- Alternative schools and community-based programs provide dropouts, disaffected youth and the unemployed with avenues of entry or reentry to schools, postsecondary education and careers.

To draw these young people back into programs of education and training requires creative approaches to motivation, flexible use of time, multiple ways of assessing learning, and the provision of off-site work experiences. Comprehensive programs often include academic, vocational, counseling, life skills and support services. We learned that programming for out-of-

school youth should be as rich, interactive and demanding as successful programs for in-school youth, replete with cultural and social enrichments, and opportunities for broad exposure to many topics, disciplines and careers.

We observed numerous models and strategies for preparing young people for the workplace. Some, such as the STRIVE (basic) model, do not include education and skills training, but rely on intensive attitudinal training, focusing on developing the “soft” skills for success in a demanding, often unforgiving workplace. Among the skills developed are maintaining eye contact, dressing in appropriate business attire, punctuality and displaying proper workplace behavior. This strategy is coupled with comprehensive, long-term (a minimum of two years) follow-up efforts that help participants adjust to and solve problems encountered on the job and thrive in their new work environment.

Funding for these programs is often a mix of private and public education, literacy and job training funds from city, state and federal sources. Some organizations have built strong partnerships with public entities that provide funds or in-kind resources. Where charter school legislation exists, organizations seeking to reclaim youth who have not been successful in the “first chance” education and school-to-career systems can now look to public education dollars for these school-age youth and provide them with alternative approaches to receiving a diploma.

- Other avenues to education, services and skills training for out-of-school, out-of-work young adults exist through participation in programs such as Youth Corps, Job Corps, YouthBuild and programs offered by comprehensive non-profit human service agencies.

Youth Corps offer young people opportunities for paid, full-time community service and opportunities to provide work of value to their neighborhoods. Corps members devote part of each week to improving their basic education and essential life skills (such as budgeting, parenting, and personal health) and preparing for future employment. Corps programs also encourage members to engage in tangible acts of citizenship, such as voting.

States and localities have also turned to the youth corps model for help in preparing welfare recipients who are in need of assistance before they can enter the formal labor market. Almost a dozen youth corps across the country are currently involved in formal relationships to provide services to welfare recipients and more are expected to receive TANF or Welfare-to-Work funds in the near future.

The Job Corps, the largest residential education system in the U.S., provides comprehensive services, including job training, academic services, life skills training, health and recreation and, once their training is complete, job placement. By joining the Corps, young people can leave the too often pernicious influences of their neighborhoods and enter a different environment totally dedicated to their growth and development.

Comprehensive non-profit human service agencies exist alongside public agencies to provide a range of programs addressing the myriad needs of individuals and families. We visited agencies, such as the Federation Employment and Guidance Service in New York City, that offers

services as diverse as: dropout prevention; school-to-career activities for in-school youth; skills training, internships and counseling for out-of-school youth; parent centers; job placement; GED preparation; and international youth exchange experiences.

Youth and Community Development

- Research, evaluation and practice teach us that short-term programs are not effective unless they are part of a continuum of support services conducive to youth development. With this lesson in mind, efforts are underway in a number of communities to increase basic developmental supports for children and youth.

Participants learned about the interdependent role of schools and community agencies and institutions and looked closely at models such as the full-service community school that provides on-site medical, mental health and dental care in addition to other services, and an extended day program of recreation, clubs and other activities to enhance academic achievement. We also learned of the ways many communities are working to expand capital for youth development by creating opportunities: for supportive relationships between adults and neighborhood youth; to use work as a tool for learning and income enhancement; to use non-school hours for constructive activities; for youth to be actively involved in decisions affecting their lives; and for effective transitions and collaborations among institutions providing services for young people.

Into this mix of institutions, we learned about the work of the faith-based community in providing and expanding many of the above opportunities for neighborhood youth, working in partnership with other community agencies and institutions (such as juvenile courts, libraries and adult education programs), and working with youth workers to develop the congregational capacity to support young people and to complement community-wide activities.

- States and localities need to develop policies that both reduce risk factors and increase protective factors for youth.

Presently, there is a push within the juvenile justice community to focus on prevention efforts and build comprehensive strategies at the community level to provide a continuum of services for neighborhood youth. These approaches come at a time when state legislatures are putting in place tougher laws for juvenile offenders and as, increasingly adult correctional systems serve younger offenders. These policies have been driven by fear of youth crime and the media's exaggerated portrayal of juvenile involvement in violent crime.

There are important lessons to be learned by the adult correctional system from the juvenile system in treating younger offenders and improving services. Also, both can profit from what we know about effective education, pre-employment training and youth development. Among effective practices identified are initiatives such as: Youth as Resources, that allows young people to design and carry out service projects addressing social problems in their communities; Safe Kids/Safe Streets that integrates the work of family and juvenile courts; Home Visitation programs that can reduce abuse and neglect; Boys and Girls Clubs; mentoring; conflict resolution; and law-

related education.

- Among the components of effective programs that recurred across each of our thematic areas--whether the focus was on improving education, preparation for careers or community and youth development--were the importance of caring adults bonding with and making connections for young people; the need for multiple components and strategies to address the diverse needs and interests of youth; the need to take into account the physical, social and mental developmental stages of young people and to structure programming accordingly; and the importance of a rich mix of community-wide efforts encompassing prevention, high quality services, remediation and support where needed.

I. Improving Education and Academic Performance

AYPF brought a substantial part of the policy community into contact with experts who presented specific, often controversial, viewpoints and philosophies about the state of public education as well as interventions that work or hinder student performance and achievement.

We heard David C. Berliner, co-author of **The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools**, passionately defend the public schools (12/12/97) against those who claim our schools are in deep trouble. Among the myths he claims cannot be supported by evidence are:

- Student achievement in public schools and American colleges is on the decline.
- America's young people are failing to develop their intellectual abilities, including abstract problem-solving skills.
- America's schools fail to compete well in international comparisons.
- The American workforce is deficient in many key areas, which is the result of an inadequate school system.
- America is losing its industrial leadership as a result of the education and training system producing too few scientists, mathematicians and engineers.

Berliner contends these myths have been promulgated through inattention to critical data and trends showing that the "decline" in academic performance is actually the result of schools addressing the needs of traditionally low-performing and disenfranchised youth and that investment in education *has* made a difference in student performance and teacher preparation. According to Berliner, realistic plans for improving our schools cannot be addressed until we begin to take seriously and address such problems as "our traditional willingness to tolerate *huge* differences in funding for public schools; the dilemmas created by our radically expanded education system; and the fact that more and more disadvantaged children will be entering our schools." (Berliner and Biddle, 1995, p.7)

One of the issues addressed by Berliner--the relationship between student performance and education expenditures--was the topic of a forum with Harold Wenglinsky of the Policy Information Center at Educational Testing Service (**When Money Matters: How Educational Expenditures Improve Student Performance and How They Don't**, 12/15/97). Wenglinsky presented findings from the ETS study of how school district dollars and resource allocations relate to the mathematics achievements of 4th grade students in 203 districts and 8th grade students in 182 districts across the U.S.

ETS' central finding is that student achievement *can* be increased through school district financing, if dollars are earmarked to reduce the number of pupils to teachers. In contrast, spending on capital outlays (such as facility construction and maintenance), on school-level administration and on teacher education levels, were not found to correlate with student achievement. Wenglinsky found that gains in achievement also varied depending on the socio-economic status of students and the wealth of their school district. "The data suggest that students

in low socio-economic status schools gain the most from small class sizes. In terms of achievement, students in smaller-than-average classes were well ahead of students in larger-than-average classes.”

Other issues addressed under this thematic focus included a series of forums on reforms in education, including implementing standards-based education, district wide school reform, and efforts to improve secondary-level education and the quality of teaching. Also addressed were issues on access to education, including presentations on efforts to expand choice in public education through vouchers and charter schools, and the role of urban four-year universities in school reform.

The Quality of Teaching

Issues and activities aimed at improving the quality of teaching as a critical factor in improving student achievement and education reform were the foci of two forums.

What Difference Do Teaching Standards Make? (5/15/98 forum) with

Marilyn Scannell, Executive Director, Indiana

Professional Standards Board, and Emerson Elliott, Director, Program Standards Development Project, National Council for Accreditation of Teacher Education (NCATE), reviewed national strategies for education reform identified in *What Matters Most*, the National Commission on Teaching & America’s Future report, outlined Indiana’s experience with standards and assessments and discussed future efforts in accreditation, licensure and continuing professional development.

“We have learned from research that what teachers know and do is the most important influence on students’ achievement and every dollar spent on more qualified teachers leads to results.” Emerson Elliott, Director, Program Standards Development Project, National Council for Accreditation of Teacher Education

Elliott placed teacher education in the context of overall education reform in line with new approaches that focus on goals for student learning, explicit standards and assessments (including assessments for “opportunities to learn”) to determine success of both students and teachers. “Until recently, just graduating from a teacher education program and having taken the required classes qualified you for a license, sometimes for life. Now states are beginning to actually look at teacher performance,” he said. “We have learned from research that what teachers know and do is the most important influence on students’ achievement and every dollar spent on more qualified teachers leads to results.”

According to Scannell, the Indiana Professional Standards Board has been working on setting standards and then using the standards to guide teacher licensure and certification. (A standard is defined as a description of what an educator must know and be able to do and consists of knowledge, temperament and performance statements.) The Board collected research and knowledge of best practices in the field and switched from asking prospective teachers: “Do you have the appropriate credit hours and course work?” to “Do you know content and can you teach it?” This performance-based system will help make critical connections between: (1) higher education and the schools, (2) assessments for licensing and teacher preparation programs, and (3)

student and teacher standards.

In the forum, **What Matters Most? Recommendations for Making a Difference in the Quality of Teaching** (5/1/98), presenters used the goal of the National Commission on Teaching & America's Future--"to provide all students in the country with . . . access to competent, caring, and qualified teachers"--as a framework for assessing how the Commission's recommendations are affecting real schools and teachers.

Principal Charles Amundsen and teachers Juliette Young and Philip Weiberg of the High School of Telecommunication Arts and Technology in Brooklyn discussed New York City's efforts to require higher standards for all students and provide professional development for teachers to help students reach the standards. Young shared her experiences as a novice teacher and aspects of her pre-service training that prepared her for the profession. She described school-initiated staff development and mentoring that were essential to her success as a new teacher. Weiberg, a seasoned teacher, described continuing opportunities for growth and development of teaching skills that must be in place to ensure the competency of experienced teachers.

The forum, **New Partners in Teacher Preparation: How Scientific Work Experience Programs for Teachers Help Students** (9/19/97), highlighted Summer Work Experience Programs for Teachers (SWEPT) that offer intensive, hands-on work experiences in professional science and technology research laboratories to nearly 2,000 teachers in more than 75 communities in 34 states each year. SWEPT equips teachers with greater knowledge in their subject areas than textbooks can provide. Through placements in private research and development firms, teachers are able to refine and apply their math, science and technology skills. Susan Silmi, science teacher at Canarsie High School in The Bronx, NY, described how the experience had enhanced her teaching techniques and improved the knowledge of her students. Tamra Busch-Johnsen, Executive Director of the Portland-based Oregon Business Education Compact, described the intermediary organization's role in placing teachers in summer internships and conducting teacher and student work site visits.

Standards-based Education Reform

Standards-based education reform was addressed in a number of formats and perspectives. The absence of national standards was the subtext of a video premier forum, **Elementary Confusion or National Standards?** (9/22/97) with John Merrow and

James Spahr of the Merrow Report on PBS-TV, of schools in Florida, Maryland and Virginia. The documentary explored wide fluctuations in student standards for learning from district to district and from school to school and illustrated why uniform standards of what students are expected to know and be able to do are especially important for highly mobile student populations.

"A standard is a banner to hold high so the troops will follow and know where to go. Similarly, standards are necessary to show students what knowledge is worth studying."
Lauren Resnick, Director, Learning and Research and Development Center, University of Pittsburgh

Why the U.S. needs a standards-based system of education was the topic of the forum,

Should We Build an Internationally Benchmarked System of Standards and Performance Assessments? (3/27/98) with Lauren Resnick, Director, Learning and Research and Development Center, University of Pittsburgh, and Marc Tucker, President of the National Center on Education and the Economy. Tucker discussed (1) the origins of New Standards (the effort to develop student performance standards with matching reference exams), (2) the role of higher standards in driving higher student achievement and expectations, and (3) the criteria for standards and assessments that result in high student performance levels. According to Tucker, standards should be internationally benchmarked, crystal clear, worth teaching to, challenging, but capable of mastery with enough effort, and require the involvement of both head (conceptual thinking) and hand (evidence of performance). “Standards-based assessment should embody an idea about what is worth learning.” Resnick illustrated the types of thinking and responses required for standards-based assessment by having the AYPF audience complete examples from New Standards reference exams. She also discussed the underlying changes in schools, teacher quality and instruction that must accompany a move toward standards-based education reform.

The application and impact of standards-based education on students and school districts was the focus of **Retention and High Stakes Tests: Will They Result in Improvements in Urban Student Achievement?** (2/27/98). This forum illustrated how two school districts (Philadelphia and Washington, DC) are implementing high stakes testing programs tied to student promotion/graduation, and school and teacher accountability. Presentations by Mitchell Chester, Executive Director for Accountability and Assessment, School District of Philadelphia, and Richard Wenning, Director of Educational Accountability, District of Columbia Public Schools, Stephanie Robinson, Principal Partner, The Education Trust, and Denis Doyle, education consultant and writer, provided perspectives on implementation and equity issues in high stakes testing, community engagement activities that must accompany standards-based education reforms, and efforts to align the academic skills standards in DC Public Schools with the New Standards.

AYPF participants learned that the proposed graduation and promotion guidelines of the Philadelphia public schools are predicated on the implementation of a comprehensive reform agenda--not just consequences--that includes:

- the creation of small learning communities;
- reduction of class size in the primary grades;
- an extended school day and expanded preschool; and
- instructional supports, encompassing early identification of academic difficulty and intervention when needed, small-group and individual instruction, and professional development for teachers.

Chester described a “nested” accountability system that recognizes student responsibility to learn to the standard, parent and family responsibility to support student learning, professional staff responsibility for high quality instruction, school system responsibility to put in place the infrastructure of supports, and citizen responsibility to provide the financial wherewithal to support the policies chosen.

Among the concerns voiced by Robinson in implementing a standards-based system is the

importance of having:

- the capacity to deliver the quality of instruction required for students to reach the standards;
- alignment of homework, classroom activities and skills tested;
- the appropriate mind set that a standards-based system requires among teachers where student effort is the variable and the possibility exists for all students to put forth their best and earn an “A.”

District-wide School Reform

Philadelphia and Boston provided a context for learning about issues associated with district-wide school reform.

The realities of running large urban school districts were highlighted in **David Hornbeck and the Philadelphia Story** (9/15/97), a two-part preview of the Merrow Report public TV documentaries:

- “School Crusade: The Dream” outlines the principal ideas behind Superintendent Hornbeck’s reform plan (“Children Achieving”¹) and the obstacles to its implementation. In the documentary, Hornbeck’s honeymoon with the city turns sour as heavy opposition develops, politicians block crucial funding, and his relationship with the teachers’ union deteriorates to the point where a strike seems inevitable.
- “School Crusade: The Reality” looks at “Children Achieving” as it affects schools. In this segment, Hornbeck invokes a little-noticed provision in the teacher union contract which allows him to declare some schools “academically distressed.” He singles out Olney High School and orders the transfer of 75 percent of its teachers, resulting in a court challenge to his actions.

A discussion dinner with **Boston Public Schools Superintendent Thomas Payzant** (3/12/98) offered another perspective on district-wide reform. This session provided an inside

¹ Elements of “Children Achieving” include: I. We must behave as if we believe all students will learn at high levels; II. Standards-based performance will drive the system; III. Decisions will be made at the school level; IV. Staff development is critical to improved performance; V. Early childhood support is less expensive and more effective; VI. Community services and supports can make the difference between success and failure; VII. Adequate technology, instructional materials and facilities are necessary to learning; VIII. Strong public engagement is required; IX. We must have adequate resources and use them effectively.

view of system-wide school reform from one who has dealt with these issues within and outside the “beltway.” Payzant described the “key essentials” of his approach:

- an instructional focus around standards;
- student-produced work and products;
- high quality, sustained professional development coordinated with the goals of the reform plan;
- documentation and replication of proven, effective practices;
- alignment of resources to teaching and learning priorities;
- more parent and community involvement in education decision making; and
- clear and rigorous methods of measuring performance and ensuring accountability for results.

The challenge, he stressed, was maintaining a focus on improved teaching and learning while also alerting the public to the urgency of school reform, using current resources more effectively, minimizing distractions, and convincing politicians and the public that time is needed for the work that needs to be done. There can be no “quick fixes.”

Secondary Schools and Education Reform

In addition to education reform generally, AYPF developed a sub-set of activities, focusing on high schools and their reform--an issue that has not received national attention comparable to that of early childhood, elementary and middle-school reform. AYPF organized site visits and forums showing great variety among secondary level schools, including magnets, reconstituted high schools, schools-within-schools, private and public residential schools, community-developed and other public charter schools.

These schools and the lessons they provided underscored the difficulty of organizing our programs thematically. We found that reforming schools and instituting district-wide reform often require simultaneously improving schools and student achievement, using preparation for careers as a way of organizing curricula and instruction to motivate students and structure learning, developing student leadership and social skills, and infusing the effort with service and youth and community development activities. We found schools that defied categorization: wealthy, privately supported schools that had as their sole mission the education of disadvantaged children and youth; highly restrictive public schools with outstanding records of achievement; alternative schools that were moving into the mainstream offering of their district; and public charter schools fashioned to address the unmet needs of community youth.

The site visit to **Thomas Jefferson High School for Science and Technology** (TJHSST) in Fairfax County, Virginia (10/10/97) provided the opportunity to (1) view a school with technology as a central focus; (2) examine issues about the role of business and industry in school reform, the effective integration of technology into the classroom, and the challenges of teacher training, and funding and administering a state-supported, regional high school; and (3) understand the importance of career guidance, counseling and mentoring.

TJHSST, the Governor's School for Science and Technology in Northern Virginia, is a public "magnet" school serving 1,600 students from across nine school districts in Northern Virginia. TJHSST was founded as the result of Northern Virginia's population boom in the 1980s. As local leaders searched for ways to attract hi-tech scientific firms, TJHSST opened in 1985 to prepare young people for these growing industries and demonstrate to firms that Northern Virginia was committed to such expansion and could provide a workforce to meet their needs.

At TJHSST, science and technology are extensions of the humanities and traditional academic courses. Core academic skills, such as math, science and English, are integrated and examined through extensive use of technology and other real-world applications. This has helped TJHSST to graduate more National Merit Scholar semifinalists than any other school in the nation in six of the last seven years (including a one-year record of 118 in 1996).

Central to TJHSST's success is the operation of 13 "Technology Laboratories"--each applying the use of technology to a distinct real-world and academic application. The labs include: Astronomy, Chemical Analysis, Computer Assisted Design, Computer Systems, Energy Systems, Geo-science, Industrial Automation and Robotics, Life Sciences and Biotechnology, Microelectronics, Oceanography, Optics and Modern Physics, Prototyping and Engineering Materials, and Television Studio.

TJHSST has gone beyond simply introducing technology into the classroom. The school houses a fully-functioning career center (through which all freshmen are required to pass), uses a "block schedule" to promote comprehensive teaching and learning, and encourages team teaching to foster collaborations among instructors.

In addition, TJHSST has established partnerships with over 50 businesses and community organizations. These partnerships serve a variety of functions. Some provide funding for computers and other resources, while others help students develop and implement in-class projects. For example, students in the senior Geo-science lab analyze data downloaded directly from a NASA satellite. Other firms provide work-based learning opportunities as part of the school's mentorship program.

In contrast to TJSST is **Jeremiah E. Burke High School**, located in the Dorchester section of Boston (4/4/98 field trip). Burke High School gained notoriety in 1995 when it was stripped of its accreditation due to the consistently poor academic performance of its students. To help turn the school around, Dr. Steven Leonard was hired as Headmaster, having achieved success in revitalizing a local middle school.

Leonard arrived at Burke to find an institution in great educational and structural disrepair. Before educational reforms could be considered, however, more basic needs had to be met. The first to address was the building's structural deficiencies. In a tour of the school with the Mayor of Boston, a piece of the auditorium ceiling had crashed to the ground. Graffiti covered all parts of the school's interior and exterior, and vending machines cluttered its hallways. Leonard and BPS committed resources to ensuring that staff and students had a safe, welcoming environment in

which to teach and learn.

Once structural repairs were underway, Leonard turned to the deep-rooted problems of poor attendance and discipline. While the school had experienced a long history of crime and drugs, in the year prior to his arrival, only eight students had been suspended. During Leonard's first year, 250 students were suspended.

With structural and behavioral improvements underway, Leonard had to ensure that all staff were supportive of and focused on addressing the school's deep-rooted educational problems. Following a period of releasing uncommitted teachers and recruiting new ones, Leonard instituted an ongoing series of professional development opportunities to prepare teachers to implement and sustain reform.

After a multi-year process of repairing the school, hiring and training staff, Leonard was finally able to focus on educational programming. While re-accreditation has been a clear goal, he emphasized that it is only one benchmark on the way to broader success and achievement, with an ultimate goal of demonstrating that "public education can work." To reach this goal, Leonard promotes three principles of effective education: (1) an attitude and culture of *high expectations*; (2) hiring and developing teachers who know *how to teach*; and (3) ensuring that teachers *know the content* of what they are teaching.

Undertaking such an ambitious project has required extensive support from outside resources. Recognizing the vast needs of the school, BPS pledged its commitment by reducing enrollment by one half while at the same time doubling the overall budget and adding staff. Three successive superintendents have also been supportive of the work at Burke. The first began the movement to turn the school around, the second was involved in putting together a plan of action, and the current superintendent, Thomas Payzant, has been a central figure in implementing the new strategy.

Leonard views all members of his staff as equal partners in Burke's reforms. Professional development is ever present at Burke, and teachers are encouraged to try new things to expand their capacities and effectiveness. They also have a say in what is happening at Burke. For example, Leonard was initially opposed to hiring a school attendance officer and locking out students who were late for school. Teachers and staff, however, convinced him to institute the program, and he is now one of its greatest supporters. As a result of the program, attendance has increased every year of his tenure and tardiness has in large part been eliminated.

For its efforts, Burke has achieved a great deal of success, and increasing numbers of students are prepared to continue into postsecondary education. Of the 1997 graduating class of 120 students, 70 are currently enrolled in college, with the remainder feeling prepared to do so but not willing or able to make the financial investment required to attend. With successes, however, have come concerns. Once accreditation is restored, Burke is likely to lose its budget boost, reducing per pupil expenditures from nearly \$7,000 per student to approximately \$3,300. Leonard remains optimistic that the massive changes made since 1995 are institutionalized to the point that Burke will remain on the upswing. Its partners--from Boston Public Schools to intermediary

organizations such as the Center for Work Based Learning (CWBL) to its own staff--remain focused and committed as well.

The **ACORN Community High School** in the Crown Heights section of Brooklyn represented another example of community response to the education needs of its young people (10/24/97 field trip). The high school, which opened in 1996, is a member of the national ACORN organization, whose member community-based organizations operate in 30 states. ACORN educates low- and middle-income families about their rights concerning equality and social justice primarily in the areas of banking, housing and education.

In the late-1980s and early-1990s, Crown Heights community members felt that their children were receiving a below-standard education in the local public schools, explained Nyra Edwards, PTA President and ACORN Member. A desire to correct this problem led them to ACORN, which trained them in their rights and responsibilities and taught them how to obtain important information on issues such as school curriculum and budget. Over time, this new knowledge developed into an interest in the parents to open their own school. After years of confrontations with three schools chancellors and the Board of Education, the parents acquired an old factory building and received approval to open it as ACORN Community High School. In 1996, the first freshman class entered, and as a new class enters each year, ACORN will be a fully-functioning, 650 student high school by the 1999-2000 school year. Limited Annenberg Foundation funds are combined with Board of Education and federal Title I funds to support ACORN as a public school.

According to Edwards, the school's vision is that all children can learn while gaining a love for themselves, their community and their environment. ACORN also encourages parents to have an active role and voice in the development of the school. At a recent PTA meeting 150 parents, in a school of only 270 students, were in attendance.

The six-story factory building has been remodeled to meet the demands of the school. Classrooms are placed on the outside of the building, while faculty offices are enclosed on the inside. Each floor has its own "theme" to create a school-like atmosphere: first floor is the cafeteria and central administrative offices, second floor is for "multipurpose activities" such as gym and dance, floors three and five are for academic classrooms (which will eventually be separated by grades), the fourth floor houses the science labs and the top floor is for the library and computer labs. While some classes have as few as 15 students, the average class size is 34.

Computers have a large presence at ACORN, which reflects the school's practices as well as Annenberg's commitment to technology. The computer lab is equipped to assist in math, science, English and computer literacy courses, with software programs in each subject offering pre-tests, lessons and post-tests. A central computer allows the classroom teacher to monitor the work and progress of all students in the class and send messages to students who may be struggling with a particular concept.

According to Principal Eleanor Leonard, ACORN is also exploring ways of engaging students in their school and community outside of the school day. Students participate in regular community service activities, such as food drives and peer counseling, and internship

opportunities will be established once the school expands to the junior and senior classes. ACORN also offers a wide range of after-school activities, including student council, dance, drama, school newspaper, computers and chess. In addition, teachers often volunteer to stay after school to tutor students in math, allowing students to work with a math teacher other than their own to offer a different perspective on the subject.

Although a new school still in need of much work, Leonard stressed that ACORN is succeeding in creating a sense of community in and around the school. Its small size allows her to interact regularly with staff and students and allows them to interact with each other. Its roots as a community-founded school have ensured that parents and other community members are supportive of ACORN and its goals.

The forum, **“Bringing Learning to the Community: Horizonte Instruction and Training Center”** (9/26/97), with James P. Andersen, Principal of Horizonte and several members of his staff, provided another vision of school reform and an institution’s response to community needs. This forum was AYPF’s attempt to capture the impressions and observations of a site visit to Salt Lake City (8/7-9/96).

Horizonte is a unique alternative public school in the Salt Lake City School District serving more than 10,000 students a year, including high school-age youth, teen parents, adult learners completing basic education, new immigrants and political refugees learning English as a second language. Horizonte’s vision is propelled by (1) the need to organize the school around student needs, including year-round programs at sites in the community convenient for students, integrated curricula, and teachers as student advocates; (2) the use of applied technology and work-based learning opportunities to prepare students for employment; and (3) community connections that extend the resources available to the school through business partnerships, corporate support for student scholarships, and mentoring and internships.

According to Principal James Anderson, the school and staff function as service providers to meet the needs of consumers. Anderson believes that if you build an institution along the lines of the needs of the constituent population, they will come. The high school program, once considered a second chance for the city’s youth, is increasingly becoming a first option for many young people. The student body--originally majority minority, single parents and low-income--is changing to include more middle class and affluent students. The programs for refugees and new immigrants are critical to mainstreaming new Americans.

Anderson is able to structure a flexible, responsive program because he can recruit and hire teachers who buy into this philosophy of service to the students--people who *want* to be there.

At Horizonte, the goal of teaching is student success. According to one student, “Teachers tell you what they want you to know. At other high schools, you have to guess what’s going to be on the test.” Tests are clearly aligned with the curriculum. The school has clear expectations and tells students why they need to learn specific concepts. Every student is tracked each day. If absent, they are called individually. Students are treated as adults. Major infractions such as drug use or assaults are referred to the proper authorities. There is zero tolerance of gang paraphernalia, no loitering, no bells and no pass time from class to class.

The focus is on developing student leadership (there is little emphasis on organized sports); creating a community of caring by enforcing the values of respect for community, family and self; developing social skills through peer mediation; and learning through integrated, project-based curricula (e.g., an archeology/history course offered for five credits that combines five subject areas). According to Susan McFarland, lead teacher at one of the satellite sites, “Everything is part of the curriculum and counts.”

The main site is a multi-level building that once housed the city employment services offices. Now beautifully renovated with large-scale community input and state funds from a mill levy to upgrade public schools for seismic activities, the building has an open atrium planned around the philosophy that everyone should be able to see and interact with everyone else in the building. It reflects the needs of the clientele and includes a day care center, a library replete with lending toys, games and children’s books, classrooms with phones, and extensive up-to-date computer facilities.

In addition to the main facility, the Center is comprised of 19 satellite sites, evidencing a commitment to carry learning to the community. Using the community as a major resource, classes are held in a variety of public and private agencies, including excess space in public schools, and wherever the courses and programs are needed--in the YWCA, Salvation Army, Boys and Girls Clubs, Kiwanis Club, Job Service, local colleges and residential sites such as the jail and rehabilitation centers. The Center has partnerships with over 50 public, private and nonprofit agencies, including the Job Corps.

Residential Education

In contrast to the urban schools described above, AYPF allowed participants a special inside view of another subset of U.S. schools--those involved in residential

education. We selected this group of schools because increasingly, residential education is being examined by policymakers and practitioners interested in securing safe, quality education and nurturing 24-hour environments for some of the most at-risk children and youth. A range of residential settings, such as charter schools, privately-funded boarding schools for low-income children and federally-funded education and training programs exist or are being created throughout the country. Residential education programs--settings where children both live and receive their education--were the focus of visits to institutions serving students in grades kindergarten through high school and for GED preparation (11/20-21/97). AYPF participants learned about special issues in residential education and what residential education means to many young people and their families.

“America’s portfolio of interventions requires us to have a set of residential options for children.” Andrew Hahn, Board Member, International Center for Residential Education

The privately funded Milton Hershey School (in Hershey, PA) and Girard College (in the center of Philadelphia), the Scotland School for Veterans’ Children (one of only two remaining state-funded residential schools for at-risk youth in the U.S.) and the federally-funded Woodland Job Corps Center (Laurel, MD) provided insights into four types of residential education programs

serving economically and socially disadvantaged children and youth and illustrating different sources of support, age groups served, geographic settings and living arrangements. Participants also met with Pennsylvania state legislator Ivan Itkin who has proposed legislation to support the development of new residential schools.

The **Milton Hershey School** (MHS), located on 9,000 scenic acres, is open to students ages 4 to 18. Founded and supported with the entire personal fortune of Milton Hershey, it offers a cost-free education and home to the region's neediest children. The

According MHS Headmaster Bill Lepley, "The goal is to get as close to a middle class experience as possible in providing education, health care, hair care and enrichments such as field trips and cultural experiences."

majority of students are from the three counties surrounding Hershey, PA, although students attend from all parts of the eastern seaboard. Beginning as a home and school for poor white orphan boys (whose fathers, i.e., family breadwinners, were deceased), it presently serves a racially diverse (55 percent are children of color), coed student body of 1,100 from low-income and distressed families. Increasingly numbers of students are children of young mothers, and some are from families where parents have been incarcerated.

MHS operates an Elementary School (pre-K through fifth grade), Middle School (sixth through eighth grade) and Senior Hall (ninth through twelfth grade). Students work in teams and focus on basic skills, education and career goals, interpersonal relationships and leadership skills in addition to a regular college preparatory curriculum. In the tradition that dates back to early 1900s, hands-on experiences and vocational skills are stressed. In addition, each student has an individual development and learning plan (MYPLAN) developed by house-parents, teachers and other staff members. Classes are organized into clusters such as biotech, communications, construction, manufacturing, health occupations and agriculture.

Each student resides within a community of student home neighborhoods on campus. Multi-age groups of students, ranging from 8 to 12 per home live with house parents who have received specialized training in child care and development. These adults play an important role in helping each student to develop responsibility, work ethics, values, social skills and other character traits. The homes (costing approximately \$1 million each), are spacious environments where the young people live in double rooms, eat together at a large table, and participate in leisure activities, such as games, TV watching, work on computers, and practice musical instruments. The average length of stay at MHS is 3.5 years.

In contrast to the rural setting of MHS is the urban residential **Girard College**. Founded in 1831 as a residential school for white orphan boys, the school now has a diverse population of 500 needy male and female students of high academic potential from single-parent families in the Philadelphia area, ages 6 to 18. It is funded through the Stephen Girard trust. When he died in 1831, Girard, the richest man in America, left 98 percent of his wealth to charity and philanthropy. The trust is growing and the school plans to expand enrollment to 1,000 students. Last year, there were 1,000 applicants for 100 slots allocated for incoming students.

The campus, composed of stately old buildings, some designed by Thomas U. Walter,

architect of the Capitol dome and House and Senate extensions, is set apart from the surrounding community by thick stone walls. In dormitories, elementary grade students live in large rooms of about 20 students with a room parent and middle and high school students live in rooms of eight to nine students.

Girard's original vocational training focus has evolved into a holistic learning experience based on a rigorous academic program embedded in a larger context of cultural and experiential learning in a secure, structured and caring environment. There is also an emphasis on community service and preparation for citizenship. The vast majority of the College's graduates go on to postsecondary education.

The high school program is based on the educational theories and models of William Glasser, James Comer and Jaime Escalante and predicated on the conviction that (1) all students can achieve and flourish in a safe environment which reflects the values of the school's mission (integrity, respect, compassion, self-discipline and responsibility) and (2) in order to prepare students for success after graduation, students must learn to be life-long learners by developing academic and study skills, self-esteem and self-confidence, social knowledge and skills, and a strong work ethic. Mandatory supervised evening study periods have been established for all students receiving less than a 3.00 grade point average. Student activities and privileges are also correlated to student effort and achievement levels.

An advisory group, the High School Planning and Management Group composed of students, parents, teachers, house parents, the H.S. counselor, school psychologist, the physical plant manager, and two H.S. coordinators, meets weekly to examine all H.S. policies, procedures and expectations. In addition to participation in the H.S. Planning and Management Group, parents are invited to contribute to and be involved in high school activities, both during the school day and after school.

Though residential, most of Girard's students spend weekends with their families in the greater Philadelphia area. For those that stay weekends, there is a program that involves opportunities for visiting museums and other cultural institutions, attending movies and shopping expeditions. The school also offers an extensive sports and physical education program. One staff member described the school as, "a safe, caring environment established in partnership with families."

Scotland School for Veterans' Children is one of only two remaining state-funded residential schools for at-risk youth in the U.S.² SSVC students are economically or socially

² In 1998, Minnesota lawmakers voted to build state-run boarding schools to house and educate children from poor families and troubled neighborhoods. This marks a return to a policy of earlier days of providing publicly funding living and schooling for children who are poor but who have been neither jailed nor removed from abusive homes (Washington Post, Friday, April 10, 1998, p.10). These "residential academies" as they are called will be year-round, 24 hour-a-day boarding schools for indigent children, ages 9 - 18. Enrollment will be strictly voluntary, dependent on the decision of parents. The institutions will cost an estimated \$18,000 to \$20,000 annually per child, however, it is hoped that these institutions will steer young people from foster care and juvenile justice systems that may cost even more over a period of time.

disadvantaged Pennsylvania residents, ages 8 to 18, with a close family member or legal guardian who is an honorably discharged or deceased veteran. Junior ROTC is mandatory in grades 8 - 12.

The school sets on 186 acres in south central Pennsylvania near the village of Scotland. It has 45 buildings that include “cottages” (small three- to four-bedroom houses where students live one to four in a room), a large dormitory, sports facilities and classrooms. Upper grade students that exhibit outstanding achievement may live in “honors houses” where the decor is nicer and they have special privileges and greater privacy than in the regular houses. The enrollment of 325 students is 57 percent male and 43 percent female. Eighty-nine percent of students are minority.

Classes are small and for those children who need extra help, the computer-equipped math and reading labs are available to provide remediation. Tutoring is also available through a cooperative program with Shippensburg University. The school’s curriculum fulfills the requirements of the Pennsylvania School Code and provides not only the basics, but also makes available many electives.

Among the students we met at the school was 12th grader Christine who had been at Scotland School since 7th grade. According to Christine, her mother sent her there because she didn’t want her to fall prey to the violence of Philadelphia. Greta, an alumni presently at Fisk University in Tennessee, came to Scotland in the 7th grade. Her family felt it was important to get her away from her neighborhood and high school in Chester, Pennsylvania. Several of the students felt that the ROTC focus was a benefit to them in helping to develop discipline and leadership. Angelo, one of the graduates we met attended Scotland for eight years and is currently enrolled at West Point.

Heidi Goldsmith, executive director of the International Center for Residential Education, sees these types of schools as a way of providing poor children with the same kind of elite educational experiences that many wealthy families choose and a way of reducing multiple placements for children in foster care. Among the obstacles she cited to the expansion of these schools in the U.S. are:

- funding--residential education is more costly than foster care
- many people view these children and youth as marginal and there is reluctance to invest in their future
- there is opposition to taking children out of families--the prevailing attitude in recent years is to keep the family intact at all cost
- there is general lack of understanding about the value of quality residential schools and the role and desire of parents to have this option for their children.

Choice and Public Charter Schools

Rounding out our exploration of different types of schools and opportunities for children and youth to obtain education and critical youth development experiences, AYPF explored two school choice options currently in practice across the country. With advocates for expanded choice in public education, AYPF examined : (1) full-school choice programs, currently in

operation in Vermont, Maine, Cleveland and Milwaukee that provide parents the opportunity to send their children to the public or private school of their choice; and (2) charter schools, operated as independent public schools that are freed from bureaucratic and regulatory oversight to design and deliver programs tailored to the needs of their community.³

In the **Role of School Choice in Increasing Access to Quality Education** (3/6/98 forum) with Clint Bolick, Vice President and Director of Litigation, Institute for Justice, and Ginny Walden, Community Outreach Coordinator, FOCUS (Friends of Choice in Urban Schools), Bolick discussed the history and status of the Milwaukee Parental Choice Program (MPCP) and the legal arguments and status of lawsuits in support and against choice. Walden, speaking from the perspective of a parent and a long-time supporter of public schools, stressed that children have the right to be in an environment that supports academic and emotional growth whether that environment is public or private. Both discussed the need for larger reforms which allow public “money to follow the child” to alternative settings of benefit to them.

Some parts of the country have historically used choice as a mechanism for enforcing desegregation or as a way of providing access to programming not accessible because of geographical or other limitations. The MPCP originated in 1990 to provide alternatives to traditional public schools in response to local concerns that many low-income African American students were not receiving a quality education and were far below grade level in reading, math and other subjects, and had very high dropout rates. Students were awarded vouchers and allowed to enroll in public or private non-sectarian schools of their choice. In 1995, a coalition of businesses, low-income citizens, and bi-partisan supporters pushed for a ten-fold expansion of MPCP from 1,500 to 15,000 students and the inclusion of religious schools in the program.

Opponents of private school choice programs argue that such programs undermine public school systems and, in the case of religious schools, infringe on the constitutional separation of church and state. Courts have found that so long as parents make the choice, not government, and so long as no financial incentive is offered by states to choose religious schools, there should be no conflict. The school choice program was ultimately upheld by the Wisconsin Supreme Court that said the voucher program's inclusion of religious schools does not violate the U.S. Constitution's prohibition against government establishment of religion. The case later went to the U.S. Supreme Court which has declined to review the constitutionality of the Milwaukee school voucher program, hence, leaving intact the Wisconsin Supreme Court ruling.

³ Other choice options include: inter-district programs which allow parents to enroll their children at public schools in districts other than their own on a space available basis; and private scholarships, which provide opportunities for low-income students to attend the school of their choice, and are in place in cities such as Oakland (CA) and New York.

To date there has been much discussion over the educational outcomes for students participating in the voucher program. One study of achievement test scores after four years showed little difference between the scores of students using vouchers and students attending Milwaukee public schools. Other researchers challenge the methodology of that study and claim significant improvement in reading and math for students using vouchers.⁴

According to Bolick, the MPCP transferred power over basic education decisions from the school district to the parents and public schools were forced to compete for both low-income youth and their funding. Additionally, the Milwaukee experience triggered long overdue reforms in public schools, such as the development of charter schools.

In Revisiting Charter Schools: A Growing Component of Public Education (3/20/98 forum) with Jeanne Allen, President, The Center for Education Reform, Bernice Lever, Chief Operating Officer, Arizona CALL-A-Teen, and Peggy Kearns, Director, Office of Intergovernmental and Interagency Affairs, US Department of Education, participants learned of the role that public charter (or public independent) schools are playing in education reform and the concerns and issues related to their implementation and expansion.

As of 1998, 33 states, the District of Columbia and Puerto Rico have signed into law charter school legislation. These laws range from highly permissive (considered the stronger laws in creating conditions suitable to the growth and expansion of charter schools) to very repressive (considered weak and restrictive). According to the National Institute on Student Achievement, Curriculum, and Assessment, 110,000 students attended charter schools in 1996-97. In the 1997-98 school year, 279 additional charter schools opened bringing the number to 700. Both President Clinton and U.S. Secretary of Education Riley have indicated support for charters and Congress has allocated funds for the planning, design and implementation of these schools.

⁴ A more recent study of low-income students in New York City who used scholarships to transfer to private or parochial schools found that they outperformed their counterparts who remained in the public system. Although the gains were small and were based on only two years of test data, the research is significant in that it eliminates a self-selection problem that has led many educators to question earlier voucher studies. (Jeff Archer, "Voucher Students Post Modest Gains," **Ed Week**, Nov. 4, 1998)

Even though charters are public schools that are allowed considerable local flexibility and relief from rules and regulations in exchange for increased accountability, and like other public institutions, are not permitted to discriminate on the basis of gender, race, ethnicity, religion or disability, they have generated contention, hostility and lawsuits since their inception. According to Allen, school districts fear that charters will siphon money away from traditional public schools as average daily attendance (ADA) money “follows the child” to the charter school. Allen contends that (1) children, not school districts, need to come first in decisions on where to spend public dollars; (2) by allowing teachers to focus on and serve children better, charters are really helping retain ADA money for public schools that would otherwise be lost through poor attendance and/or higher dropout rates; and (3) some money is returning to the public schools as parents decide to send their children to charter schools instead of private schools.

“Charter schools create an alternative form of public schooling. The goal of charter schools is to lift restraints from public schools so they can pursue innovative teaching methods that will improve student performance. They are designed to give significant autonomy to individual schools and, in turn, to hold those schools accountable for results. A charter is essentially a contract, negotiated between those people starting the school and the official body authorized to approve the charter. The charter spells out how the school will be run, what will be taught, how success will be measured and what students will achieve. As long as the school meets the terms of its charter, it is free from many of the rules and regulations that apply to other public schools. And, unlike other schools, if a charter school fails to meet these terms, the charter can be revoked and the school closed.” From "Charter Schools Issue Brief," Education Commission of the States, 1996

The origins and implementation of the Center of Excellence (CoE) Charter School illuminated many of Allen’s comments about the role and function of charter schools. Bernice Lever explained that Arizona CALL-A-TEEN Youth Resources is a community-based organization in Phoenix, providing at-risk teens and young adults with comprehensive training and education programs that contribute to the development of long-term economic self-sufficiency. CALL-A-TEEN administers JTPA programming and more recently chartered a high school, CoE, to provide a full range of academic instruction to community youth who had, or were on the verge of, dropping out of traditional schools.

Special features of CoE are a 15:1 student/teacher ratio, the commitment of all staff to cater to the different learning styles of students, high expectations of students and staff, extended school days with flexible schedules, the use of high technology/internet access, portfolios for each student, and the genuine belief that all young people can learn. Preliminary evaluations have found that over 50 percent of graduates are either in college or have good jobs, the attendance rate is 90 percent (a much higher rate than in district schools) and the school is safe with no gang activity. All CoE students must meet the regular state academic standards to graduate. The school has a waiting list and students come from all over the city and surrounding areas, with many traveling hours to attend.

According to Lever, the charter school does not siphon money from the school district.

Her students are mainly dropouts or had attendance rates that were so poor that the school districts would not have received state money for the student anyway. Nevertheless, Lever says the \$4,000 per student, per year provided by the Arizona State Department of Education to CoE is insufficient and does not meet all the costs associated with operating the school. Creative partnerships and other funding sources are used to cover the shortfall.

II. Preparation for Careers

AYPF learning events included issues impacting employment for low-wage workers and information on how restructuring of the American labor market impacts workers. A number of forums and field visits illustrated how young people prepare for employment--in schools, postsecondary institutions and community based settings--and the role of various institutions in this effort. AYPF programs illustrated the relationship between school-to-careers and education reform and also offered opportunities for international comparisons of employment, training and education.

“Occupational education’ is a redundancy--you can’t have one without the other.” Steven Feldman, Director of School-to-Work, New York City Board of Education

Employment and Training in Ireland

In collaboration with the Trans-Atlantic Technology and Training Alliance, AYPF organized an **international study mission to Ireland** (2/14-21/98) for policy aides interested in education, employment/training and economic development. This was an opportunity to learn about (a) Ireland’s economic boom, fueled in part by U.S. high tech industries, (b) the maturation of its system of technical colleges begun in 1971, (c) its success in improving elementary and secondary educational attainment and achievement in the past decade, and (d) the linkages between its colleges and the private sector. Ireland, recently proclaimed “Europe’s Tiger Economy” by the *Economist*, is one of the major success stories of Europe today.

The trip included visits to Galway Regional Technical College (RTC) in Galway and Tallagh RTC, a new urban college addressing the needs of a low-income area near Dublin; secondary feeder schools to the colleges; and FAS (the Irish equivalent of JTPA) training centers in Dublin and Galway. It also represented an opportunity to participate in a one-day symposium with representatives from business, education and government on “The Role of the Technical College in an Entrepreneurial Economy” and meet with Irish education and college officials.

Restructuring and the American Labor Market

According to Paul Osterman, Professor at the Massachusetts Institute of Technology’s Sloan School of Management (**Restructuring and the American Labor Market: What Are Firms Doing and What Does it Mean for American Youth?**, 10/17/97 forum), the activities of the labor market have a tremendous impact on organizations working in the employment and training community. In preparing young people and adults for employment, training programs and service agencies must be aware of the skills employers require of new hires as well as the stability and structure of the firms with which they do business. This need for awareness of labor market activity is growing increasingly critical as the American economy undergoes a reconstruction period that has resulted in changes in patterns of layoffs, job tenure, dislocation rates and temporary and part-time employment.

In a 1992 survey of for-profit employers, Osterman identified key practices (e.g., "rotations" through various aspects of the firm and Total Quality Management (TQM)) used to

enhance performance and efficiency. What is unclear, however, is whether these work systems benefit employees. For example, "high performance" firms in both 1992 and 1997 experienced greater layoffs, increased wage inequality, and decreased the pace of salary and wage increases. Workers in firms implementing TQM practices also experienced higher layoff rates, but found more opportunities for pay raises.

Osterman contends that there are four main policy options regarding employment and training in this restructuring economy--two are "individually-oriented policies" and two involve "changing the rules." The individually-oriented policies include the "pick your own parachute" approach, in which individuals maintain "training accounts" that document their individual skills and allow them to seek their own employment, and the "safety net" approach that provides benefits as they are needed. Another way is to change the rules:

- take a "governance" approach that would fundamentally restructure how managers work and how businesses measure success; and
- use "new labor market institutions," or intermediaries, whose role of connecting potential workers and employment and training organizations to employers was not needed in the "old" labor market structure. Intermediaries can range from providing one-to-one matching of employers and employees to developing customized training programs for large numbers of employees.

Low Wage Workers and Welfare Reform

It is well documented that literacy and education are positively related to both employment and earnings. Among AYPF events were those that explored low-wage work and the characteristics of low-wage employees as well as interventions to address low levels of literacy and maximize the employment preparation for dropouts and at-risk young people.

Economists Jared Bernstein, John Schmitt and Larry Mishel of the Economic Policy Institute and authors of **The State of Working America** provided insights into **The Low Wage Labor Market: Problems and Solutions** (9/5/97 forum) and its relationship to welfare reform. Although by most measures--unemployment, inflation, profits--the economy appears to be doing well, but research reveals that there are still significant problems at the low-wage end of the labor market, characterized by falling wages and high rates of unemployment. These problems are particularly relevant to welfare reform since its success is tied to the ability of welfare recipients to find jobs.

"We want to get people thinking about what the underlying contributors to dependence are so that we can do something. Rather than just wait until people are on welfare and put the whole problem in terms of 'How do we get them off?' we need to identify all the tributaries to the streams that feed dependence. And we want to start damming them up, so we cut the flows; likewise, we need to know more about creating pathways out, particularly for children." Paul Barton, in ETS Developments, Fall 1998.

Given the profile of most workers already in the low-wage labor market⁵, the low-wage sector is where welfare recipients will turn, thus raising the specter of displacement for existing workers. Further, it is estimated that it took earnings of \$7.70 per hour in 1996 to bring a family out of poverty. The median earnings of low-wagers workers who have voluntarily come off welfare is around \$6.50 per hour and one year later, 30 percent are in poverty.

According to Bernstein, “Most welfare recipients do not have even the threshold skills for the low end of the labor market.” Given the constraints that the low-wage labor market poses for welfare reform, the presenters pointed to minimum wage policy as a potential solution for this problem. According to Schmitt, studies of minimum wage increases indicate that they have resulted in large positive effects on workers while not diminishing opportunities for other workers.⁶

The presenters concluded that the higher minimum wage that went into effect on October 1, 1996 has substantially boosted the earnings of low-wage workers, and the benefits of the minimum-wage increase went primarily to low-income working families. They conceded that there is a need for public service employment as well as more training and education; however, these interventions will not make a lot of difference as long as we allow our wages to drop or remain at low levels.

Opportunities for public service employment and training for low-skill, low-literacy youth exist in many sectors of our society. AYPF explored these opportunities for our most at-risk young people and welfare recipients in Job Corps and Youth Corps programs. Opportunities and interventions for young people before they are in need of public assistance were the topics of a number of learning events.

Opportunities for In-School Youth

In many places, improving education and academic performance through secondary school reform is closely aligned with efforts to prepare young people for employment in in-school,

⁵ Over half are female (58 percent); 16 percent are African American, even though they represent only 11 percent of the general population; a preponderance have low levels of education; they are younger than workers overall; and disproportionately represented in the service sector (primarily in retail and wholesale trades and services--few in manufacturing).

⁶ For example, among characteristics of minimum-wage workers: 70 percent are adult workers, 28 percent are ages 16 to 19; 46 percent work 35 hours or more a week, half between 25 and 30 hours per week; they are disproportionately women, African American and Hispanic.

alternative school and community agency settings. AYPF events explored these numerous avenues for employment preparation.

School to Careers and Education Reform

Through career academies, high schools are restructured into small learning communities with special career focuses. AYPF participants learned from forum presentations (**Implementing School-to-Work: Crafting Multiple Pathways to College and Work for All Youth**, 6/19/98 with James Kemple, MDRC) and visits to schools restructuring in this manner (site visit: **National Career Academy Coalition Conference, Philadelphia, PA, 9/28-10/1/97**) that : (1) a broad spectrum of youth participate in these academies--not just high or low achieving students; and (2) these efforts have enhanced, rather than limited, their educational and employment opportunities.

A national evaluation by Manpower Demonstration Research Corporation, comparing students randomly assigned to career academies to those not assigned, found that career academies function as communities of support for students and teachers. Students report:

- having more opportunities to work collaboratively with other students in motivated peer groups;
- feeling that what they are learning is important for their future and relevant to their goals;
- having higher levels of engagement and performance (e.g., taking more and higher level courses); and
- having teachers who provide personalized support for academic and personal/developmental issues and who have high expectations of them.

Teachers report:

- having more personalized relations with students and being more engaged with students and their families; and
- experiencing greater collaboration with colleagues, being more reliant on their input and more willing to take risks with new teaching approaches.

Unpublished data on 12th graders indicate that although three-fourths of students in career academies and those not in career academies are employed sometime during the high school years, their jobs differ. Career academy students are generally placed by their schools in higher quality work experiences for which they get some form of school credit. These experiences usually involve computer use, training opportunities and provide advice about how to dress and proper work behaviors.

In another model of the intersection of career education and high school reform, AYPF participants learned that “traditional” vocational education for the “career-bound” students can be altered and enriched to result in heightened gains in academic achievement and rigorous course-taking patterns. In the forum, **“High Schools that Work: Critical Insights on School**

Reform” (1/16/98), Gene Bottoms of the Southern Regional Education Board (SREB), State Vocational Education Consortium, described how SREB and progressive state and local education leaders and teachers have worked to radically change the knowledge and skills taught to career-bound high school students. *High Schools That Work* is the nation’s first large-scale effort to combine challenging academic courses and modern vocational studies to raise the achievement of career-bound high school students. This is done through school revitalization that involves revising the academic and vocational curriculum; eliminating the general education track; requiring all students to pursue an upgraded academic core and either a vocational or an academic major; arranging for academic and vocational teachers to plan and work together; counseling students and involving their parents in planning and completing a challenging four-year program of academic and vocational study; and providing students with the extra help needed to meet higher standards.

The site visit, **“Urban Education Reform: The Boston Experience”** (4/16-4/17/98) highlighted key elements of education reform, including how school-to-careers (STC) has been integrated into broader education reform efforts, and multiple examples of community, business and postsecondary education linkages. In Boston, STC is as much about workforce development as it is about education. The PIC and its business partners have identified three key values of STC: (1) work- and community-based learning provide more *time* for learning; (2) *applied learning* shows young people the rationale behind education; and (3) *committed people*, particularly in one-to-one settings, make a difference in the lives of young people.

High schools are finding that breaking schools into smaller “career pathway” learning communities allows businesses to focus their involvement and resources more effectively. Programs, such as Communities and Schools for Career Success (CS²), a STC and education reform initiative run by the Massachusetts-based Corporation for Business, Work and Learning (CBWL), have also shown the business community that middle schools are appropriate venues to begin exposing young people to careers, invigorated (real-world) curriculum and choices.

Participants visited Woodrow Wilson Middle School, which has adopted the “Turning Points” middle school reform model and uses age-appropriate school-to-career activities, and the Citizen School at Wilson, an after-school program run by a community-based organization with volunteer professionals drawn from the Boston area. The program enrolls student “apprentices” from seven schools, focuses on projects that actively engage middle-grade youth, reinforces skills learned in the classroom and provides exposure to the cultural, educational and business institutions of Boston.

Forum participants learned about Wilson’s partnership with Carney Hospital that exposes students to career options in the health care profession, provides one-to-one mentoring and opportunities for teams of students to work with teams of doctors, and the doctors in turn to work with school science teachers to design curriculum, create standards and develop projects and products to connect the hospital experience to classroom learning.

Finally, through the forum **“School-to-Work for the College Bound”** (10/24/97), Thomas Bailey, Director of the Institute on Education and the Economy at Teacher’s College, Columbia University discussed the role that school-to-work plays as an effective strategy in

emphasizing academic skills and introducing broad career concepts for college preparation en route to careers.

Bailey described the prevailing concerns leading up to passage of the 1994 National School-to-Work Act--complaints from business that American youth had weak skills, could not compete in the current work place and were not being prepared for the rapidly changing world of work; the need to develop strategies to increase opportunities for the “forgotten half” or “non-college bound; and the knowledge of effective education and workforce development strategies in other developed countries emphasizing high-skills and well-paying jobs that didn’t necessarily require a four-year college education. The resulting U.S.-adapted strategy seemed an ideal way to better prepare *all* young people for the workplace and, especially but not exclusively, to help the “non-college bound.”

“If teachers and parents who support education reform were more aware of the similarities between education reform and school-to-work, they might see that school-to-work does not compromise academic skills or reduce college opportunities. School-to-work and education reform both involve increases in ‘authentic’ and ‘student-centered’ learning; guided educational experiences outside of the classroom including work experience; and a systemic exploration of student interests.” Thomas Bailey, Director of the Institute on Education and the Economy at Teacher’s College, Columbia University

According to Bailey, although the Act intended school-to-work to be for *all* youth and to encourage and facilitate pursuits of post-secondary education, many teachers, parents and others believe that it is not for young people who plan to attend college. “They fear that it is a strategy that diverts students from academic learning and college preparation; forces students to make early career choices; and is designed to prepare students for narrowly-defined employment in non-professional jobs immediately upon graduation from high school.”

Bailey argued that school-to-work approaches have the potential to teach the academic skills needed for college entry as well as, or possibly even better than, more traditional approaches and that students who participate in internships are often more competitive in the college admissions process. Although they are often in agreement, the education reform and school-to-work movements unfortunately have very little interaction and more interface needs to be done in this area. Another area of concern is in reducing the conflicts between admission to selective colleges and participation in school-to-work activities. Some states and localities are addressing this problem by: (1) accommodating school-to-work within the existing college admissions system; (2) enhancing the communication between individual schools and colleges; and (3) attempting broad change in assessment and college admissions procedures.

He further maintained that school-to-work could also assist students once they are in college. Since many college students work while in college⁷, but the work they do is often

⁷ The National Center for Education Statistics reported that 47 percent of full-time college students were employed in 1992.

unskilled, low paying and has little or nothing to do with the field they are studying, high school programs that help students define their goals could assist these young people in finding jobs that are better paying, connect with their field of study and contribute to their overall education.

Student Organizations (DECA)

The site visit, **Business Connections and Applications of Skill Standards: The National DECA Conference, Denver, CO, (4/26-28/98)** showed how student organizations support youth and career development. DECA, formerly Distributive Education Clubs of America, an association of Marketing and Management students (one of eight Vocational Student Organizations recognized by Congress and USED as integral components of vocational education), supports the Marketing Management and Entrepreneurship career clusters in schools. DECA activities represent many of the vital connections and supports youth need for later success in careers, such as leadership development to sharpen interpersonal skills through team work, problem solving and goal setting; community service, for applying skills to real-life needs in the community; student recognition for motivation; and connection to business and industry.

Many local programs operate school-based enterprises as a teaching method. In Denver, participants visited Marketing Education instructors and students at **George Washington, Cherry Creek, and Eagle Crest High Schools**. Here, students operate a convenience store franchise, manage a school cafeteria and run other small businesses as part of the instructional program. Marketing Education Programs also utilize the co-op method of instruction with large numbers of students receiving supervised work-based learning experiences throughout the year. Ed Davis, DECA's Executive Director, conducted a briefing on DECA and its relationship to student academic achievement, skill standards, school-to-work initiatives and business collaboration.

The centerpiece of the field trip was the 52nd National Career Development Conference where 10,000 inspiring DECA students and advisors participated in competency-based skills assessments as part of DECA's national student recognition program. Over 90,000 students compete at the state level for the right to represent their state at the conference. Over 1,000 business people evaluated the students' skills in interviews and role-plays.

Field trip participants shadowed DECA students as they competed before business professionals in one or more of over 30 competency-based areas, including Retail Merchandising, International Marketing, Financial Services, Entrepreneurship and Marketing Research. They met with students, advisors, employers and representatives from the National Retail Federation (NRF) involved in developing skills standards for the Retail and Wholesale Sector. The use of skill standards in school and work-based learning settings was observed throughout the visit and discussed with NRF representatives. (NRF was one of the first two sectors to receive funding from the National Skill Standards Board to establish a voluntary skill standards system.) In addition to observing the competitive process, participants witnessed students involved in a leadership development activity. (DECA is the first student organization to be licensed by the Franklin, Covey Leadership Center to provide Stephen Covey's training directly to students.)

Service Learning and School to Careers

The forum **Connecting Service Learning and School-to-Career Initiatives** (9/12/97) explored forms of experiential education that extend student learning into the community and the work site, making them authentic centers for learning. Both service learning and school-to-work provide students with contextualized learning opportunities that help develop organizational, team, and problem-solving skills as well as the competencies and foundation skills identified as important for employability and responsible citizenship.

“Service learning is one of the most effective strategies to help students transition from school to employment. For children, service learning offers exposure to the world of work and community and provides a context for building academic and work-readiness skills. For youth, service learning offers valuable exploration and experience with real-world needs that can be addressed through action and initiative. It also further solidifies work-readiness, academic and technical skills. Service learning represents a holistic approach to youth development and the building of multiple competencies. It need not be limited to unpaid experiences or internships in nonprofit or public sections; many programs offer stipends or other benefits.” Barbara Gomez, Council of Chief State School Officers

Exemplary efforts tying service learning to school-to-work transition were highlighted by Ann Southworth, Principal Putnam Vocational Technical High School, Springfield Massachusetts; Diane Tyson, Principal/Director, Lancaster County Academy, Lancaster Pennsylvania; and Chuck Erickson, Director of Community Education, Flambeau School District, Tony, Wisconsin.

Putnam Vocational Technical High School in Springfield, Massachusetts. Southworth, described her school before service learning and school-to-work activities began as a school in danger of losing accreditation, wrought with violence and gang activity, with low attendance (70 percent) and high drop out rates (25 percent). Now teachers and students at Putnam are actively engaged in a large number of service and school-to-career activities and the school is safe; non-violent; has students in the National Honors Society and Advanced Placement courses; has a 93 percent attendance rate and a six percent dropout rate; and has students engaged, learning more, working in teams, respecting themselves and wanting to stay in school.

Service projects include renovating an historic home and park as a youth conference and gang prevention center; tutoring elementary school children; brainstorming on violence-prevention efforts; and working cooperatively with a local hospital which provides nurses for Putnam’s on-site health clinic. Teachers work with private and public employers to develop thematic, integrated curriculum and internships. School-to-careers has moved teachers from saying "nobody will hire my kids," to saying "I can't fill jobs fast enough."

FACE Tomorrow (Flambeau Area Community Education for Tomorrow) was created by community residents in a small, poor Northern Wisconsin community concerned with keeping talented young people in the community after high school. According to Chuck Erickson, Director

of Community Education, Flambeau School District residents discussed their options and "consciously chose the strategy of community education." Through a series of community meetings with most parents, all students and all teachers, residents determined they could not depend on others for resources and needed to look at what they could provide for themselves. The consensus was that the community was most interested in applied, hands-on and community-connected learning strategies.

Students, teachers and community members have since created many service-learning and school-to-career projects, including: rehabilitating a community theater; reclaiming the land around the Flambeau Mine; designing and building playgrounds; providing in-service instruction on the Internet and web-site design; creating micro-enterprises, such as wheel chair ramp construction; and lawn care for the elderly coupled with collecting community history. Overall, the Flambeau community feels it has learned many lessons through these service activities and rediscovered the potential of individuals and the community.

The Lancaster County Academy is an alternative school for high school dropouts. To appeal to young people who the program administrator described as just wanting to do their work and "get it over with", classes are open-entry, open-exit with graduations held twice a year; instruction is individualized using TRAC/USA curriculum; and the Academy is open 12 hours/day, four days per week (less hours in the summer). Standards, however, are kept high. Students must develop short- and long-term (five-year) goals. Many graduates go to four-year institutions following graduation.

Service learning activities enrich the curriculum and are central to the Academy experience. They include: a study of the Chesapeake watershed involving sorting and classifying plant and animal life with assistance on scientific methods from experts in the field; training by IRS representatives to provide free tax services to low-income families; and a literacy corps. Career development activities include: visits by local employers to discuss careers and employment opportunities; a mock interview; a 40-hour job shadow experience; and learning about job rules, EEOC regulations, workplace safety, and union membership options. Academy Director Diane Tyson says, "Students at the Academy are treated as though they are on the job."

Postsecondary Opportunities

Community Colleges

The field trip to Hagerstown Junior College, Hagerstown, MD provided an opportunity to learn about **Technology and Innovation in Postsecondary Career Preparation** (7/25/97).

In recent years, Maryland's community college system has restructured itself to better meet the needs of its students and its economy. Each of the state's 18 community colleges is working more closely with businesses and other employers to design courses, programs and initiatives that prepare its students to meet the needs and demands of the rapidly changing, and increasingly technological, workforce. As a result, the community college system has been a driving force in the state's economic development strategy.

Hagerstown Junior College is one of the community college system's leaders in training students to utilize and excel in new and innovative technologies. The college has enhanced its cooperative agreements with other regional colleges and universities, expanded its manufacturing and technology centers, increased its use of distance learning technology and worked toward state acceptance of baccalaureate degrees in technological and other occupational areas present in the region.

The visit allowed participants to witness first hand how a postsecondary institution can successfully combine hands-on technological training with high-level academic instruction. Participants toured the Advanced Technology Center (ATC), which works closely with neighboring Washington County employers to create a curriculum that prepares students for the demands of the workplace while providing technological industries with the workers they require to succeed in the economy. ATC operates the "Shared Flexible Computer Integrated Manufacturing System" (a computer network shared across a network of industries), an AutoCAD Training Center, a Center for Microprocessor Applications and a number of technological and technical laboratories. By training students in these critical areas, ATC serves as an active contributor to the region's economic and workforce development.

Participants also toured the Technical Innovation Center (TIC), where start-up technology-based companies work with existing companies to promote and expand the technologies developed in the ATC. The TIC also works with other state and regional technological oriented agencies, such as the Western Maryland office of the University of Maryland Technology Extension Service, the Western Maryland Regional Technology Council and the Small Business Development Center of Western Maryland.

Finally, participants received an overview of the High Performance Manufacturing Curriculum, designed in conjunction with The Johns Hopkins University. Through this project, a consortium of community colleges is developing a set of methods to teach SCANS and other foundation skills to students across all academic areas (e.g., math, science, English). The project has made broad skills building activities available on CD-ROM, which can be used to drive any classroom activity, regardless of content.

Cooperative Education

The forum **Cooperative Education: Sustainable Success in College Education for the 21st Century** (1/23/98) introduced participants to college cooperative education or “co-op”-- a model used for more than 90 years for integrating academic classroom studies with paid, productive work experiences. Offered at nearly 900 two- and four-year colleges, these programs have demonstrated sustainability beyond seed-grant funding and attract 200,000 students and 50,000 employers each year. With its financial, academic and career benefits, co-op may be one of the best answers to how to educate students for workplace success, how to help pay for college and how to build sustainable partnerships between colleges and industry.

The forum addressed critical questions concerning co-op and its implications for the future of school-to-careers, workforce training and student access and affordability issues under the Higher Education Act (which was up for reauthorization in 1998). Also discussed were: the educational and employment outcomes for co-op students and how these fit employer needs; what the example of co-op tells us about the future of school-to-careers and other education and training programs; and how to forge better linkages between colleges and the secondary school applied learning strategies emphasized by school-to-careers initiatives and related education reform efforts across the country.

Presenter Polly Hutcheson, Vice President, National Commission for Cooperative Education (NCCE), provided an overview of successful college and business co-op programs and discussed NCCE’s work with the National School-to-Work Office to enhance the connections between postsecondary education and school-to-careers for the purpose of expanding the college curriculum and providing the skills young people need for competitive and productive careers.

Al Foderaro of County College of Morris, NJ (CCM) discussed CCM’s co-op’s across 24 majors and 160 employers, serving 300 students. Last year, 86 percent of CCM’s co-op graduates were offered full-time employment by their co-op employer. The co-op program also established Tech Prep collaborations and a high school consortium which has been expanded into a school-to-careers partnership with 38 secondary schools, three community colleges and a variety of businesses and community-based organizations. CCM also runs demonstration projects to attract women and minorities to careers in technology, math and engineering.

Katherine Stahl of American University (AU) described AU’s 20-year-old, liberal arts-based co-op program. The program supports 500 students each year at over 300 employers across the U.S. and abroad. University studies reveal that 60 percent of co-op graduates obtained their first post-graduation job through their co-op experience. In comparison with interns, co-op students earn higher salaries, show a stronger relationship between their job and their major, and remain with their employers for a longer period of time.

Finally, Robi Love of Mead Corporate Engineering provided a business perspective of co-op. Mead, a forest products company, began its co-op program in 1970 and today supports 100 students in engineering, computer science, business, industrial hygiene/safety and pulp and paper disciplines. Mead recruits from 25 colleges, the majority of which are four-year institutions.

Opportunities for Dropouts and Youth in Community Settings

Alternative Schools and Community Employment Efforts

In the AYPF field trip to Boston (4/16-17/98), participants also learned that initiatives serving out-of-school youth are critical components of Boston Public Schools (BPS) and efforts are underway to provide first-class programs and opportunities for these youth. One of the Center for Work Based Learning's (CBWL) central programs in this area is *Diploma Plus*, a high school diploma-granting program implemented at four alternative education sites in Boston and in four other Massachusetts communities.

Participants visited Action for Boston Community Development (ABCD), a community-based organization that runs The University School, providing students who have left BPS with the comprehensive education, training and social services they need to either move back into the formal school system or transition into healthy and productive adulthood. In addition to working with students through *Diploma Plus*, ABCD works closely with the PIC to connect students to training opportunities and, ultimately, jobs. PIC representatives meet with each student once a week for an entire semester to help students with resume writing, job search and networking. ABCD also partners with local community-based organizations that donate space and other in-kind resources, and BPS that assigns four teachers to ABCD and provides funds for books and professional development activities.

During the first part of the program, the participants work toward mastery of core academic competencies and life skills. In the second part--the "plus" year--students concentrate on acquiring the academic, personal and career-related skills necessary for a successful transition after high school. Plus year activities include a seminar featuring project-based learning, community college course work and work-based learning in internships or community service placements.

networks, life skills instruction and case management.

As an alternative school site, ABCD experiments with creative uses of time and assessment. The school day begins at 8:30 a.m., and students arriving later than 8:45 are not allowed in the building. Students follow a traditional school schedule most days of the week, but each Wednesday students participate in seminars on topics, such as computer programming, social changes, sex education and chess to give students broad exposure to many topics and interests. All students must also take an elective in school-to-career, in which students work on resume writing, job search techniques and networking skills. Students do not receive regular grades for their classes, but must demonstrate competency to move to the next class level or to graduate. Students also have the option of completing a 13-piece portfolio that includes personal information and samples of their work.

ABCD has been a lead institution in Boston's expansion of alternative education. The Mayor and Superintendent both view alternative education as an important option for the city's young people. In addition to reaching a hard-to-serve population, an emphasis on alternative

education allows the system to tap additional funding sources, such as JTPA.

The field trip, “**School Reform and Innovations for Out-of-School Youth in New York City**” (10/23-24/97) enabled participants to visit sites recognized by the National Youth Employment Coalition’s Promising and Effective Practices Network (PEPNet).⁸ Participants in the New York City visit had the chance to visit two 1996 recognized initiatives, STRIVE and the Young Adult Learning Academy and one 1997 recognized initiative, Federation Employment and Guidance Service.

STRIVE: East Harlem Employment Service

Located in the basement of a public housing project in East Harlem, STRIVE (Support TraininG Results in Valuable Employment) has gained national recognition for improving work opportunities for some of New York City’s hardest to serve populations.

The STRIVE model consists of an intense three-week “attitudinal” training program designed to prepare participants for the demands of the workplace and a *minimum* of two years of follow-up activities to help

ensure that its graduates are succeeding in their jobs and in building their careers. STRIVE is funded by private foundations and through other charitable contributions.

According to Lorenzo Harrison, STRIVE Deputy Executive Director/Vice President, *“Most participants enter STRIVE with a strong desire to obtain meaningful employment. While the jobs they acquire often involve low-wage entry-level work, for many, this represents a necessary first-step in escaping the cycle of unemployment and at-risk behavior that plagues many of their friends and neighbors.”*

The majority of participants learn about STRIVE word-of-mouth or come across program literature in their search for employment. Participants range in age from 18- to 40-years-old, with the majority under age 25.

⁸ PEPNet, a project of the National Youth Employment Coalition and supported by the U.S. Department of Labor (DOL), was established in 1996 to recognize effective practice in the fields of youth development and workforce development and share these lessons with practitioners and policymakers working to expand and improve opportunities for young people. Programs apply for PEPNet recognition by completing an application that addresses their: 1) management practices: 2) youth development programming, 3) workforce development programming and 4) evidence of success in helping young people. The application is reviewed by teams of policymakers, practitioners and researchers, and initiatives are recognized by PEPNet if they demonstrate effective practice across all four categories, not by how they compare to other applicants. In 1996, 18 initiatives were recognized by PEPNet and DOL, followed by 14 in 1997.

STRIVE classes and workshops are highly interactive and replicate the harsh realities of the workplace. According to Harrison, STRIVE operates under a strict “physical management structure” and demands that participants adhere to its rules and regulations, much like they will be required to do in work and society. The formal three-week program begins with a Friday orientation session, attended by an average of 100 new recruits. At this session, staff (many are STRIVE alumni) outline the goals and format of the program. After receiving this information, nearly 70 percent will return the following Monday to begin the STRIVE program.

The first week of the formal program focuses on attitudinal training, such as learning how to act in the workplace and comparing their own situation to that of their peers (Forum participants visited during the end of this first week of training). One session, for example, required participants to stand up and share with the group what they had learned from their first few days in STRIVE. A common theme underlying many activities is that participants are not alone in the problems they face, and that many others have faced similar problems and overcome similar obstacles. As one participant notes, “We all have problems that we hold very deep, but as I see my peers I find that I see myself.”

The attitudinal training aspect of STRIVE is more strict and demanding. Participants are required to dress in appropriate business attire and use proper workplace behavior. Those who do not are used as examples of “how not” to dress or act. One exercise calls for all participants to leave the room and re-enter only after shaking the hand of a staff member and introducing themselves as if they were on an interview. Those who do not make proper eye contact, speak loudly enough or shake hands firmly are again used as examples of “how not” to act and must replay their actions until properly done.

Following this first week of training, participants move into more concrete work and job search skills. STRIVE runs mock interview sessions for participants, observed by the larger STRIVE class, and staff are quick to single out any action or behavior that would be inappropriate on a real job interview. For many, this approach to workforce preparation is too much to handle, and only about one-half of all new participants finish the full three-week program.

Those that do, however, generally find that STRIVE has prepared them for the rigors they will face at work. Since opening its doors in 1983, STRIVE has placed over 14,000 participants into jobs, and 80 percent of alumni are still working two years later. Many of these alumni are assisted by STRIVE’s follow-up services, in which case managers and job developers meet with students and talk with their employers to address any problem or mediate any conflicts.

According to Dan Jusino, Manager for Job Development, this combination of intensive training and comprehensive follow-up has helped nearly 75 percent of the alumni who obtain jobs to thrive in their new work environment. Even most of those for whom the job placement does *not* work still follow established procedures for leaving their job, such as giving two weeks notice. As a result, employers are willing to hire additional STRIVE graduates in the future. While some employers are skeptical when first approached to possibly hire an alumni, Jusino and other staff have succeeded in convincing them that participants are “highly motivated” individuals with the appropriate “soft skills” who “deserve a shot.” While many participants have troubled backgrounds, those who finish the three-week program are committed to bettering themselves

through employment. STRIVE's mission is to help them achieve this goal.

Young Adult Learning Academy

Housed in a school building in East Harlem a few blocks from STRIVE, the Young Adult Learning Academy (YALA) stands in stark contrast to STRIVE in its methods of assisting at-risk and out-of-school youth. YALA was founded in 1984 by a group of out-of-school youth who asked the city government to provide them with an "avenue of opportunity," explains Leslie Reid, Director of YALA. For 10 years, YALA, in collaboration with 11 community-based organizations, provided counseling and support services to out-of-school youth. Massive cutbacks in Job Training Partnership Act (JTPA) funding in 1994-5 compelled YALA to implement its own comprehensive program, providing continued academic, vocational, counseling and support services to this population.

Left at a crossroads, YALA transformed itself in the 1995-96 academic year into a community-based organization (CONGRESSIONAL BUDGET OFFICE) that provides educational, training and support services. Three years after the transformation, YALA has received PEPNet recognition (for its Youth Internship Program described below), the Secretary of Education's Award for adult education and literacy, and school-to-work funding through an arts-related industry partnership.

YALA works with students who are 16 to 24. It serves nearly 700 students per year during two program "cycles," with many participants returning to YALA for additional training after successful completion of a cycle. The staff consists of 24 teachers and four counselors, as well as a student/family support office, which Reid calls "the crux" of the organization since they are so helpful in supporting staff and students. Five of the full-time employees are themselves YALA graduates.

YALA has developed extensive collaborations with the New York City Department of Employment and Board of Education, Mayor's Office of Adult Literacy and City University of New York, all of which provide partial funding. Through these and its community-based networks, YALA recruits students who are prepared and willing to undertake a combined education and job training program designed to assist them in obtaining a job while growing as an individual. While some participants are referrals from the school system, YALA considers 15- and 16-year-olds to be "too young" for most of its services, and recruits more from churches, clinics, the juvenile justice system and other organizations and institutions serving out-of-school youth.

YALA provides a diverse program of opportunities for its students. Its STAGES (Striving to Achieve Greater Educational Success) program is the centerpiece program of YALA's school-to-work efforts, notes Program Director Elaine Knight. This class infuses SCANS skills into a traditional academic (math, English, science) curriculum, involves significant use of computers to promote learning and incorporates general job skills training, such as behavior and attitude. STAGES also utilizes project-based learning and off-site work experiences to help students understand the role and application of what they learn in the classroom. In its major initiative,

students intern in various departments of Capital Cities/ABC, performing such work as maintaining and updating records and conducting basic marketing research. Interns also conduct periodic written analyses of their work and workplace and meet for a weekly seminar to share what they are learning at work.

STAGES also includes units on school-to-work and career awareness initiatives that parallel the goals of the Capital Cities/ABC internship project. Students in the school-to-work unit, for example, produced a local performance of “I, Too, Sing America,” performed by Blackberry Productions, a professional company which tours locally. Students were assigned to various “crews,” each responsible for a specific component of the production (set design, lighting, etc.). This project allowed students to examine career opportunities in arts-related fields while exposing them to the broader world of work. Similarly, career awareness classes allow students to think more broadly about work and careers without limiting themselves to a specific career or occupation. In one project, students interviewed YALA staff about their job and careers to demonstrate the importance of education and career pathways. Students prepared written essays based on their interviews for a larger publication entitled *Career Roads: Who’s Who at YALA*.

Similar to the STAGES program, the Youth Internship Program (YIP) helps young people embark on careers in education and human services while continuing their own education. The program is open to 16- to 21-year-old students and combines academic instruction and a six-week internship with a focus on child care and early childhood development. This focus is present in all aspects of the curriculum. Science classes, for example, may focus on human development and childhood diseases, while English and social studies often emphasize subjects like children’s literature. Workforce preparation activities also adopt a childhood development focus, with behavioral and attitudinal training touching on broader workplace demands and the difficulties in working with young children. Internships are completed at professional day care sites across the city. Students are also required to consider how the academic and vocational components of YIP intersect--in order to graduate, they must complete a comprehensive “Child Care Manual” to serve them in their child care careers.

The manual is indicative of YALA’s commitment to utilizing many methods of assessment. While the primary goal of most students is GED attainment, all of YALA’s programs use portfolios and other hands-on activities to gauge student performance. Using portfolios to reflect the content of their course work and off-site experiences allows staff to measure the development of SCANS and other academic skills.

Though YALA has achieved much success, it has many challenges to overcome. Its main obstacle is the lack of time it has to serve its students, some of whom enter with very low levels of academic skills. Yet, young people that come to YALA are highly motivated to obtain their GED as quickly as possible, thus challenging the staff to help them get their skills up to par in a short time period. YALA also contends with its inability to select and hire its own teachers. As it receives funding from the city Board of Education, it must hire from their pool of available teachers. Although most teachers support YALA’s efforts, it often takes time for new staff to adjust to working within YALA’s mission and goals. The ability to select their own teachers would help YALA recruit staff who already support its aims.

Obstacles aside, Reid maintains that YALA succeeds because its students have a *voice* in what they are learning and doing. While it truly serves as a “last option” for many of the hardest-to-serve young people, YALA has found ways to motivate them to turn their lives around. Employers, for example, readily agree to serve as mentors to students, often contending that they are *overqualified* and need assistance in obtaining jobs that will utilize all of their strengths. In addition, 90 percent of the students at some point return for additional formal education and/or job training, showing that YALA has instilled in them a desire to continue learning and growing.

Federation Employment and Guidance Service

Unlike STRIVE and YALA, Federation Employment and Guidance Service (F.E.G.S.) operates in-school, out-of-school, parental involvement and human service programs to serve over 10,000 individuals per year across New York City. Established in the early 1930s to help individuals find employment, F.E.G.S. has evolved into a large, non-profit human service agency for “helping people and their families” in every functional field possible, from education and job training to mental health, according to Gail Magaliff, Chief Operating Officer for Human Services. Since its inception, F.E.G.S. has remained committed to enhancing the employment outcomes of *all* those seeking work, from out-of-school youth to high-income executives.

To meet the needs of a diverse population, F.E.G.S. offers a diverse range of services, each of which specializes in a different area of the city. F.E.G.S. runs a Youth Employment Unit in Brooklyn, a Youth Opportunity Center in the Bronx, parent centers and school-to-work initiatives in the Bronx and Queens, and numerous other programs city-wide. F.E.G.S. has 2,500 employees to implement all of its programs, and in 1996 placed over 9,000 individuals into jobs. In providing this array of services, F.E.G.S. seeks to impact the overall economic development of the city by not only providing opportunities for young people and adults but also by applying the lessons learned from its initiatives to one another. According to Virginia Cruikshank, Senior Vice President for Employment, Education, Youth Services and Training, this was a primary motivation for entering into youth programming--it was a way to bring F.E.G.S.’ work and experience to the young people of the city.

The Youth Employment Unit (YEU) in Brooklyn is the initiative recognized by PEPNet, and provides 18- to 21-year-old out-of-school youth with skills training, internships and counseling over “an intense, nine-month period,” explains Sundra Franklin, Director of Educational Services. The program maintains a 70 to 80 percent success rate, with 65 to 70 percent obtaining and keeping a job and 30 percent moving on to college. YEU participants who meet Board of Education requirements are eligible to receive a high school diploma (in New York City, students can attend public high school up to age 21). F.E.G.S. also operates Parent Centers in conjunction with YEU as a resource for parents to find a way to “move forward and be productive.” Parent Centers are located across the city, although YEU participants come to the Brooklyn site to receive training and other services. The new Youth Opportunity Center, opened in the South Bronx and funded by a U.S. Department of Labor Kulick grant, will provide similar services to out-of-school youth.

F.E.G.S. services for in-school youth center around its school-to-work efforts. According to Steven Feldman, Director of School-to-Work for the New York City Board of Education, school-to-work is a major initiative of the New York City public schools and the city is committed to showing that the term “‘occupational education’ is a redundancy--you can’t have one without the other.” F.E.G.S.’ success in serving out-of-school youth and the applicability of their efforts to school-to-work made them a natural selection for developing a school-to-work system. F.E.G.S. also serves as the school-to-work hub for all of the Bronx, applying its lessons learned from working with adults and out-of-school youth to its in-school programs while taking new lessons to its older initiatives. This sharing of best practices based around school-to-work is critical, argues Franklin, since “all youngsters ultimately want to go from school to a career.” The integration of academic and vocational training, she further notes, applies to both in-school and out-of-school youth.

F.E.G.S. also runs a variety of smaller initiatives. Operation Success is a dropout prevention program in 32 schools across all city boroughs. Students receive educational, vocational and counseling services that are connected to work-based learning experiences through F.E.G.S.’ school-to-work efforts. The Beacon project provides space in public schools for services for the entire community--not just students. Girls-in-Action provides sports programming for young women, ages 8 to 18, as a way of reducing at-risk behaviors. Finally, the Youthworks program allows young people from across the city to spend 10 weeks during the summer on a kibbutz in Israel, living with local families and working as day laborers to contribute to their temporary communities. Youthworks participants claim that the opportunity to leave the city and work in a small community is a powerful way to learn that they can be active and positive contributors to their own community when they return home.

For all of its success, F.E.G.S. is most proud of the support its participants show for the services they receive. They come to F.E.G.S. for varied reasons--some to obtain a GED, others because they want to work--and the benefits they find are varied as well. One YEU student said she joined simply to find a job and perhaps earn a GED, but her teachers--her “family away from home”--convinced her she could do much more, and she now wants to go to college. Others claim that F.E.G.S. has taught them how to look at life in steps, with each experience another step on the way to success.

In addition to visiting the above PEPNet sites, AYPF held a forum, **What Works in Youth Employment and Training: A Discussion with the 1997 PEPNet Initiatives** (10/21/97), with 14 PEPNet exemplars of effective practice in the youth employment and development field. The discussion addressed common elements of the PEPNet initiatives and how this information can be used to improve the youth employment/development system, what awardees are doing in their communities that “work,” and what young people in these initiatives find most effective for their lives.

Other opportunities for out-of-school youth to prepare for employment, build other competencies through youth development efforts while contributing to their communities were explored through AYPF learning activities about Youth and Jobs Corps.

Youth Corps

For several decades, youth corps have effectively engaged out-of-school, out-of-work young adults, ages 16-25, in paid, full-time community service while giving them the education and training they need to be successful. The Corps has a strong record of advancing the job, educational and life prospects of a mostly at-risk population that has always included large numbers of public assistance recipients. Corps members devote part of each week to improving their basic education skills and to preparing for future employment. Most corps not only offer pre-GED, GED and college credit courses, but also offer classes focusing on essential life skills, such as budgeting, parenting, and personal health and well-being. Corps programs also encourage corps members to engage in tangible acts of citizenship, such as voting. Some corps offer educational scholarships or cash bonuses to corps members who complete their terms of service.

In addition, many corps are adding to their strong base of services by developing employer contacts and emphasizing post-program follow-up services. Moreover, corps get and keep people working in a way that not just meets government-imposed work requirements, but accomplishes projects of significant value to the community. Strong participant outcomes, particularly for minority corps participants, were demonstrated conclusively in an August 1996 national study by Abt Associates. (See highlights in the 1997 Forum publication **Some Things DO Make A Difference for Youth**, pp. 95-97.)

Under welfare reform, states and localities must meet two often competing demands of : preparing public assistance recipients for, and moving them into, unsubsidized employment as quickly as possible; and engaging recipients in activities that allow them to “work off” their benefits by meeting federal work requirements. Most efforts to date have focused on the first goal, attempting to move those who are the most job-ready into unsubsidized jobs. Due in large part to the strong economy, this has helped states achieve a sharp decline in welfare caseloads. Once the thrust to move the job-ready into work passes, however, welfare departments are left with a substantial portion of their caseload in need of assistance before they can enter the formal labor market.

With this population in mind, states and localities have turned to the youth corps model for help. Almost a dozen youth corps across the country are currently involved in formal relationships to provide services to welfare recipients; more are expected to receive TANF or Welfare-to-Work funds in the near future.

In the forum **Youth Corps: Moving Young Adults from Welfare to Work** (2/26/98), participants learned about state and local welfare-to-work efforts and then focused on the approach taken by Baltimore Civic Works. Civic Works has a contract with the Baltimore Department of Social Service to provide a combination of subsidized work experience, customized training, and placement in unsubsidized private and public-sector jobs for welfare recipients. The programmatic components Civic Works has devised include:

- Youth Apprenticeship Program. After spending six months as employees of Civic Works, 32 out of 39 participants have graduated and begun a paid apprenticeship with the

American Federation of State, County, and Municipal Employees (AFSCME) and the Baltimore Housing Authority (BHA), where they receive training to become BHA maintenance mechanics.

- YouthBuild Program. Participants spend 11 months converting vacant properties into transitional housing for the homeless while receiving basic education, life skills and skill-specific training before being placed in unsubsidized jobs in the construction industry.
- Ground Maintenance Certification Program. In partnership with the Baltimore Municipal Golf Association, Civic Works has adapted its “corps member development” curriculum to a one-month training and certification program followed by guaranteed employment as grounds maintenance workers at city golf courses.

Job Corps

Job Corps is the largest residential education system or program in the U.S. with 113 Federally-supported sites nationwide, serving 68,000 corps members annually. The visit to the Woodland Job Corps Center, in Laurel, MD rounded out the tour of residential schools (11/20-21/97) described earlier.

Woodland serves 300 low-income, 16 to 24 year old youth each year. Approximately 79 percent of the students reside in the state of Maryland; about 13 percent reside in Washington, DC, and another 7 percent in the states of Delaware, Florida, Pennsylvania and Virginia. The Center offers an open-entry, open-exit program with a maximum stay of two years. The average length of stay for a student is nine months. Woodland is operated by Adams and Associates, Inc. with corporate locations in Reno, NV and Greenbelt, MD. Nationally, about two-thirds of the centers are run by private contractors with the remainder operated by the government.

Eligible students receive job training (in building apartment maintenance, carpentry, cement masonry, painting, plastering, micro computer support specialist, culinary arts, health occupations and business clerical/accounting), academic services (leading to a high school diploma or GED) and life skills training. They are also provided work experience when they complete their training and have access to an extensive placement service. Recreation and on- and off-center activities are available, as well as a cluster of support services--health, transportation, dental, recreation, counseling and mentoring. The Center boasts a 75 percent job placement rate for all students (not just program completers). It operates four dormitories (two for females and two for males) that include spacious, well-kept rooms, laundry facilities, entertainment lounges and game rooms.

Students receive stipends based on length of the stay and bonuses for reaching specific goals (e.g., GED attainment, job placement and job placement matched to their area of skill training, and as a “readjustment” when they leave the Center).

According to Center staff, the priority is maintaining a safe environment since many of the

students are minors. Also, the advantage of having a residential program is the large support net provided (staff is on hand 24-hours a day) and the ability to provide a controlled, disciplined environment--conditions that have been missing from many of these young people's lives.

The AYPF forum (6/17/98) looked at **“Best Practices Serving Job Corps: The National ‘Alpha Award’ Winners.”** The Alpha Awards were created three years ago by the National Job Corps Coalition to recognize individuals, communities and businesses that provide outstanding support to Job Corps Centers and students. Community organization winners have made significant contributions in the areas of enhancing Job Corps' positive viability and linking with Job Corps to benefit student placement, training, education, community projects and other activities. Each year, Alpha Award winners are invited to share their experiences with other Job Corps members and interested individuals.

Among the business awardees were: Pepsi Cola for helping the St. Louis Job Corps Center establish a student-run store and promoting seminars on business management, marketing and community leadership for students; Amtrak and Norfolk Southern Railway for hiring Corps graduates and serving as instructors and mentors for corps members; Quaker State Q Lube for providing “hands on” experiences, remodeling and supplying a replica Q Lube fast-lubrication station for customized training, and conducting a six-week training program leading to certification as Automotive Lubrication Technicians. Community awardees included: the City of Flint and Genesee County for spearheading the establishment of the Flint/Genesee Job Corps Center and financing and operating a child development center to complement the Center's Single Parent Residence Hall; the Jacob's Creek Job Corps Center Community Relations Council for educating state and national leaders, providing school-to-work opportunities for corps members, and serving as tutors, recreational supervisors, drivers and personal mentors; and the Veterans Affairs Pittsburgh Health Care System for its longstanding relationship with the Pittsburgh Jobs Corps Center, including allowing the Corps to use its recreational and meeting facilities and providing work experiences in different sectors of the Medical Center.

III. Youth and Community Development

The third prong of AYPF programming explored services and mechanisms of support for youth within communities and responses of local and state agencies to some of our most at-risk young people.

Joy Dryfoos, author and consultant

safe passage for its children so they grow into responsible, participating adults.”

Community Schools

According to Joy Dryfoos (**Safe Passage: Making it Through Adolescence in a Risky Society**, 6/12/98 forum), schools cannot limit themselves to focusing only on curriculum and testing. They must address hunger, teenage pregnancy, violence and many other problems. But they cannot do this alone. Bringing in community agencies to provide human services is necessary to change the whole culture of education and the relationships between schools and community.

Dryfoos' research has identified 24 common components of effective programs. Chief among these components are a close relationship between every child and a responsible adult, and opportunities to gain cognitive skills and social competencies. According to Dryfoos, one-shot, poorly conceived or poorly implemented programs cannot be effective.

With Rosa Agosto, Director of Community Services for the Children's Aid Society of New York, Dryfoos discussed the full-service community school model employed in New York City's Washington Heights District. The community schools provide on-site medical, mental health and dental care in addition to other services, such as foster care. The schools are open from 7:30 a.m. to 10:00 p.m., six days a week and close only for holidays. The expanded programs are designed by educators to complement or enhance academic areas. The components are coordinated so that the children do not feel the difference between the "in-school" and the "after-school" hours.

Many of these common program components resurfaced in other forums addressing issues of youth and community development.

Comprehensive Community Strategies

AYPF participants learned about **Community Change for Youth Development (CCYD): Lessons from a Two-year Pilot**, (1/30/98 forum) with Bernadine Watson of Public/Private Ventures; Otis Johnson of Youth Futures Authority in Savannah, GA; James Mills of the Juvenile Welfare Board of Pinellas County, FL; and Dennis Campa of the Health and Human Services Department in Travis County, TX. According to Watson, this initiative was designed to increase the likelihood of children growing up to be productive adults by increasing basic developmental supports available to them in their communities.

CCYD was based on lessons from the Summer Training and Education Program (STEP) which P/PV ran from 1984-1988. Although the short-term impacts from the STEP program were

positive, long-term follow-up showed little difference in outcomes for program treatment and control groups. P/PV concluded that short-term programs were not very effective, unless part of a continuum of support services conducive to youth development.

To implement CCYD, P/PV selected six sites, with target groups of 1,000 to 2,000 12- to 20-year olds, and decided on five "core" concepts based upon their operational feasibility, ease of comprehension and measurability. The five core concepts included:

- (1) the expansion of supportive relationships between adults and neighborhood youth;
- (2) widespread, constructive use of work as a tool for development, learning and income enhancement;
- (3) utilization of "gap" periods (e.g., non-school hours) in young people's lives for constructive activities;
- (4) creation and enhancement of opportunities for young people to be actively involved in decisions affecting their lives; and
- (5) provision of continuous support and effective transitions among institutions and activities for young people.

Since funding required timely implementation of the program, selected sites had to have some existing infrastructure of community support and less than 40 percent poverty rates. Wary of the slow pace of initiatives that focus on institutional change, CCYD took an approach to reform that centered on the involvement of residents in project planning, implementation and operation and emphasized activities that fit within the five core concepts.

CCYD is a 10-year effort. Presently, it is far from finding answers about the efficacy of its conceptual framework. It is evident that the framework has been helpful to communities in helping prioritize their needs and setting clear goals. Many activities have been put in place and are expanding, such as local youth councils and leadership efforts, and sports leagues linked to academic tutoring. There are, however, gaps that remain to be addressed, such as issues of neighborhood safety and improvements in education. Additionally, the quality of activities remains at issue.

The site representatives present related many, often unexpected, challenges encountered in implementing the model:

- difficulty in engaging and maintaining adult support
- sustainability of efforts
- impact of mobility of youth and families
- the different skills and attitudinal changes required of staff involved with community youth
- extensive needs of many neighborhood youths (e.g., limited basic skills, a vast disconnect in understanding about the importance of education and its relationship to employment)
- problems encountered due to desegregation orders when youth in the community do not attend schools there
- general problems with the education system in attempting to address comprehensive

community change

Faith-Based Institutions

AYPF also looked at the role of **“Faith-Based Institutions and Their Response to the Needs of Youth and Communities”** (forum: 5/8/98) with Linda Bales of the United Methodist Church, Jewell Dassance of the Congress of National Black Churches, and Harold Dean Trulear of the Partnership for Research on Religion and At-Risk Youth at Public/Private Ventures.

According to Public/Private Ventures, there is a “‘below the radar screen’ phenomenon under way in which many small and mid-sized inner-city churches are taking on direct responsibility for neighborhood youth.” In recent months, the media has reported the success of youth violence reduction programs in Boston forged through active church-anchored partnerships among faith communities, local police probation officials and juvenile courts. Other efforts, such as those of the Los Angeles Metropolitan Churches, have resulted in a state-sponsored pilot initiative in which churches and literacy programs take the lead in providing educational services and helping reintegrate ex-offenders into the community. *Uniting Congregations for Youth Development*, a project of the Search Institute of Minneapolis, is helping to develop the capacity of congregational youth workers to build developmental assets in youth through youth-worker training, resource development, networking with other youth workers and community-wide activities. Aging congregations in faiths such as the United Methodist Church are taking a hard look at how their institutions relate to young people and communities and initiating shared mission efforts aimed at engaging and connecting with “unchurched” young people. These efforts have spawned a wealth of community supported employment and training, literacy, before and after-school and other programs for youth and young people, ages 12 through 30.

Youth and Juvenile Justice

Finally, in an effort to help participants learn more about youth in or at risk of becoming involved in the juvenile justice system and what states, the federal government and national organizations are doing in this area, AYPF sponsored a series on juvenile justice and delinquency prevention. One consistent message coming out of each of the forums was that the growing fear of youth crime is out of proportion to the actual levels of youth violence, which are falling.

In the forum, **A Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders** (11/7/97) with Barry Krisberg, President, National Center on Crime and Delinquency (NCCD), participants learned that the media portrayal of juvenile involvement in violent crime is not as high as it is often suggested--juveniles are responsible for a proportion of violent crime (13 percent) that is roughly equivalent to their proportion of the population (11 percent). Whereas the NCCD is pushing for prevention efforts--specifically, a “Comprehensive Strategy” being used to create collaboration around juvenile justice and delinquency prevention objectives in local communities--state policy has already moved away from preventive measures. Proposed federal laws to toughen the juvenile justice system pale in comparison to state laws already in place.

The forum, **The Juvenile Justice System: The Best Way to Deal with Juvenile**

Crime, Delinquency and Prevention (2/6/98) with Edward J. Loughran, Executive Director, Council of Juvenile Correctional Administrators and Peter Hardie, Executive Director, Roxbury YouthWorks, provided further background on how state legislatures are altering the juvenile justice system in favor of tougher laws for juveniles. Juvenile corrections will continue to have primary responsibility for many of the serious and chronic youth offenders until their 21st birthday, however, increasingly adult correctional systems will also serve young offenders for whom they have no track record of conducting specialized programs.

According to the presenters, the adult system can learn from the juvenile system in treating younger offenders and improving services by instituting:

- smaller, 15-25 bed programs;
- lower student:staff ratios;
- five hours of academic instruction per day;
- cognitive restructuring programs which, among other things, help young people understand thinking errors which get them into trouble; and
- gradual returns to the community from secure facilities through day treatment that reduces recidivism, and results in higher levels of academic achievement and more connections to employers.

Juvenile corrections will need to change also to deal with their older, 17-21 year old population. Most importantly, they need to institute more pre-employment training--an area, we were told, in which they have little experience. Several examples of specific programs and reforms in the juvenile justice system were discussed, including Roxbury YouthWorks in Boston, a service arm of the juvenile court, dedicated to reintegrating youth offenders into the community by offering GED preparation, employment training, anger management, technology programs, counseling, several clubs and field trips. The program operates from 10 a.m. to 9 p.m. six days per week, serving 35-40 youth offenders and some non-offenders.

The federal role was the topic of the forum **Federal Juvenile Justice Programming and Policy: An Overview (2/20/98)** with Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice. Fear of youth crime has increased the profile of the Office of Juvenile Justice and Delinquency Prevention--the U.S. government agency which provides national leadership, helps coordinate resources, collects statistics, conducts research and demonstration projects, offers technical assistance and gives out grants to support the juvenile justice system--and lent weight to arguments about the need for improved youth programming, especially for prevention efforts. Unfortunately, insufficient funds have accompanied this higher profile.

According to Bilchik, the debates around proposed crime bills have been important for the field because they also highlight the need for increased and improved youth programming. Specifically, he cited the need for effective policies that both reduce risk factors and increase protective factors for youth. The OJJDP works to apply research on effective programs to policymaking and practice. Examples of effective practices for youth include: Safe Kids/Safe

Streets that integrates the work of family and juvenile courts; home visitation programs that can reduce abuse and neglect by 75 percent; supports provided by Boys and Girls Clubs; mentoring; conflict resolution; and law-related education.

Among other ongoing prevention efforts are those such as, **Youth As Resources: A New Approach to Juvenile Justice** (11/14/97). In this forum (with Jack Calhoun, Executive Director, National Crime Prevention Council (NCPC); Maria Nagorski, Executive Director, Center for Youth as Resources (YAR) at NCPC; Dax Gonzales, Special Initiative Program Coordinator, YAR Indianapolis and Jennifer Cheslock, Youth Board Member, YAR Baltimore and National YAR Board Member), speakers emphasized the positive contributions youth can and do make in their communities through initiatives like Youth as Resources. YAR, a community-based program, sponsored by NCPC, provides small grants to young people to design and carry out service projects that address social problems and contribute to significant community change. After successful implementation in many communities, YAR began some specialized projects in public housing and in correctional facilities. In Indianapolis, YAR programs have been in several correctional facilities since 1987. Now the Indiana State Correctional system provides funding for YAR at each of its facilities and includes YAR principles in all its staff training.

The final forum in this series (**The Serious and Violent Juvenile Offender: What are the Risk Factors and Successful Interventions?** 3/19/98) with: David P. Farrington, Professor of Psychological Criminology at the Institute of Criminology, University of Cambridge, England; Rolf Loeber, Ph.D., Professor of Psychiatry, Psychology, and Epidemiology at the Western Psychiatric Institute and Clinic, School of Medicine, University of Pittsburgh and Nancy Guerra, Associate Professor of Psychology, University of Illinois at Chicago) reported on the results of a Study Group on Serious and Violent Juvenile (SVJ) Offenders convened by OJJDP and comprised of 22 researchers.

The Study Group worked collaboratively over two years to document what is known about SVJ offenders and conducted a comprehensive synthesis and meta-analysis of the available literature--over 200 studies including research on risk and protective factors--documented in the recently published book, **Serious and Violent Juvenile Offenders: Risk Factors and Successful Interventions**. Presenters described the SVJ offender population by type of offense and explained that offending:

- emerges over a long period of time;
- is evidenced at early ages (serious and violent juvenile offenders display early minor behavior problems that in most cases can be identified by age 12-14); and
- involves multiple risk factors which accumulate over time.

The Study Group concluded that locking these offenders up is not the only solution. The most effective strategies for reaching these young people:

- are comprehensive and community-wide efforts, emphasizing prevention and remediation;
- take into account physical, social and mental developmental stages;

- involve multiple contexts;
- emphasize bonding and connections; and
- have multiple components and specifically target risk factors.

The Study Group recommends earlier identification of serious and violent offenders (with cautions about labeling youth), a range of prevention/intervention mechanisms, increased evaluation, and greater coordination between youth serving systems. They emphasized that it is never too early or too late to intervene.

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Attachment

American Youth Policy Forum Activities: July 1997 - June 30, 1998

1997

- 7/11 American Youth Policy Forum Resource Council Meeting
- 7/18 Forum: **Two Model Youth Media Projects: Teaching Literacy, Critical Thinking and Community Involvement**, with Keith Hefner, Youth Communication and Steve Goodman, Educational Video Center
- 7/21 Site Visit: **What Youth Do in the Summer: Workplace Experiences, Education and Leadership Development**, with visits to the Alexandria, VA Summer Economics Institute and the Street Law summer camp in Washington, DC
- 7/25 Site Visit: **Technology and Innovation in Postsecondary Career Preparation, Hagerstown Junior College, Hagerstown, MD**, including tours of the Technical Innovation Center and the Advanced Technology Center
- 9/5 Forum: **The Low Wage Labor Market: Problems and Solutions**, with Jared Bernstein, John Schmitt and Lawrence Mishel, Economic Policy Institute
- 9/12 Forum: **Connecting Service Learning and School-to-Career Initiatives**, with Barbara Gomez, Council of Chief State School Officers; Ann Southworth, Principal, Putnam Vocational Technical High School, Springfield Massachusetts; Diane Tyson, Principal/Director, Lancaster County Academy, Lancaster Pennsylvania; and Chuck Erickson, Director of Community Education, Flambeau School District, Tony, Wisconsin
- 9/15 Video Premiere and Forum: **David Hornbeck and the Philadelphia Story**, with John Merrow, Executive Producer, and Sonia Slutsky, Producer, The Merrow Report on PBS
- 9/19 Forum: **New Partners in Teacher Preparation: How “Scientific Work Experience Programs for Teachers” Help Students**, with Jay Dubner, Program Coordinator, Columbia University Summer Research Program for Secondary School Science Teachers; Second-year participant Sausen Silmi, a science teacher at Canarsie High School in Brooklyn, NY; and Tamra Busch-Johnsen, Business-Education Compact/Oregon Industrial Initiatives for Science and Mathematics Education
- 9/22 Video Premiere and Forum: **Elementary Confusion or National Standards?** with John Merrow, Executive Producer, and James Spahr, Producer, The Merrow

Report on PBS

- 9/26 Forum: **Bringing Learning to the Community: Horizonte Instruction and Training Center**, with James P. Andersen, Principal of Horizonte Instruction and Training Center; David Martinez R., Assistant Principal; Barbara Floisand, Applied Technology Education Specialist; and Joanne R. Milner, Community Relations Program Manager
- 9/28-10/1 Site Visit: **National Career Academy Coalition Conference**, Philadelphia, PA
- 10/10 “Encore” Site Visit: **Integrating Math, Science and Technology in School Reform**, Thomas Jefferson High School for Science and Technology, Fairfax County, VA
- 10/17 Forum: **Restructuring and the American Labor Market: What are Firms Doing and What Does it Mean for American Youth?** with Paul Osterman, Professor of Human Resources and Management, Sloan School of Management, Massachusetts Institute of Technology
- 10/21 Forum: **What Works in Youth Employment and Training: A Discussion with the 1997 PEPNet Initiatives**, with staff of the National Youth Employment Coalition
- 10/23-24 Site Visit: **High School Reform and Programs Serving Out-of-School Youth in New York City**, with site visits to STRIVE/East Harlem Employment Service, Young Adult Learning Academy, Federation Employment and Guidance Service and several public schools
- 10/24 Forum: **School-to-Work for the College Bound**, with Thomas Bailey, Institute on Education and the Economy, Teachers College, Columbia University
- 11/7 Forum: **A Comprehensive Strategy for Serious, Violent and Chronic Juvenile Offenders**, with Barry Krisberg, President, National Council on Crime and Delinquency
- 11/14 Forum: **Youth As Resources: A New Approach to Juvenile Justice**, with Jack Calhoun, National Crime Prevention Council
- 11/20-21 Site Visit: **Residential Education for At-Risk Youth: Four Programs in Pennsylvania and Laurel, MD**
- 12/5 Forum: **When Money Matters: How Educational Expenditures Improve Student Performance and How They Don’t**, with Harold Wenglinsky, Policy Information Center, Educational Testing Service

- 12/12 Forum: **The Manufactured Crisis: Myths, Fraud and the Attack on America's Public Schools**, with David Berliner, Professor, Arizona State University
- 1998**
- 1/16 Forum: **High Schools That Work: Critical Insights on School Reform**, with Gene Bottoms, Director, High Schools That Work, Southern Regional Educational Board, State Vocational Education Consortium
- 1/23 **Forum: Cooperative Education: Sustainable Success in College Education for the 21st Century**, with Polly Hutcheson, Vice President, National Commission for Cooperative Education; Al Foderaro, County College of Morris (NJ); Katherine Stahl, American University; and Robi Love, Mead Corporate Engineering
- 1/30 Forum: **Community Change for Youth Development: Lessons from a Two-Year Pilot**, with Bernadine Watson, Vice President, Public/Private Ventures and CCYD project director; Otis Johnson, Executive Director, Youth Futures Authority, Savannah, Georgia; James Mills, Executive Director, Juvenile Welfare Board of Pinellas County (St. Petersburg); and Dennis Campa, former Director, Austin/Travis County Health and Human Services Department
- 2/6 Forum: **The Juvenile Justice System: The Best Way to Deal with Juvenile Crime, Delinquency and Prevention**, with Edward J. Loughran, Executive Director, Council of Juvenile Correctional Administrators (CJCA) and Peter Hardic, Executive Director, Roxbury YouthWorks
- 2/14 - 2/22 Site Visit: **Trans-Atlantic Technology and Training Alliance Meetings and Study Tour**, Dublin and Galway, Ireland
- 2/20 Forum: **Federal Juvenile Justice Programming and Policy: An Overview**, with Shay Bilchik, Administrator, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice
- 2/26 Forum: **Youth Corps: Moving Young Adults from Welfare to Work**, with Steve Savner, Senior Staff Attorney, Center for Law and Social Policy; Eric Clay, Youth Apprenticeship Program (YAP), Baltimore Civic Works; Eric Brown, Deputy Housing Director, Baltimore Department of Housing and Community Development; and Debra Pittman, YAP graduate
- 2/27 **Retention and High Stakes Testing: Will They Result in Improvements in Urban Student Achievement?** with Mitchell Chester, Executive Director of Accountability and Assessment for the School District of Philadelphia; Stephanie Robinson, Principal Partner, The Education Trust; Richard Wenning, Director of Educational Accountability, District of Columbia Public Schools; and Dennis

Doyle, education consultant and writer

- 3/6 **The Role of School Choice in Increasing Access to Quality Education**, with Clint Bolick, Vice President and Director of Litigation, Institute for Justice and Ginny Walden, Community Outreach Coordinator, FOCUS (Friends of Choice in Urban Schools)
- 3/12 Meeting: **A Discussion with Dr. Thomas W. Payzant, Superintendent, Boston Public Schools: System-Wide School Reform: A National and Local Perspective**
- 3/19 Forum: **The Serious and Violent Juvenile Offender: What are the Risk Factors and Successful Interventions?**, with David P. Farrington, Professor of Psychological Criminology at the Institute of Criminology, University of Cambridge, England; Rolf Loeber, Professor of Psychiatry, Psychology, and Epidemiology at the Western Psychiatric Institute and Clinic, School of Medicine, University of Pittsburgh; and Nancy G. Guerra, Associate Professor of Psychology at the University of Illinois at Chicago. (Co-sponsored by the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.)
- 3/20 Forum: **Revisiting Charter Schools: A Growing Component of Public Education**, with Jeanne Allen, President, Center for Education Reform; Bernice Lever, Chief Executive Officer, Arizona CALL-A-TEEN; and Peggy Kerns, Director, Office of Intergovernmental and Interagency Affairs, U.S. Department of Education
- 3/27 Forum: **Should We Build an Internationally Benchmarked System of Standards and Performance Assessments?**, with Marc Tucker, President, National Center on Education and the Economy, and Lauren Resnick, Director, Learning and Research and Development Center, University of Pittsburgh
- 4/16 -
4/17 Site Visit: **Urban Education Reform: The Boston Experience**, with visits to Jeremiah Burke High School, Woodrow Wilson Middle School, Carney Hospital, Bunker Hill Community College and University School at Action for Boston Community Development, Inc.
- 4/24 Forum: **Newcomers: Language and Academic Programs for Recent Young Immigrants**, with Deborah Short, Director of the English Language and Multicultural Education Division, Center for Applied Linguistics; Beverly Boyson, Center for Applied Linguistics; and Bruce Schnur, Principal, Liberty High School, New York City
- 4/26 -
4/28 Site Visit: **Business Connections and Applications of Skill Standards: The**

National DECA Conference, Denver, CO, with visits to the national DECA competition where 10,000 skilled high school students compete in a large variety of marketing competitions; meetings with employers, skill standards experts, marketing program directors and students; shadowing of individual students and student teams; and a school site visit

- 5/1 Forum: **“What Matters Most?” Recommendations for Making a Difference in the Quality of Teaching**, with Mary Dilworth, Senior Director for Research and Information Services, American Association of Colleges of Teachers of Education; Charles A. Amundsen, Principal, High School of Telecommunication Arts and Technology, New York City; and Juliette Young and Philip Weinberg, Teachers, High School of Telecommunication Arts and Technology, New York City
- 5/8 Forum: **Faith-Based Institutions and Their Response to the Needs of Youth and Communities**, with Linda Bales, Director, Shared Mission Focus on Young People; Jewell Dassance, Director of Children and Family Development, The Congress of National Black Churches; and Harold Dean Trulear, Director of the Partnership for Research on Religion and At-Risk Youth and Vice President at Public/Private Ventures
- 5/15 Forum: **What Difference Do Teaching Standards Make?** with Mary Scannell, Executive Director, Indiana Professional Standards Board; Emerson Elliott, Director of the Program Standards Development Project, National Council for the Accreditation of Teacher Education; and Carol Smith, Director of Professional Issues, American Association of Colleges for Teacher Education
- 5/22 Forum: **The Growing Role of Urban Four-Year Universities in Service-Learning, School Reform, School-to-Work and Community Change**, with Ira Harkavay, Director, Center for Community Partnerships, University of Pennsylvania
- 6/12 Forum: **Safe Passage: Making it Through Adolescence in a Risky Society**, with Joy Dryfoos, independent researcher and writer; and Rosa Agosta, Director, Technical Assistance Center, Children’s Aid Society of New York City
- 6/17 Forum: **Best Practices Serving Job Corps: The National “Alpha Award” Winners**, with staff of the National Job Corps Coalition and 1998 Alpha Award Winners
- 6/19 Forum: **Implementing School-to-Work: Creating Multiple Pathways to College and Work for All Youth -- Emerging Lessons from Pioneering Reforms and a Longitudinal Evaluation**, with James Kemple, Manpower Demonstration Research Corporation