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ABSTRACT

Twenty-two key professionals were invited to submit written comments and to attend a 1-day consultation designed to identify strategies for expanding the availability and quality of training for youth workers. Participants responded in writing in advance of the meeting to three sets of questions: type of people involved in youth work and challenges organizations face in building a pool of expert youth development workers, training of youth workers, and strategies to expand training availability and quality. The consultation itself was divided into four segments: (1) participants' identification of the two most important points made in their written comments; (2) a large group discussion of ways to promote youth work as a career rather than a job; (3) small groups' identification and reports on strategies to enhance the professional development of volunteers in youth work and to strengthen preservice and inservice education programs for youth workers; and (4) participants' listing of their three top recommendations. Among the top 10 strategies were the following: expand availability of training, develop collaborative approaches to inservice training, reexamine existing levels of preservice training, create communication and networking mechanisms, develop standards for entry into and progression within the field, and develop public information networks. (Appendixes include a participant list, proposed definitions of key terms, and suggested knowledge base for youth workers.) (YLB)

REPORT ON THE

CONSULTATION ON

PROFESSIONAL DEVELOPMENT OF YOUTHWORKERS

May 13, 1991

Carnegie Corporation of New York

Carnegie Council on Adolescent Development

Task Force on Youth Development and Community Programs

REPORT ON THE CONSULTATION ON PROFESSIONAL DEVELOPMENT OF YOUTHWORKERS

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INTRODUCTION

Why Hold a Meeting on Professional Development of Youthworkers?

Since 1986, when the Carnegie Council on Adolescent Development was established, the organization has taken action to place adolescent issues higher on the national agenda. In 1989 the Council hosted a workshop to explore opportunities to increase support for youth from disadvantaged backgrounds within the voluntary sector. According to the 27 national experts who attended that workshop, many of the barriers to serving "high risk" youth revolve around the availability and quality of both staff and volunteers in community agencies. Participants repeatedly voiced concerns about the low status of youthwork in our society as evidenced by low salaries and high staff turnover. Discussion during that early workshop revealed that staff and volunteers who are in a position to support "high risk" youth frequently enter the field without the necessary skills, face limited opportunities to gain those skills, and those staff who do develop significant expertise often leave the field for more lucrative and rewarding jobs.

In 1990 the Council convened a 27-member Task Force to guide the work on a new Project on Youth Development and Community Programs. The two major goals of the project are: to expand the scope and availability of developmentally appropriate, community-based services for young adolescents (ages 10-15), particularly those living in high-risk environments; and to enhance public understanding and support of effective services for America's youth. In an effort to address the concerns that had been raised about the lack of professional development opportunities within youthwork, the Task Force identified the following as a major objective: To analyze the staff development needs of youth organizations and recommend methods to strengthen available pre-service and in-service education of youthwork professionals.

Several efforts were undertaken to accomplish this objective. First, Task Force members and other experts in the field provided additional information about the challenges related to professional development within youthwork. These experts also suggested relevant articles, studies, project reports, training manuals and other literature related to the topic. In March of 1991, twenty-two key professionals were invited to submit written comments and to attend a one-day meeting (consultation) designed to identify strategies for expanding the availability and quality of training for youthworkers.

SUMMARY OF PARTICIPANTS' WRITTEN COMMENTS

Participants in the Consultation (for roster of participants, see Appendix A) responded in writing, in advance of the meeting, to three sets of questions: (1) What kind of people get involved in youthwork? What are the challenges that organizations face in their efforts to build a pool of workers who have the expertise to promote positive youth development? (2) How do youthworkers get trained? and (3) What strategies can be developed to expand the availability and quality of training for youthworkers? Pamela Wilson, consultant to the Carnegie Council and coordinator of the Consultation, synthesized these responses and sent the results to participants, along with other briefing materials.

1a. What kinds of people get involved in youthwork? What are their backgrounds? From which life experiences do people (both staff and volunteers) involve themselves in youthwork?

A. People who get involved in youthwork tend to be humanitarians who desire to make a difference in the lives of young people. They are caring people who have a strong sense of mission.

B. Academic backgrounds of youthworkers vary greatly because of the minimal requirements necessary to enter the field. Disciplines that were mentioned most often include social work, education, recreation, psychology, child development, theology and counseling. Some individuals have been creative enough to design their own undergraduate programs to best prepare them for a career in youthwork.

C. Although occupational backgrounds vary as well, many youthworkers have worked in social or human services, teaching, recreation, performing arts, counseling, Peace Corps or VISTA, and religious education. Some of these trained professionals seek out youthwork because they 1) are frustrated with the bureaucracy encountered in previous work, 2) need additional work experience or income, 3) are attracted by the flexibility in both philosophy and working conditions or 4) want to give something back to their communities. In religious organizations, work with youth is often relegated to the youngest or newest clergyperson, staff or lay director of education.

D. Many people (both staff and volunteers) who get involved in youthwork were former youth members of some community organization, sorority or fraternity. Individuals who have experienced personal problems as youth sometimes desire to help today's youth avoid such problems or at least manage them effectively. Other people begin their work with youth

through a current affiliation with a civic or religious organization. Community people who get involved become important role models for youth and gain status and professional development opportunities for themselves.

E. Many entry level youthworkers bring little or no relevant academic or occupational training. Because of low pay and often difficult working conditions, some agencies are pressured to hire anyone who likes youth and is willing to do the job. Given the diversity of backgrounds and experiences of youthworkers, it is understandable that many do not bring the skills they need to effectively promote positive development of youth.

F. Those people who get and stay involved tend to be people who really care about youth and have a zest for the action, unpredictability and flexibility they find in youthwork. We probably have a lot more to learn from the people who stay in the field for a long time.

1b. What are the challenges that organizations face in their efforts to build a pool of workers who have the expertise to promote positive youth development?

The challenges cited most frequently were:
--how to attract and retain qualified staff
--unclear definitions of youthwork
--limited and inaccessible models of training

A. Attracting and Retaining Qualified Staff: Responses spoke repeatedly about a variety of factors that inhibit people from choosing and making a commitment to youthwork as a career. First, youthwork is not recognized as a profession that might be considered by young people who are planning for their future occupations. It is not viewed as life-long work. The work itself is given little or no status in our society as evidenced by the lack of funding for salaries and training. In many youth-serving organizations there are many points of entry for staff but these points are poorly defined. Many of the program delivery positions have vague minimum requirements and few, if any, performance standards. Once staff have entered the field, there are few opportunities for advancement and insufficient rewards for gaining new skills and competencies. There is no uniform credentialing process, although agencies such as Boys and Girls Clubs of America have created their own. Thus as program staff gain expertise, they tend to move on to more lucrative positions, sometimes but not often enough in the field of youthwork.

B. Unclear Definitions of Youthwork: An issue that further

complicates a person's ability to choose youthwork as a career is the lack of clarity about what we mean by youthwork. Some people and organizations define their work with youth in terms of preventing problems such as drug abuse or adolescent pregnancy. Others provide interventions to help youth who are already experiencing problems. Still others have coined the phrase "positive youth development" to indicate a focus on all youth and the promotion of a set of skills, understandings and conditions that lead to successful adulthood. However, even among the latter group, there is not agreement about which skills, understandings and conditions to promote. Youthwork varies depending on the age/developmental stage of the target audience and on the environmental conditions in which target youth live.

Youthworkers do not generally identify themselves with this label. In the National Youthworker Education Project supported by the Lilly Endowment, participants had great difficulty defining youthwork and tended to describe their work according to specific functions. In fact, many program staff entering the field do not have a broader view of adolescent development or youthwork, having been hired to teach a specific skill such as swimming or dancing.

C. Limited and Inaccessible Models of Youthworker Training: Quality training exists at both the pre-service and in-service levels but there are not enough programs. Those training programs that are available are too far removed from local program staff in community agencies and often funding is insufficient for replication of effective training. Also much time and cost goes into creating individualized training within organizations when many of the skills needed by workers are generic.

2. How do youthworkers get trained?

a. If you represent one of the following pre-service disciplines, how does it attempt to train students for youthwork?

In response to this question, the disciplines of social work, education and theology were addressed most frequently. However, people agreed that there is no discipline that offers extensive training for practitioner-level youthwork. And since youthwork is open to people with minimal requirements, there is little incentive to students or universities to invest in such courses.

A. Social Work: Schools of social work have historically focused on preparing professionals to intervene on behalf of troubled youth and families. The group work specialty in

social work, which was popular in the 60's and 70's and provided important skills for youthworkers, has since faded. Most graduate schools of social work today offer only elective courses in group work.

Nevertheless, social work education at both the undergraduate and graduate levels provides a theoretical grounding that is beneficial for work with youth. Students gain information about human growth and development, they learn to be nonjudgmental of the human condition, they learn important communication skills such as effective listening and counseling, they also participate in field placements, which bridge the theory they're learning to the real world. Sometimes these field placements are in agencies that provide services to youth and students get to apply what they're learning and receive exposure to important role models and mentors. Individuals who have an interest in youthwork can arrange to have relevant field placements and sometimes experienced youthworkers go on to pursue social work degrees.

There is no special focus on adolescence in social work education with the exception of elective courses at some universities. And even within this group of courses, there is often a tendency to focus on "psychopathology of adolescence" rather than on normal adolescent development. The Association for the Advancement of Social Work with Groups, Inc. is an organization that is trying to influence the Council on Social Work Education to reestablish standards for the teaching of group work and to include work with adolescents as a standard part of human behavior and social work practice courses.

B. Education: Most preparation programs for teachers and for administrators focus almost exclusively on school-centered preparation for cognitive growth and development. While this is one aspect of youth development, most prospective teachers and administrators are not required to take courses in human development and therefore don't have an overall understanding of "normal" adolescent development or of what it might take to help adolescents become healthy, happy and productive adults. Yet schools are increasingly seen as the best site to address the myriad of youth problems in our society. Schools typically respond by adding new courses to their curriculum.

Many people enter the field of youthwork with teaching degrees or experience. Often their education and/or experience helps them in their ability to design and implement informal education programs in community settings. Traditionally trained teachers usually know how to organize lessons and get information across, but often rely on one-

way teaching methods such as lecture and are less skilled in experiential or learner-centered methods. They also are often less skilled at facilitating small groups.

There is little or no learning in schools of education related to self-knowledge. Staff who want to promote the development of youth must have a knowledge of their own attitudes and values that can sometimes be imposed or otherwise block their effective interactions with youth.

C. Theology: While there are undergraduate and graduate programs in youth ministry, most clergy receive little or no seminary preparation for work with adolescents. In the face of severe clergy shortages, seminaries of mainline denominations are reluctant to adapt their educational process to include a focus on youthwork. Also, clergy are trained to view didactic education as more serious that informal or experiential education, which is more relevant to the needs of young adolescents.

D. Youthwork/Youth Development: Several pre-service courses exist to train youthworkers and efforts have also been made to document the competencies needed by youthworkers and to design courses to convey these competencies.

American Humanics works in partnership with colleges and universities to offer degree programs with a concentration in youth and human service administration. Co-curricular programs such as field trips and executive seminars and workshops provide students with important opportunities for applied learning and interactions with role models and mentors. While students take courses designed to promote their understanding of youth and effective programming for youth, the focus here is on management and administration.

The Center for Youth Development and Research at the University of Minnesota provides elective courses in youth development, a one-year, 24-credit sequence of courses and practicum experiences called the Youth Studies Collateral, model building for in-service training and continuing education services. While the Center does not provide a specific degree it does offer youth development courses for students majoring in subjects such as psychology, child development, sociology, education and recreation.

In Search of a Curriculum to Train Youthworkers: In 1973, 4-H spearheaded the creation of the National Curriculum Project for Youth Development Professionals. The project consisted of six seminars that brought together a wide variety of youth development experts who created a document that describes the youth development professional and the appropriate content for training such professionals.

Although this effort seemed to have little impact, the Extension Service-USDA later provided funding to the Ohio State University and Mississippi State University to identify and strengthen the body of research and knowledge relating to Extension 4-H/Youth Development Programs. This project called 4-H PRK (Professional Research and Knowledge Base) yielded a 4-H youth development database, youth development curricula, a career development model, an assessment package and a national research agenda. (A copy of the Executive Summary from this project is attached.) The youth development curricula provide guidance to land grant universities in the development of their own pre-service courses for 4-H staff.

2b. If you work for an agency that serves youth, how do staff in your agency get trained? How effective is the training?

A. In-service training models vary from comprehensive plans for human resource development to more loosely structured compilations of unrelated learnings and "shot-in-the-arm" reenergizers.

B. Most of the larger youth organizations have sequences of in-service training that are created and offered periodically by the national organizations. However, local affiliates vary in their capacity to send people to this training and often new staff have to wait as long as a year to receive basic professional training. Each group develops training that emphasizes the knowledge, attitudes and skills they value most. In some organizations this is administration, fund-raising and management; in others it is youth development principles. Although there are local affiliates that have developed their own expertise in serving youth in "at-risk" environments, this is an area of in-service training that needs to be enhanced.

C. Mentoring and coaching are also an important means of training new staff and volunteers.

D. Organizations such as the Center for Early Adolescence provide well-planned, developmentally-oriented generic youthworker training (Planning Programs for Young Adolescents) that could be expanded to reach workers in a greater number of local agencies.

E. In religious youthwork, there are several exciting approaches to in-service training. The Center for Youth Ministry Development conducts long weekend training programs for full or part-time youth leaders. Group Publishing offers a "Youth Ministry Consultant" certification program

for junior high ministry. This is ecumenical training geared toward professional youth leaders or volunteers who can afford to spend a week in seminars over a period of three to four years. The Southern Baptist Convention Sunday School Board offers many training opportunities at the national, regional and local levels several times a year. The training is paid for from the sale of Southern Baptist publications and is free to participants except for room and board.

2c. A significant amount of professional development within agencies is focused on paid staff. What has to happen in order to enable unpaid staff (who often have less time and tighter schedules) to develop the skills they need to be effective in their work with youth?

A. Volunteers must be welcomed into agencies and be respected and given the professional responsibilities of full staff members who happen to be working without pay. They must not be treated as second class citizens or slaves.

B. Volunteer programs need to be supported by appropriate organized efforts in recruitment, selection, training, assignment, supervision, evaluation and recognition/rewarding. Some participants indicated that volunteer training was less of an issue than the provision of meaningful support and supervision. The Partners program in Chicago (patterned after Big Brothers/Big Sisters) provides only a half-day of training but offers 24-hour back-up from staff. The concept of the volunteer never being alone seems to encourage both recruitment and retention.

C. For organizations such as religious groups that depend on volunteers for much of the direct work with youth, the key is making training available and accessible. We have to be creative offering more training at night and on weekends.

D. Some participants recommended attempting to influence public perception of the importance of volunteering and to promote the idea of community service among youth themselves.

3. What strategies can be developed to expand the availability and quality of training for youthworkers?

a. Should additional pre-service courses be developed? If so, how do we begin or expand the process?

A. Create a credential that can earn academic credit but that can be attained outside of a college setting. The field

could create a YDA--Youth Development Associate--credential patterned after the CDA--Child Development Associate credential, which provided training and gave status to many preschool and day care workers over the last 20 years.

B. Enhance the focus on youthwork in disciplines such as social work, education, theology and recreation.

C. Utilize contemporary technology to offer a professionally-produced video course on youth development for university credit.

D. Create degree programs that build on collaborations between universities and community organizations such as the one being created by Robert Long at the University of Northern Iowa.

E. Employ the researched-based knowledge of developmental needs of youth to design pre-service courses. For example the work of the Center for Early Adolescence; Search Institute or Girls Incorporated could be used to inform the content of a curriculum for youth development professionals.

F. Mike Lenaghan, President of American Humanics, suggested that his organization offers a model that can be improved, expanded and responsive as a mechanism for advancement of youthworker education.

b. How can community organizations build and coordinate systems for providing youthworkers (paid and unpaid) with the skills needed for positive youth development?

A. Develop sequential programs making use of informal training, mentoring, and buddy systems. Mentoring can take place in-house by pairing a senior staff person or volunteer with new ones. Or it can be done through collaboration with other youth-serving organizations or local businesses, depending on the skills staff need to acquire.

B. Develop "cohort" or collaborative trainings which gather people from different agencies (or across denominations in religious youth work) by level of experience. Several participants including Janet Obeid from United Way suggested that United Way, at both the national and local levels, could play a major role in coordinating and funding these efforts. Also organizations such as the National Collaboration for Youth, the American Association for the Advancement of Social Work with Groups and the Lilly Endowment can play major roles.

C. Focus more on training trainers rather than training front-

line youthworkers.

D. Improve human networks by creating journals or publications that all youthworkers read to keep abreast of program ideas. Expand opportunities for program staff to share the joys and the struggles of their work with youth and to decrease their sense of isolation.

E. Develop internship programs for youth to develop their skills as youth leaders.

F. Use new technologies (video and audio tapes, video discs, teleconferencing, etc.) to bring information to the local setting.

G. Encourage agencies to share expertise; encourage collaboration; provide necessary support for sustained collaborative efforts.

H. Identify and utilize existing resources rather than reinventing the wheel. Much has already been done to identify youth development leadership competencies and effective training models.

c. Staff and volunteer turnover decreases the ability of many youth-serving organizations to effectively train their workers. What can be done to reduce this problem?

A. This is often a function of salary and working conditions. The former is difficult to change but organizations could provide additional administrative support and reduce the expectation that youthworkers devote more than 40 hours a week to their work.

B. Define and credential the profession and create career paths so that pay scales can increase.

C. Build training systems that accept turnover as a given.

D. Develop a youthworker corps, similar to the military, that is legislated and supported by the government.

E. Make sure that volunteers' initial experience in youthwork is successful to encourage their future involvement. Also, accept the fact that some volunteers and staff need to move on to other things.

F. Conduct renewal activities such as provision of time for "reflection" and giving youthworkers opportunities to participate in meaningful ways in the broader organization strategic planning.

d. **How can we increase funding for youthworker education at both the national and local levels? Who should be responsible for supporting and organizing these efforts?**

A. Training departments of community organizations need Endowed Chairs similar to those found at prestigious colleges and universities.

B. Promote United Way as coordinator in the establishment of local training academies.

C. Involve local for-profit corporations in planning and promoting training efforts; borrow their personnel for training purposes.

D. Explore the federal role in the establishment of the Child Development Associate (CDA) credential to see whether it offers a model for creating a Youth Development Associate (YDA) credential. A federal initiative with local matches would have the potential for redefining youthwork as a national priority.

E. Among funding organizations, develop policies supported with funds, requiring that training or staff renewal efforts be an integral part of any program development. Local and national youth-serving organizations need to regularly incorporate staff development line items within their budgetary requests.

F. In partnership configurations, communities, corporations, foundations, governments and voluntary organizations share an opportunity and a mandate to improve, increase and apply resources for youthworker education. Create coalitions comprised of cross-sections of local/state/national decision-makers.

G. Funders might convene similarly funded grantees to promote shared learning and new opportunities for collaboration.

MEETING SUMMARY

The Consultation on Professional Development of Youthworkers took place on May 13, 1991 at the Carnegie Corporation of New York. Co-chairs of the session were Wilma (Billie) Tisch and Phil Coltoff, both members of the Task Force on Youth Development and Community Programs.

The Consultation was divided into four segments. In the first segment, participants introduced themselves and stated the two most important points that they had made in their written responses. The second segment consisted of a large group discussion of ways to promote youthwork as a career rather than a job. For segment three, participants worked in small groups to identify and report on strategies to: (1) enhance the professional development of volunteers in youthwork; (2) to strengthen pre-service education programs for youthworkers; and (3) to strengthen in-service education programs for youthworkers. In the fourth and final segment, participants listed on index cards their top three recommendations to the Task Force as a result of the day's discussions.

Segment One: Establishment of Priorities

Following introductions, participants identified the two most important points they had made in their written comments. The twenty issues listed below emerged from that discussion:

1. Issues of professional development are muddied by the lack of clarification about what we mean by youth development. Participants voiced the need to define what it takes to bring children forward to successful adulthood and to identify the skills that are required by people who wish to further that development among our youth. Karen Pittman proposed that we see youth development as a process that young people themselves are engaged in -- a process through which they find ways to meet their physical and social needs and develop relationships and competencies that they view as valuable in their lives now as well as in the future.

2. The terminology used to describe staff and volunteers who work with youth is ambiguous and possibly limiting. One result of the lack of professional identity within the field is that there are no universally agreed upon titles for its workers. Some people felt that the term "youthworker" has less than professional connotations. Terms used by participants during the meeting included youthworker, youth development professional, paraprofessional and volunteer, youth development specialist and youth leader.

3. Many problems revolve around the fact that youthwork is a

low status occupation, that leads to low salaries as well as challenges in recruitment and retention. Youthworkers are molding and shaping young lives. As a society we must communicate to these workers that their services are valuable and that they themselves are valued.

4. The lack of career paths and the lack of prestige are tied to difficulty in retaining good workers. The very people who originally got involved in the field because they enjoyed working with young people leave or move into management positions because of their need for a career that is recognized as valuable. While it is critical for managers to have had hands-on experience with youth, it would be less than ideal to have career paths in which the only movement is linear, from direct-service worker to administrator. If in addition to administrative positions, there are progressively challenging career options at the program level, youthworkers can think of staying in direct service but not in the same job or even in the same organization. These progressive career options must also have increasing levels of prestige and remuneration associated with them. Another way to decrease burnout is to encourage front-line workers to establish boundaries in their lives, not to expect them to work inordinately long hours or give in ways that are not healthy.

5. Recruitment and training efforts must actively pull in workers indigenous to the communities served by youth organizations. Indigenous workers may lack credentials such as a high school diploma, but with strong training and supervision often become highly effective workers as well as bridges between the agency, the community and the larger society. Investing in training of staff and volunteers from the local community helps to strengthen the community by creating a local pool of leadership.

6. Adults who work with youth will be most effective if they are fully developed human beings themselves. The United States should consider the model of training used in Scandinavia that begins the education of youthworkers early by promoting the positive development of youth themselves and by encouraging youth to view such work as an important and meaningful option for their futures. Adults who are fully developed themselves will bring basic skills to youthwork careers or any career that involves interaction with youth.

7. Service to youth should not be promoted as a single discipline; rather it should be viewed as a clearly-articulated philosophy that is incorporated into a wide variety of disciplines. Participants strongly recommended a holistic approach that was multi-disciplinary. This

approach requires communication and collaboration across disciplines to serve youth effectively .

8. Youthworker training must also address community organization and advocacy, especially in communities serving people of color, who are more likely to be poor and undereducated. Many youth-serving organizations are located in neighborhoods in which the conditions are terrible and the people have little or no control over the institutions in their own communities. We must see youth as part of a larger community, and youth development as integrated within community development. How can youth develop positively in environments that present serious physical and psychological threats? The term "social distance" was used to describe professionals who are removed (psychologically, socially and economically) from the communities in which they work.

9. There is a need for a broad-scale public relations campaign to introduce the notion that commitment to the lives of youth, whether it is paid work or volunteer, is important. Just as attitudes about recycling have changed through heightened public awareness, attitudes about the value of youthwork could be modified.

10. The field of youthwork might benefit from the experiences in two related disciplines, child care and teaching. There are many parallels between youthwork and child care. For example, until recently there has been little clarity about the knowledge base and competencies that are important in child care. Child care workers have also traditionally been paid very low salaries, although not as low as youthworkers in some communities. It was suggested that the development of a credential in youthwork, similar to the child development associate credential, might help to professionalize the field. Youthwork could also take a lesson from the teaching field where some effort is being made to create a certificate that recognizes the very best teachers, who can then take on the role of mentoring other teachers. A similar certificate might provide the first rung on a career ladder for youthworkers. Likewise, the teaching profession has experimented with three ways of recruiting, which youthwork might want to emulate: (1) utilizing public service ads, (2) searching for candidates on high-quality campuses and (3) recruiting retired business executives.

11. The best way to fully utilize limited resources is to promote collaborative approaches to training youthworkers. Many agencies have similar needs and are doing similar work but the tendency toward turf protection reduces the amount of sharing that currently takes place. More specifically, it was stressed that organizations share existing resources.

For example, the 4-H has a national information service housed at the National Agricultural Library that provides comprehensive information on youth development. Leah Hoopfer is working to make the information service accessible beyond the 4-H network, to all agencies concerned with youth.

12. Models of collaboration in youthworker training do exist. One such program is located at the University of Northern Iowa. The University is working with families and community agencies and the chair of the program has permanent funding for his position.

13. The curriculum for training youthworkers must be balanced to include youth development, staff or leadership development and management.

14. We must look to funders in every sector of our society, not just United Way, to investigate where resources exist. Then we must advocate the importance of youthworker education and training with these funders.

15. The religious sector is isolated from the mainstream of youth development work. This is true partly because youthwork is not highly valued within many religious institutions, and partly because churches and synagogues are not community agencies. It is important to identify ways to increase connections between the religious sector and the remainder of the youth development field.

16. Formal training is not the only means of preparing youthworkers. Quality supervision can also promote skill development and increase the motivation of staff and volunteers to go on for advanced education.

17. The group was encouraged to challenge its assumptions about longevity in the field. Youthwork may be best viewed as an intermediate set of experiences that might, but do not necessarily have to, lead to a specific career. We should try to engage young people in the formative years to make sure that they are developing the personal skills that would enable them to be good youthworkers. These personal skills will help them not only in the positions they might hold during adolescence or young adulthood but also in the wide variety of future occupations they might choose to enter.

18. Encourage the social work field must be to redevelop its emphasis on practice in group work and youth service. Schools of social work at all levels need to (1) offer specific courses in group work with youth, (2) recruit students from youth-serving agencies, and (3) view youth-serving agencies as top-rate places for employment and

social service. The Association for the Advancement of Social Work in Groups is attempting to influence schools of social work and the Council on Social Work Education in this regard.

19. The field must do a better job of recruiting and utilizing volunteers. Settlement houses used to do this very effectively. Now, the structure of communities has diffused local involvement of churches and social clubs in the development of youth.

20. Agencies in the field must take a comprehensive approach to preparing youthworkers and move away from "project-itis." There are too many distinct projects on specific youth issues that have training components, but once the project ends the training ends as well.

Segment Two: Discussion of Youthwork as a Career

In this segment participants pursued the issue of promoting youthwork as a career rather than a job. They considered questions such as:

- What can we learn from other countries that view youthwork as a profession?
- Should youthwork become a profession in this country?
- What can we learn from other fields as we tackle these issues?
- What might be a career ladder for people who come into youthwork?

The initial discussion on this topic surfaced several larger philosophical issues. First, there were critical differences in the way group members defined who youthworkers are in this country. Some participants felt strongly that youthworkers must include medical, legal, and teaching professionals as well as parents, community and religious leaders. All of these people interact with youth and need training in youth development. It is important for all of them to see themselves as professionals charged with promoting youth development. For the purposes of the Consultation, the chairs asked participants to narrow their focus to staff and volunteers working in community agencies, rather than other settings since this is the priority of the Council's Project on Youth Development and Community Programs. Several participants stressed that the Council should define the population as broadly as possible and should see community workers as a subset of the larger population of youthworkers. Participants emphasized the importance of teachers in the

promotion of positive youth development and encouraged partnerships between teachers and youthworkers.

The second issue dealt with participants' concerns about the nature of services being provided by the collection of youth-serving and community agencies defined by the study. Many of these programs direct their resources toward the prevention or management of youth problems rather than the promotion of positive youth development. Participants questioned who the Task Force was targeting for enhanced training opportunities: youthworkers approaching their work from a problem perspective or those with a positive and comprehensive approach.

Once these larger concerns were aired, the group proceeded to offer the following advice in response to the questions listed above:

1. Rather than view youthwork or youth development as a single profession, view it as a field of work that people may enter from a variety of academic disciplines, professions or non-professions and that can lead to diverse career paths.

2. Articulate a common philosophy, standards for practice, and shared values that can be systematically pursued by all in the field.

3. Create standardized levels of proficiency for each step along a career ladder. In order for youthworkers to want to aspire to new levels of expertise, those levels must be clearly identified and lead to increased recognition and reward.

4. Avoid the traps that some other professions have encountered as a result of establishing rigid requirements and credentials. The youth development field is changing too rapidly to be able to be inflexible about the knowledge and skills needed for various positions.

Segment Three: Small Group Reports

Consultation participants met in small groups to discuss three aspects of youthworker education: (1) professional development of volunteers, (2) strategies for enhancing pre-service education and (3) strategies for enhancing in-service education.

Professional Development of Volunteers

The task of this group was to identify strategies to enhance the professional development of volunteers in youthwork. Group members included Kenda Dean, Luis Garden-Acosta, Leah Hoopfer, Janet Obeid, Ruby Takanishi, Billie Tisch, Wendy Wheeler and Phil

Coltoff. The group considered questions such as:

- What are the best ways to bring volunteers into youthwork so they feel welcome, respected and well-utilized?
- What models of volunteer recruitment, selection, training, assignment, supervision, evaluation and recognition are most promising?
- How do we best recruit nontraditional volunteers: adults from diverse ethnic and cultural backgrounds, non-parents, youth, older adults?
- What expectations should organizations have of volunteers with respect to training?
- What strategies might influence public perception of the importance of volunteering for youthwork?

The group identified ten key findings and/or recommendations:

1. Volunteers should be treated in most ways like regular staff. Some agencies refer to them as unpaid staff. Volunteers should have job descriptions, time sheets, good training, supervision in the form of mentoring and job appraisals. Volunteer job assignments should be meaningful and respected by the agency. Like paid staff, volunteers need to have career ladder opportunities -- sometimes to test a potential career path or to facilitate a career change.

2. Volunteer recruitment has not focused enough on parents of young adolescents. While parents of younger children might be overrepresented in the volunteer pool, parents of adolescents are under-utilized. Given developmental issues, it might be best to have parents interact with children other than their own. Also many parents want to be involved in programs as participants receiving their own services rather than being always viewed in the parent role.

3. Agencies should make it easy for people to volunteer by paying for training and for other kinds of expenses associated with the work.

4. As has been stated earlier in the day by participants, volunteer recruitment should begin with young people who are involved in youth programs. Agencies should promote youthwork as something youth can and should be involved in throughout their lives -- as professionals or volunteers.

5. It is essential to screen volunteers for work with youth.

Some people are intimidated by adolescents; others love the age group. It is especially important for direct service volunteers to enjoy the age group, as adolescents tend to be drawn to programs by the people rather than the program itself. Training can also help volunteers feel more comfortable and skilled with this age group.

6. Volunteers are often important role models in the field of youth development. Thus it is especially important to actively recruit people from local communities and people of color for direct service and leadership roles in "high-risk" communities.

7. Training for volunteers must be experiential and involve contact with young people. Members of this group agreed that volunteers should be required, or at least expected, to receive training but acknowledged that this does not typically happen. Most national youth-serving organizations promote required training for volunteers, but it can be challenging to enforce at the local level when organizations depend on volunteers. Girl Scouts, an organization that relies heavily on volunteers at the program level, has found that their promotion of training as a integral and important aspect of the work has led to great acceptance on the part of volunteers. Their volunteers not only look forward to training, they demand it. If marketed and implemented successfully, training can become a form of reward or recognition.

8. The involvement of corporate volunteers have brought mixed reviews. On the one hand, having additional human and financial resources available is a positive opportunity for the field. Some people have questioned, however, whether the values within the business community are conducive to youth development. Without stereotyping business people, it is important to be attentive to the training needs of people coming from corporate environments, and in particular, to ensure that they are compatible with the mission of the organization.

9. In seeking diversity among volunteers, it is important to focus on issues of gender, age, social and economic background in addition to race and culture. As agencies bring together people from diverse backgrounds, they must build areas of common ground while also affirming the unique differences among individuals and groups. Agencies must also be careful to avoid discriminating against volunteers on the basis of factors such as age or educational background. A 16-year-old who is working alongside a 35-year-old should participate in the same training and be treated with the same set of rules and rewards.

10. Volunteer training should focus heavily on the idea of empowering youth and sharing leadership with them. A study done at 4-H found that 4-H volunteers received more satisfaction from the program than the youth. Young people are dropping out of some of their programs because they do not have the power to make decisions about how they spend their time.

Strategies for Enhancing Pre-service Education

This group was charged with identifying strategies to strengthen pre-service education programs for youthworkers. Group members included Joan Costello, Anna Hopkins, Michael Lenaghan, Bob Long, John Ramey, Michelle Seligson, Vivien Stewart and Pamela Wilson. The group considered questions such as:

- When should pre-service education begin and how?
- What would it take to enhance the focus on youth development in schools of social work? schools of education?
- What strategies would encourage youth-serving organizations and university programs to work more closely together for mutual advantage?
- How can college and university-based training programs help to create standards and provide meaningful credentials for youthworkers?

Findings from this group included:

1. Pre-service training should begin in high school, or perhaps as early as middle school. High school students need opportunities to volunteer in youth service, get credit and take related course material. Some participants thought these programs should be mandatory. At any rate, there should be more human service electives in the high school curriculum. Community organizations must work more closely with high schools to create incentives -- jobs and meaningful volunteer positions -- for students to take these classes. Peer leadership programs do already exist in some communities and are becoming increasingly popular.

2. Credit and recognition should be provided to youth who do participate in youth leadership programs. Suggestions included (a) offering certificates for service that have meaning in the marketplace, (b) providing advice on ways to describe relevant high school experience on one's resume or college application, (c) awarding scholarships for outstanding youth service. Certificates for youth service

should also bring youth increased status in their communities and some degree of advantage in the job market. Ideally, certificates for service should have validity across organizational boundaries.

3. The community college was seen as an ideal training ground for entry level youthworkers. These colleges could offer certificate programs or full associate degree programs. Either training option should include both academic course requirements and a practicum supervised by an experienced youthworker.

4. Since everyone entering youthwork will not be able to attend an undergraduate program, there need to be options for certification that begin outside the college system. A youth development associate (YDA) credential based on the child development associate (CDA) would allow people to earn credits through a series of experiences on the job. There would, however, need to be some connection to the community college system to guarantee that the credential has validity nationwide and can be applied toward a more advanced degree. The CDA did not work effectively in the child development field because it was not linked to standardized academic credit systems.

5. Establish additional youth development certificate programs in college programs at every level, including undergraduate and graduate programs. Examples of college programs that have developed such an emphasis include the Center for Youth Development and Research at the University of Minnesota and the Youth Leadership Studies Program at the University of Northern Iowa. At the University of Minnesota students majoring in subjects such as psychology, child development or recreation can take a 24-credit sequence of course and field work related to youth development. At the University of Northern Iowa students can get an undergraduate certification in youth leadership or a Masters Degree in Youth and Human Service Administration.

6. Advocate for increase emphasis on youth development within existing human and social service college programs. Make the issues more visible by speaking at meetings held by organizations such as the Association of Community Colleges.

7. Create endowed chair or professorship positions in youth development studies. These professors can give visibility and credibility to the field within various disciplines.

8. Create a professional association that can help set standards for education in youth development. The association would need to be respected nationally and draw people from across disciplines. Models on which this

association could be based include the American Alliance for Health, Physical Education, Recreation and Dance or the American Association of Sex Educators, Counselors and Therapists.

9. Another mechanism for increasing standards without regulations is the model used by the National Association for the Education of Young Children, which has developmentally appropriate practice standards that enable organizations to become recognized for the proportion of their staff that have been trained at various levels.

10. Build strategies to increase public awareness of professions related to youth development so that students will demand courses and training in their college programs. The creation of scholarships and fellowships in youth development would also draw more people to this field of study.

11. Create coalitions at the local level that increase the motivation for collaborations between agencies that deliver services and universities. For example, United Way training money might include incentives for collaborative programs. Such support for collaboration is needed to reduce the barriers caused by each group's preconceived ideas about the other. For example, many youth-serving organizations feel that university training is too theoretical and removed from the real world of practice.

Strategies for Enhancing In-service Education

Group was attended by Carol Behrer, Judith Carter, Judith Erickson, Sharon Lynn Kagan, Karen Pittman, Peter Scales, John Turner, Dolores Wisdom and Jane Quinn. They discussed questions such as:

- What strategies might lead to increased interagency collaboration at both the local and national levels?
- What role could United Way and other funders play in coordinating and supporting such an effort?
- What training models are most effective for in-service training?
- What strategies would strengthen existing in-service training provided by organizations for their own staff?

The group began by defining in-service education as those initiatives designed for people already employed in some area of youthwork. Their report included the following findings:

1. According to Carol Behrer, the Department of Health and Human Services is increasingly concerned about youth issues and is currently formulating initiatives that approach youth development positively and comprehensively. It appears that the federal government might be an important funding source for youthworker education now or in the near future.

2. In-service education must target two types of workers: those with limited expertise who need to expand their knowledge and skill base and those skilled workers who are in need of renewal. "Renewal" training should combine study, travel and "recharging of batteries" to help reduce burnout.

3. Supervision is a critical component of in-service education. Agencies must build in time for quality supervision in order to provide direction and support to youthworkers. The benefits of supervision are directly related to its quality. When supervisors act as mentors and coaches, the benefits are great. Unfortunately, supervisors who are more prohibitive serve as roadblocks to professional development.

4. Collaboration -- between national and local youth-serving agencies and with colleges and universities -- is the key to fully utilizing limited training resources. We need to bring together people from various agencies to share innovative approaches that are working at the local level.

5. Examine the quality and appropriateness of training that youthworkers currently receive. How effective is it and how appropriate is it to workers at different levels in their careers? In too many cases, in-service training is provided haphazardly, as resources become available, without enough regard to the diverse needs of staff and volunteers at different levels.

6. Assess the literature and current training models to establish standards. Identify and document innovative approaches such as mentoring, modeling and reinforced training. Showcase the stellar examples of in-service training.

7. Agencies must do a better job of tying training to career advancement. In-service training could provide academic credit at the local community college or perhaps CEUs, if a strategy can be created to give them currency in the job market.

8. Invite masters-level or other highly-skilled youthworkers to become trainers of other youthworkers. The opportunity to participate in a training of trainers workshop and to educate others leads to increased status and becomes a

reward in and of itself. When youthworkers become trainers, they move on to a whole new level of professional development. However, it is important for agencies to create advanced positions with higher salaries for these people or they become forced to go on to other jobs where they can use their new skills and get paid accordingly.

9. Boost in-service training by utilizing technical experts who can serve as role models while bringing knowledge and skill practice in specific areas.

10. The organizational culture must communicate that training is necessary and valued. This means that long-range plans and annual budgets include a focus on training. Agencies must provide time and money for training and utilize follow-up procedures to help youthworkers apply what they have learned in training. Again, we must also educate the public and private sectors about the importance of training people to promote positive youth development.

11. Youth-serving agencies should view in-service training as only one segment of professional development for youthworkers. Some agencies such as Boys and Girls Clubs of America have developed a grid model of human resource development that includes defined job expectations, supportive supervision, training and development, performance appraisal, long range planning, competitive and equitable compensation plan, personnel policies and practices, recruitment and selections and career development planning.

12. Create systems for recognizing the contributions of youthworkers. The Indiana Youth Institute recognizes both winners and nominees in their program. They also provide cash awards for training.

Segment Four: Recommendations

In the final segment of the meeting, participants were asked to identify the top three actions that they would like to see happen as a result of the meeting. The following list of ten major strategies have been synthesized from the 30 or more recommendations offered at that time:

1. **Establish agreements on the basic definitions and philosophies around which this vocation can cooperatively operate.** Common definitions have the potential to unify diverse youth serving organizations and become the basis for the establishment of national standards for education and training. The field must first define what is meant by youth development and then agree on a) who in our society has the charge of promoting youth development and b) what

titles should be uniformly used to label those staff and volunteers. These definitions must be broad enough to permeate a variety of disciplines. Proposed definitions are included in Appendix C.

2. **Greatly expand the availability of appropriate training for direct service workers.** Begin by assessing the effectiveness of existing training models to identify what works for whom and why. Then, promote a range of successful models that include one-on-one coaching, mentoring and supervision in addition to experience-based workshops and courses. Encourage guidelines for training that make it important for all youthworkers, paid staff and youth and adult volunteers, to get trained. Agencies must expand their use of appropriate technology (satellite teleconferencing, video and audio taping) to make training more accessible to volunteers and other audiences with time and resource limitations.

3. **Advocate the importance of adequate support for professional service, training, and supervision with national and local funding sources in both the public and private sectors.** Funders such as United Way can play a major role in supporting professional development of youthworkers by:

    - promoting interagency youthworker education collaborations
    - developing and/or coordinating national, regional and local training academies
    - systematically including budget line items for training in grant awards made to youth-serving agencies.

    It was recommended that a major funder initiate, support and coordinate a series of collaborative training institutes in several local communities as a demonstration project.

4. **Develop collaborative approaches to in-service training that encourage agencies to tap one another's strengths and cooperate to tackle weaknesses.** Begin with the national youth-serving organizations to create youthworker education projects at the local, regional and national levels. This will maximize use of limited resources and reduce the duplication of effort that currently exists. Encourage local organizations to share training materials, trainers and services and to communicate with each other on a regular basis. Through collaboration, the field can create ongoing educational advancement opportunities.

5. **Recruit youthworkers early during youth development programming.** The goal would be to have young people participate in programs and have relationships with adults

that portray service to adolescents as a viable career option. At the same time, youth development programming ought to provide the basics of youthwork training.

6. **Reexamine existing levels of pre-service training.** Begin by providing basic elements of youthworker training at the middle school level which could incorporate the idea of caring as a valued vocation. Consider expansion of the high school co-op model as a way of furthering exploration of youthwork as a career. At the post-secondary level, better utilize community colleges and other mediating structures in conjunction with more traditional four-year college systems.

7. **Advocate to the professional schools that currently participate in the training of youthworkers (social work, education, recreation, human development and theology) to increase their academic emphasis on the philosophy and knowledge base of youth development.** Specifically, schools of social work (BSW, MSW, Ph.D.) must re-develop the group work curriculum and actively identify field placements and jobs in youth services. Encourage these academic institutions to create or enhance lines of communication with youth-serving organizations and to develop collaborative models of training that fully integrate theory with practice.

8. **Create mechanisms that will increase communication and networking within the field of youth development, such as a professional association or a widely distributed journal.** A nationally-recognized professional association could take the lead in establishing educational standards and in coordinating training efforts.

9. **Develop a set of standards for entry into and progression within the youth development field.** There is a strong need to clarify multiple entry points into the field, establish standards and credentials for those entry positions, and influence the content and format of a continuum of training, coaching and supervision activities (programs) that would prepare people for those positions. Several participants recommended the creation of a baseline credential, such as Youth Development Associate, that defines a common body of competencies and knowledge and knits together the universe of youth development organizations.

10. **Develop public information networks in the local and national media that portray service to promote youth development -- volunteer and paid -- as important and valuable work.** Local, regional and national coalitions can help to establish ongoing publicity vehicles. The field should also advocate with governments at the local, state and federal levels to provide scholarships and fellowships

to encourage individuals to enter and/or stay in youth development work. Specific outreach efforts must be aimed at youth and adults residing in "high risk" communities being served by many youth-serving agencies.

CARNEGIE COUNCIL ON ADOLESCENT DEVELOPMENT
CARNEGIE CORPORATION OF NEW YORK

CONSULTATION ON PROFESSIONAL DEVELOPMENT OF YOUTHWORKERS
FINAL PARTICIPANT LIST
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APPENDIX B

PROPOSED DEFINITIONS OF KEY TERMS

Youth Development: An ongoing process in which all young people themselves are engaged that involves two types of activities: 1) seeking ways to meet their own changing physical and social needs and 2) building the assets (knowledge, values, skills and relationships) they feel are relevant to their present and future lives. This definition, proposed by Task Force member and consultant Karen Pittman, clarifies the fact that youth will develop in their own individual ways with or without support from family, school, community or government. Whether and how young people meet their basic needs and build assets that lead to successful adulthood depends largely on the strength and direction of influences in their lives. Influences on the direction that youth take in their development comprise people, places, environments, programs, activities and relationships.

Positive Youth Development Agents: Individuals who take deliberate responsibility for helping young people get through their process of development while achieving outcomes that family, community and society would define as successful. Promotion of positive youth development can happen by helping youth in direct or indirect ways 1) to meet their basic physical and social needs in ways that are immediately beneficial to them, beneficial or at least not harmful to their families and communities, and contribute to their long-term positive functioning; 2) to build the assets that family, community and larger society feel are important to successful participation in adolescent and adult life; and 3) to use their talents, skills, time and energy in ways that those institutions view as positive. According to this broad definition, promoters of positive youth development include parents, public and private school teachers as well as staff and volunteers in youth-serving organizations.

Youthworkers: This term is commonly used to describe staff, particularly direct service staff, employed by youth-service agencies. The term sometimes also describes volunteers (unpaid staff) in the same agencies, although the term volunteer is used more often. There is no agreement about nomenclature in the field right now. Although the term youthworker has been used with some consistency through the years, surveys (the National Youthworker Education Project) have shown that most staff in youth-serving organizations do not identify with that label. More recently the terms youth development professional or volunteer and youth development specialist have been proposed.

Pre-service Education: This term refers to education and training programs designed to give people knowledge, attitudes

and skills needed for a particular profession (in this case it would be youth development) prior to entering the field. Pre-service education typically takes place within an academic institution, such as a community college or university, which can provide some sort of credential.

In-service Education: This term refers to initiatives (workshops, coaching, job shadowing) for people who are already employed in some area of youthwork. Typically, the host agencies provide specific training to promote the knowledge, attitudes and skills needed to serve their clientele effectively. In-service education also often seeks to introduce new employees or volunteers to the "culture" (mission, values, norms) of the organization.

APPENDIX C

SUGGESTED KNOWLEDGE BASE FOR YOUTHWORKERS

Many organizations and academic institutions have made efforts to define the knowledge base necessary for youthworkers or youth development professionals. This appendix summarizes the approach taken by three groups: (1) Center for Youth Development and Research, (2) Center for Early Adolescence and (3) 4-H Professional Research and Knowledge Base.

Center for Youth Development and Research

The Center for Youth Development and Research at the University of Minnesota offers a 24-credit sequence of course and field work related to youth development. The program identifies necessary areas of content and competencies, indicating what youthworkers need to know and what they need to be able to do. There are two core domains of study: (1) understanding youth in context and (2) developing and implementing programs.

1. **Understanding Youth in Context:** This domain includes a focus on three areas:

- Youth development. Information is presented on the stages of adolescence and the related tasks, needs, capacities, roles and responsibilities that change over time. All aspects of development -- physical, cognitive, emotional, social, spiritual and moral -- are reviewed.

- Youth in society. Students learn about the range of social institutions and systems that provide the context for youth development in society. Institutions include family, school, neighborhood, peer group in addition to the larger political and social structures that present both opportunities and barriers to youth. Students also learn how systems such as health delivery, social service, youth service, legal and economic, impact youth and how these systems might be affected by cultural, racial, ethnic and socioeconomic differences.

- Developmental needs of special populations. This component offers a general understanding of youth from diverse backgrounds -- rural/urban/suburban, male/female, differing physical and mental abilities, racial and ethnic. Students also explore some of the problems youth encounter such as delinquency, substance abuse, sexual or physical abuse, prostitution and pregnancy.

2. **Developing and Implementing Programs:** This domain deals with the translation of knowledge into practice. There are two major areas of study:

- Professional Youthwork. Students learn methods that include interpersonal communicating, individual counseling, group facilitation, skills for designing and leading program activities. Along with the basic skills, students learn when and how to use them appropriately and in different arenas. In this focus area, students practice communicating with professionals from other areas of the human services field.

- Youthworker as a Person. Students work on increasing their self-awareness and learn ways to consciously use themselves in their relationships with youth. They learn the skill of self-assessment and the ability to work within realistic limitations of current practice. At the same time, they increase their ability to work toward constructive change in the youthwork field.

Center for Early Adolescence

The Center has created a comprehensive workshop, "Planning Programs for Young Adolescents," designed to help youth-serving organizations improve services for 10- to 15-year-olds. By promoting a clearer understanding of early adolescence as a unique developmental stage, the workshop enables youthworkers to better match personal interactions and program activities to the needs of the young adolescents.

"Planning Programs for Young Adolescents" offers many examples and ideas that have worked successfully in actual programs. The training focuses on program development by providing a process and a conceptual framework for planning, for bringing coherence to "borrowed" ideas and activities, and for evaluating new ideas and activities.

Another major focus of this training approach is on the development of staff as a resource. Participants learn the importance of developing positive relationships with young adolescents and how they can best utilize their own strengths in those relationships.

"Planning Programs for Young Adolescents" contains eight modules which are summarized briefly below:

Module 1: Introduction

Presents a basic philosophy and planning process for working effectively with young adolescents.

Module 2: What Youthworkers Need to Know about Early Adolescence

Gives information on the physical, cognitive, social and emotional aspects of early adolescent development. Relates this factual information to what youthworkers experience in their interactions with young teenagers.

Module 3: How Can Programs Be Responsive to Young Adolescents' Developmental Needs?

Helps participants understand the young adolescent's need for (1) physical activity, (2) competence and achievement, (3) self-definition, (4) creative expression, (5) positive social interactions with peers and adults, (6) structure and clear limits, and (7) meaningful participation. Once participants gain knowledge of these needs, they review ways in which programs can be responsive to each of them. This is also a time for considering a program's relevance to the racial, ethnic and gender differences that exist among youth.

Module 4: Assessing Programs' Responsiveness to the Developmental Needs of Young Adolescents

Provides tools to help participants assess their own agency's responsiveness to young adolescents' developmental needs and diversity, and to racial ethnic, and gender differences.

Module 5: Setting Organizational Goals

Facilitates the process of redefining agency goals for serving 10- to 15-year-olds. Offers tools that break the program planning process into coherent steps: (1) evaluating youth needs and existing programs, (2) identifying parent preferences, (3) establishing agency goals, philosophy, programming and resources, (4) writing goals and objectives for programs, (5) designing strategies, and (6) evaluating the program.

Module 6: Motivating Young Adolescents

Defines motivation and distinguishes between factors that motivate adults and those that motivate youth. Gives participants practical ideas for creating programs that motivate 10- to 15-year-olds to participants.

Module 7: Working with Young Adolescents in Groups

Gives information on group process and group dynamics. Helps participants develop effective group facilitation skills and strategies for promoting positive peer group interaction in program activities.

Module 8: Disturbing and Disturbed Behavior

Presents a reference point for distinguishing between adolescent behavior that is simply annoying and that which is potentially harmful. Helps youthworkers increase their skills for recognizing signs of serious disturbance and for making appropriate referrals. Offers strategies for individual and program responses to disturbing and worrisome adolescent behavior.

4-H Professional Research and Knowledge Base

A taxonomy of professional research and knowledge required of 4-H youth development professionals was developed in conjunction with an ES-USDA project to establish a youth development database. The taxonomy was created through the efforts of an expert panel composed of project personnel from Mississippi State University and Ohio State University and a national advisory committee representing each region of the U.S. and diverse youth development histories. Using competency studies, job analysis findings, literature reviews, and their own expertise and experience, the panel selected five categories for classifying youth development knowledge and research: (1) communication, (2) educational design, (3) youth development, (4) youth program management and (5) volunteerism. The first three categories have most relevance for direct-service youth development professionals. See the attached taxonomy and definitions for further information.

4-H Professional Research and Knowledge Taxonomy

Communication	Educational Design	Youth Development	Youth Program Management	Volunteerism
Interpersonal Skills	Institutional Framework CES Philosophy and Mission 4-H Philosophy and Mission	Psychological and Emotional Development of Preadolescence, Adolescence, and Late Adolescence	Administrative Planning Organizational Development Adapting to Change Strategic Planning Plans of Work Decision Making	Staffing Models Roles Relationships
Group Skills	Needs Assessment	Physical Development of Preadolescence, Adolescence, and Late Adolescence Includes: Fitness Coordination Health Physical Changes	Organization Advisory Committee Theory and Design	Recruitment
Verbal Skills	Program Design Learning Theory Adult Youth Teaching Strategies Adult Youth	Social-Moral Development of Preadolescence, Adolescence, and Late Adolescence Includes: Peer Relationships Values Acquisition Cultural Awareness Leadership Development	Human Resource Management — Salaried Staffing Models Roles Relationships Recruitment and Selection Training and Development EEO/Affirmative Action Supervision Motivation Performance Appraisal Compensation Recognition Organizational Behavior	Training and Development
Presentation Skills	Program Implementation Delivery Methods Teaching Techniques Teacher Behaviors Learning Environment	Cognitive Development of Preadolescence, Adolescence, and Late Adolescence Includes: Concrete Operational Formal Operational Critical Reasoning Problem Finding Decision Skills	Control and Budgeting Management Information Systems Resource Allocation Program Reviews and Audits Accountability	Supervision Motivation Performance Appraisal Compensation Recognition Retention
Written Skills	Program Redirection Evaluation Impact Assessment	Vocational/ Career Development	Marketing Promotion of Programs Promotion of CES and LGU Public Relations	Policy
Nonverbal Skills		Current Issues and Problems Includes: Substance Abuse Teen Pregnancy Suicide	Resource Development Public Sector Funding, Grants, and Facilities Private Sector Fund Raising, Gifts, Grants, and Facilities	Legal Considerations
Listening Skills		Family Relationships	Recruitment and Retention Members	Leadership Development
Information Technology (See Teaching Techniques) Audio/Radio Video/Television Print Publications Displays Overheads Photography Graphic Arts Computers Telecommunications				Developmental Needs of Adult Volunteers Psychological/Emotional Physical Social/Moral Cognitive
				Developmental Needs of Volunteers (See Youth Development)

4-H PROFESSIONAL RESEARCH AND KNOWLEDGE TAXONOMY DEFINITIONS

COMMUNICATION

Audio/Radio Technical Skills: abilities for communicating information or ideas by means of audio/radio programming.

Computer Application Skills: abilities for communicating information or ideas by means of computers.

Display Skills: abilities for communicating information or ideas by means of displays.

Graphic Art Skills: abilities for communicating information or ideas by means of drawings and graphic art.

Group Skills: abilities that facilitate communication within gatherings of three or more individuals.

Interpersonal Skills: abilities that facilitate communication between individuals on a singular or one-on-one basis.

Listening Skills: focused auditory abilities that facilitate comprehension between individuals or groups of individuals.

Non-verbal Skills: non-spoken abilities such as body posturing, facial expressions, and gesturing that facilitate communication.

Overhead Skills: abilities for communicating information or ideas by means of overheads.

Photography Skills: abilities for communicating information or ideas by means of photographs.

Presentation Skills: abilities for speaking effectively in public while making use of various props, audio, or visual aids.

Print Publication Technical Skills: abilities for communicating information or ideas by means of printed publications.

Telecommunications Skills: abilities for communicating information or ideas by means of telecommunications.

Verbal Skills: abilities for speaking effectively in public.

Video/Television Technical Skills: abilities for communicating information or ideas by means of video/televised programming.

Written Skills: abilities that facilitate communication of thoughts and ideas by means of written language.

EDUCATIONAL DESIGN

4-H Philosophy and Mission: statements and competencies about the theory, work, and goals which guide the 4-H program area of the Cooperative Extension Service.

Adult Learning Theory: the conceptualization of fundamental truths, laws, or postulates relating to the process of acquiring new knowledge, understanding, or mastery of a subject or skill.

Adult Teaching Strategies: theories, principles, and applications for imparting knowledge or facilitating learning in youth, adults or by the use of a cohort instructor/facilitator.

CES Philosophy and Mission: statements and competencies about the theory, work, and goals which guide the Cooperative Extension Service.

Learning Environments: the physical and social setting in which learning is to take place.

Needs Assessment: the process of identifying by use of specific methods of a discrepancy between what exists and what is desired regarding the state of a phenomena.

Program Delivery Methods: the "vehicle" by which planned programs are carried out.

Program Design: program development activities that entail priority setting, target group identification, and planning programs to meet the needs of all clientele.

Program Evaluation: the systematic collection of information about the activities, characteristics, and outcomes of programs, personnel, and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what those programs, personnel or products are doing and affecting.

Program Impact Assessment: evaluations aimed at determining program results and effects, especially for the purposes of making major decisions about program continuation, expansion, reduction, and funding.

Program Implementation: the activities involved in setting a planned program into action.

Program Materials: includes books, publications, computer assisted instructional materials, audio/visual teaching aids, etc., used in working with clientele.

Program Redirection: evaluation, accountability, and program adjustment activities necessary for assessing 4-H programs.

Teacher Behaviors: the specific actions of a teacher in a learning situation.

Teaching Techniques: specific learning experiences planned and carried out to reach specified instructional objectives.

Youth Learning Theory: the conceptualization of fundamental truths, laws, or postulates relating to the process of acquiring new knowledge, understanding, or mastery of a subject or skill.

Youth Teaching Strategies: theories, principles, and applications for imparting knowledge or facilitating learning in youth, adults or by the use of a cohort instructor/facilitator.

YOUTH DEVELOPMENT

Cognitive Development of Adolescence: the gradual advance or growth through progressive changes dealing with the process of knowing, understanding, or mastery.

Cognitive Development of Late-adolescence: the gradual advance or growth through progressive changes dealing with the process of knowing, understanding, or mastery.

Cognitive Development of Pre-adolescence: the gradual advance or growth through progressive changes dealing with the process of knowing, understanding, or mastery.

Concrete Operational: distinct learning or cognitive styles of 7-12 year old learners and implications thereof for Extension 4-H youth development.

Coordination: the condition allowing for effective movement of the body.

Critical Reasoning Skills: the graduate advance or growth through progressive changes dealing with the process of exercising judgement or evaluation.

Cultural Awareness: being cognizant and mindful of the beliefs, customs, arts, and institutions of a society at a given time. This includes 4-H youth citizenship and international programs.

Decision Making Skills: the graduate advance or growth through progressive changes in the ability to come to a conclusion or to make a choice.

Development of Values: the gradual advance of growth through progressive changes dealing with the acquisition of principles of behavior held to be intrinsically valuable or desirable.

Family Relationships: states of affairs existing between members of a household.

Fitness: the condition of being physically healthy.

Formal Operational: distinct learning or cognitive styles of learners older than 12 years of age and implications thereof for Extension 4-H youth development.

Health: the condition of well being.

Leadership Development: the gradual advance or growth through progressive changes of the ability to guide or direct others in some action.

Peer Relationships: states of affairs existing between similar age-cohorts or individuals of the same status.

Physical Changes: processes of bodily development.

Physical Development of Adolescence: the process of bringing, or of coming, to full bodily development, of an individual within the period commencing with the onset of puberty and extending to cessation of the growth spurt.

Physical Development of Late-adolescence: the process of bringing, or of coming, to full bodily development, of an individual during the latter stages of adolescence.

Physical Development of Pre-adolescence: the process of bringing, or of coming, to full bodily development, of an individual younger than the onset of puberty.

Problems of Youth: areas causing concern and stress during adolescence including social, physical and emotional problems.

Psychological and Emotional Development of Adolescence: the process of bringing, or of coming, to full mental development as manifested in behavior and personality, of an individual within the period commencing with the onset of puberty and extending to cessation of the growth spurt.

Psychological and Emotional Development of Late-adolescence: the process of bringing, or of coming, to full mental development as manifested in behavior and personality, of an individual during the latter stages of adolescence.

Psychological and Emotional Development of Pre-adolescence: the process of bringing, or of coming, to full mental development as manifested in behavior and personality, of an individual younger than the onset of puberty.

Social/Moral Development of Adolescence: the gradual advance or growth through progressive changes dealing with the interaction of persons and establishing and disseminating principles of rightful and wrongful conduct or behavior, of an individual within the period commencing with onset of puberty and extending to cessation of the growth spurt.

Social/Moral Development of Late-adolescence: the gradual advance or growth through progressive changes dealing with the interaction of persons and establishing and disseminating principles of rightful and wrongful conduct or behavior, of an individual during the latter stages of adolescence.

Social/Moral Development of Pre-adolescence: the gradual advance or growth through progressive changes dealing with the interaction of persons and establishing and disseminating principles of rightful and wrongful conduct or behavior, of an individual younger than the onset of puberty.

Substance Abuse: improper use or treatment of a product such as drugs and alcohol.

Suicide: taking one's own life voluntarily and intentionally.

Teen Pregnancy: being pregnant while a teenager.

Vocational/Career Development: the process by which an individual gathers information concerning job choices, selects among them, and enhances his or her own position in the selected field.