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UNITED STATES
of AMERICA

ACADEMY FOR EDUCATIONAL DEVELOPMENT

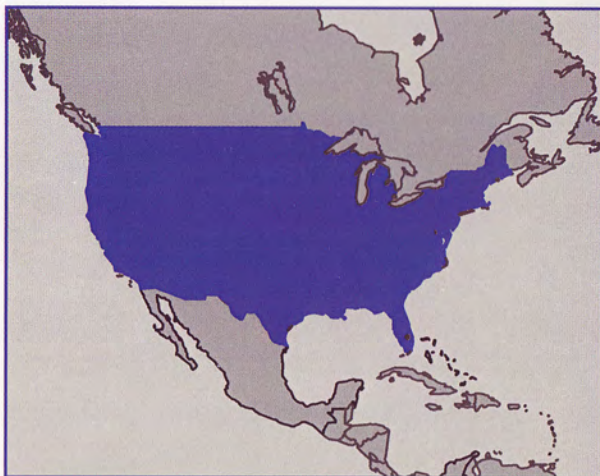
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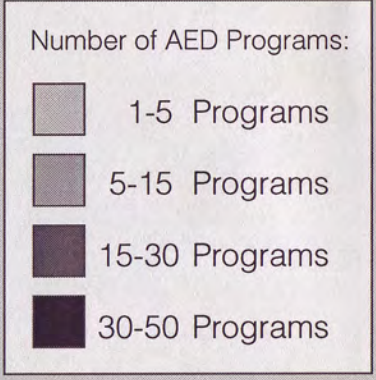
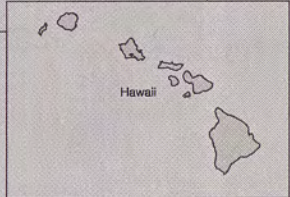
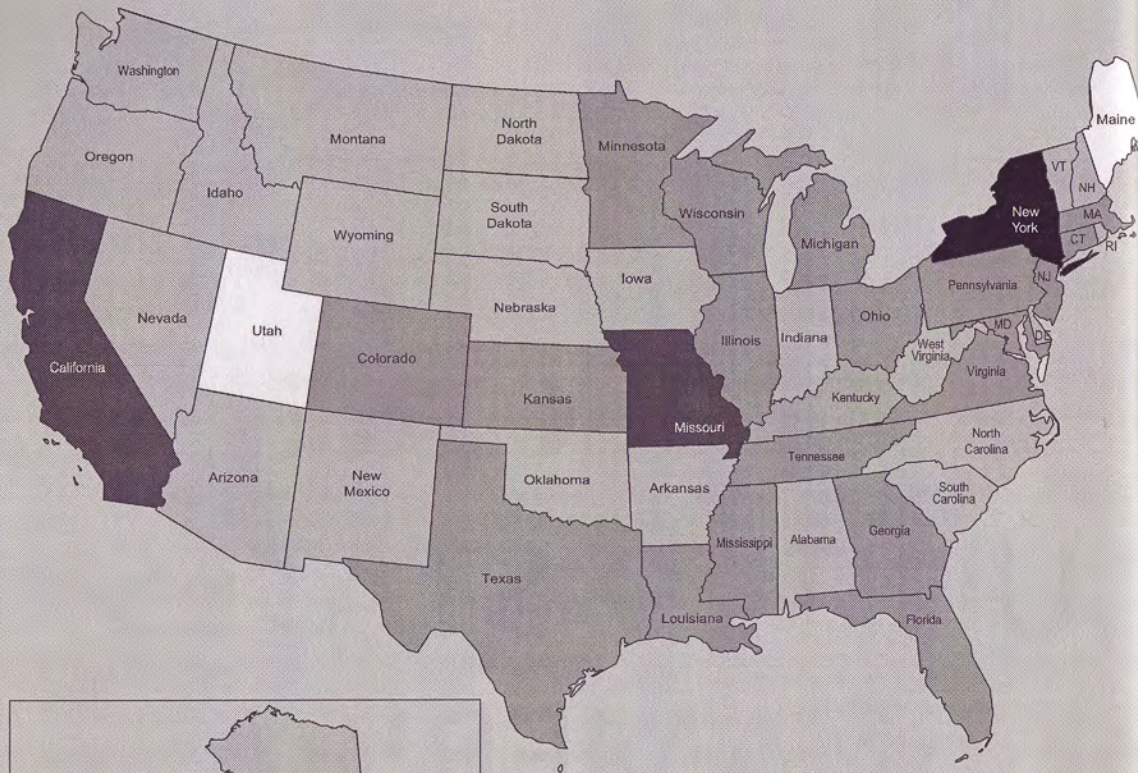


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Academy for Educational Development
Connecting People > Creating Change



INTRODUCTION

AED's work in the United States includes programs with many of the nation's major foundations on issues of education reform, parental involvement in the schools, youth development and bridging the distance between school, work, and successful university education. In health, we work with the Centers for Disease Control and Prevention, the National Institutes of Health, as well as private sector health care organizations, foundations, and others to improve community management of HIV/AIDS programs, to address obesity, and to reduce inequities in health care throughout the country. Our environmental work focuses on clear air and water programs.

We have major programs serving the disabled. We work with Indian nations, with African American and Hispanic populations across the country to reduce inequities. Our programs of youth development stress the practical role that youth can play in solving problems. Our programs of social marketing and communication make it possible to reach out effectively on issues as complex as obesity and AIDS prevention.

None of this work would be possible without our partners and donors who trust us to translate their concerns into practical, effective programs. We are grateful to them and to hundreds of thousands we have been privileged to support in their battle for effective education, affordable health care, and a sustainable environment.

EDUCATION

Education in America is the foundation of our democracy and our economy. Uneducated citizens do not participate in elections, and undereducated teens and young adults cannot find jobs in the knowledge economy that now dominates modern life. But education reform seems so complex. How do we make sense out of all the theories, programs, and people trying to make American education better?

AED helps answer these questions through painstaking research on what works best. We provide innovative solutions to federal, state, and local governments; school districts; foundations; nonprofits; and corporations to improve the lives of children, youth, and adults, particularly those most at risk. We tailor approaches to their needs, avoiding the one-size-fits-all mentality of single-issue reformers.

We use multiple approaches to examine policies, design specific programs, and provide technical support to schools. We collect, organize, and disseminate information on education and provide technical assistance to help move research to practice. We work across the spectrum of American education, looking for targets of greatest opportunity for improvement, but also recognizing that success at every level of education—from early childhood through postgraduate programs—depends on success at every preceding level of education.

Finally, we believe community partnerships and families are fundamental to success. Collaborations that bring community organizations, businesses,

universities, labor, and government together have the best chance of making and sustaining the system-wide change parents demand.

The projects described here cover a wide range of educational innovations, including efforts at middle- and high school reform, parent involvement, charter schools, service learning, and proven tools for school self-assessments. Ensuring that children with disabilities participate fully in school, work, and community life has been a special focus of our work, along with a commitment to early care and education for populations such as migrant workers and American Indians. In recognition of the critical role that teachers play in improving the educational outcomes of students at all levels, AED is also focusing considerable attention on efforts to transform university-based teacher preparation.

Our job is to bring clarity out of complexity, be a catalyst for broad change, and build long-term collaborations that sustain progress and promote continued innovation and improvement.

CATEGORIES:

- Early Childhood
- Middle-Grades and High School Reform
- College Access
- Teacher Quality
- Workforce Development
- Special Needs Populations
- Academic, Cultural, and Professional Exchanges

EARLY CHILDHOOD

Migrant and Seasonal Head Start Technical Assistance Center (2003 – 2008)

**Funding: U.S. Department of
Health and Human Services**

**Location: Nationwide
Center for Early Care and
Education**

The more than 450 Migrant and Seasonal Head Start Centers (TAC-12) across the United States provide educational, health, and social services to 33,000 infants, toddlers, and young children and their families who migrate from harvest to harvest to provide the fruits and vegetables for America's dinner tables. AED provides on-site training and technical assistance to these 66 programs in 37 states, serving migrant and seasonal farm worker families and their children from birth through

age five, across the United States. Areas of support include management; early childhood development and health services; transportation of young children; appropriate facilities; developmentally, culturally, and linguistically appropriate services; professional development and teacher quality; working with young children with disabilities; and family and community partnerships.

**American Indian Head Start
Technical Assistance Network
(2003 – 2008)**

Funding: U.S. Department of Health and Human Services; U.S. Department of Veterans Affairs-
North Texas Health Care System
Location: Nationwide
Center for Early Care and Education

AED provides on-site training and technical assistance to federally recognized Tribal Head Start and Early Head Start programs serving children from birth through age five and their families. AED's staff assists 144 programs in 26 states with specific strategies and resources in early childhood development and health services, including professional development and teacher quality; serving children with disabilities; family and community partnerships; and program design and management, including fiscal technical assistance. AED staff works to help grantees develop a training plan that meets their individual needs and provides guidance for full compliance with Head Start Performance Standards. The

American Indian Technical Assistance Network (AI-TAN) provides comprehensive, culturally appropriate technical assistance to American Indian Head Start programs nationwide.

**NICHCY-The National
Dissemination Center for Children
with Disabilities (2003 – 2008)**

Funding: U.S. Department of Education
Location: Nationwide
Disabilities Studies and Services Center

*(See Special Needs Populations
for more information)*

**Las Manos de Apa-Hands of My
Father (2004 – 2007)**

Funding: U.S. Department of Health and Human Services
Location: Nationwide
Center for Early Care and Education

The Las Manos de Apa (The Hands of My Father) project focuses on increasing and enhancing fathers' involvement and early literacy efforts in Migrant and Seasonal Head Start programs where most families are Latino and

with childcare partners across the country where there is an increasing Latino population. This project improves school readiness and school achievement for Latino children. In a widely disseminated (via Web site, national presentations, pilot site, and additional site models), this project strengthens culturally and linguistically appropriate best practice model for supporting Latino fathers in their important role as primary language and literacy educator for their children.

Head Start Family Literacy Project (1999 – 2003)

Funding: U.S. National Center for Family Literacy; U.S. Department of Health and Human Services

Location: Nationwide
Center for Early Care and Education

The National Center on Family Literacy, through a partnership with the Department of Health and Human Services/Head Start Bureau, funded AED and the Migrant Head Start Quality Improvement Center to coordinate and provide training to Migrant and Seasonal Head Start

management staff in how to plan, support, and integrate comprehensive family literacy services. AED was also responsible for delivering family literacy on-site training and technical assistance to a subset of the migrant and seasonal Head Start programs nationwide.

Migrant Head Start Disabilities Services Quality Improvement Center (1997 – 2003)

Funding: U.S. Department of Health and Human Services; U.S. Head Start Bureau

Location: Nationwide
Center for Early Care and Education

The mission of the Migrant Head Start Disabilities Services Quality Improvement Center (MHS DSQIC) was to provide high-quality, individualized training and technical assistance to Migrant and Seasonal Head Start grantees so they can build programs offering appropriate, family-centered disability services and intervention. The DSQIC supported MHS programs in delivering early childhood disabilities services to migrant farmworker families by: (1)

fostering partnerships among local communities, institutions of higher education, and government agencies; (2) providing culturally appropriate training and technical support; (3) building capacity through local community networks and academic-based programs; (4) promoting best practices in child development, special education, and family partnerships; and (5) ensuring a continuous learning environment for staff through mentoring programs and learning technologies. The DSQIC provided training and technical assistance to 26 MHS grantees and their delegate agencies in 35 states. Grantees served over 36,000 children from birth to compulsory school age. The total enrollment of children with disabilities exceeded 4,500.

Migrant Head Start Quality Improvement Center (1997 – 2002)

Funding: U.S. Department of Health and Human Services

Location: Nationwide

Center for Early Care and Education

Migrant Head Start (MHS) centers

provided technical assistance to migrant Head Start grantees to assist them in providing comprehensive developmental services for migrant children and their families. The centers offered comprehensive services to the entire family and were positive childcare alternatives to taking children into the fields. Funded by the U.S. Department of Health and Human Services, MHS centers in 42 states served 28,000 children, 35 percent of whom were infants and toddlers and most were Spanish speakers.

AED established a Quality Improvement Center to provide training and technical assistance for all MHS programs across the United States. AED trained directors, coordinators, and line staff in techniques for working with children, including those with disabilities and special needs. Intensive technical assistance was also provided to grantees for child development and health services, social services, and program governance with parental inclusion.

Strong Families-Strong Communities (1997 – 2002)
Funding: U.S. Department of Health and Human Services-Office on Child Abuse and Neglect
Location: Nationwide
Center for Early Care and Education

The Strong Families-Strong Communities project worked to improve child abuse and neglect prevention services provided to migrant and seasonal farmworker families with young children using community-based resources. The main focus of the Strong Families-

Strong Communities project was to facilitate intra- and interstate collaborations between Migrant and Seasonal Head Start Programs (MSHS) and the Community-Based Family Resource and Support (CBFRS) networks in each state. Strong Families-Strong Communities played a vital role in linking Migrant and Seasonal Head Start programs and the CBFRS networks to improve child abuse and neglect prevention services and support to Migrant and Seasonal Head Start children and families.



MIDDLE-GRADES AND HIGH SCHOOL REFORM

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Institute for Student Achievement Evaluation (2004 – 2009)

Funding: Institute for Student Achievement

Location: New York and Virginia Center for School and Community Services

AED is conducting a five-year study of the Institute for Student Achievement's (ISA) high school reform initiative. The initiative supports small learning communities comprising a cohort of students and teachers in grades 9–12 and includes intensive counseling, a rigorous college-prep instructional program, postsecondary planning, extended-day and -year programming, parent involvement, and on-site professional development. AED's longitudinal study is assessing the initiative as two cohorts of students

(in September 2003 and in September 2004) proceed through high school and beyond. It focuses on the program in seven schools—five in New York City and two in Fairfax, Virginia—that are using the six non-negotiable ISA principles as a framework for changing school climate, culture, and instruction.

Mississippi Learning Institute Evaluation (2004 – 2008)

Funding: Mississippi Learning Institute

Location: Mississippi Center for School and Community Services

AED is conducting a four-and-a-half-year study of the Mississippi Learning Institute, a collaboration among Jackson State University, Jackson Public Schools (JPS), and

the Mississippi State Department of Education (MSDOE) to improve literacy programs and reading outcomes in Jackson's public schools. AED is studying the process through which the partnership achieves its goals and the following outcomes: (1) university curriculum and organization and student teacher knowledge of reading theory and practice; (2) the quality and impact of professional development developed by the university, JPS, and MSDOE; (3) changes in classroom practice related to the improvement of reading and changes in school outcomes; (4) the school district's efforts to support and sustain professional development and classroom practices emerging from this initiative; and (5) students achievement in schools where these services are targeted.

After-School Math PLUS (2004 – 2007)

Funding: National Science Foundation

Location: Missouri and New York Center for School and Community Services and Education Equity Center

After-School Math PLUS (ASM+) uses the rapidly growing field of informal education as a venue to develop positive attitudes, build conceptual knowledge, and sharpen skills in mathematics for underserved students in grades 3–8. ASM+ brings students and families together in pursuit of mathematics education and future careers. The program incorporates the best practices of informal math programs while adding the following unique elements: collaborations between science museums and local after-school centers; teenage museum docents from diverse cultural backgrounds serving as mentors and role models; student-created math exhibits displayed in community-based public spaces; and the application of practical strategies for family involvement.

National Service-Learning Partnership (2002 – 2007)

Funding: State Farm Companies Foundation; W. K. Kellogg Foundation

**Location: Nationwide
Center for School and Community Services**

AED sponsors the Partnership, a national membership organization bringing together practitioners, administrators, policy makers, researchers, community leaders, parents, and young people to support K–12 service learning. The Partnership is dedicated to advancing service learning as a core element of the educational experience of every elementary, middle, and secondary school student in the United States. It offers a variety of information services and educational opportunities, including a monthly electronic newsletter and a Web site (www.service-learningpartnership.org), to keep its 8,000-plus members connected to the latest ideas and developments in the field. The Partnership helps this diverse group acquire the skills and resources needed to become effective service-learning advocates

and works with educators, youth development specialists, government officials, and funders to help them understand the value of high-quality service learning and how to foster its growth.

Creating a Community of Practice on Science, Gender, and Afterschool (2004 – 2006)

Funding: National Science Foundation

**Location: Nationwide
Center for School and Community Services and Education Equity Center**

The Science, Gender, and Afterschool (SGA) Community of Practice provides an innovative way to reach a broad audience of researchers, practitioners, and policy makers about the important role of afterschool in engaging and sustaining girls' interest in pursuing education and careers in science, technology, engineering, and math (STEM). The objectives are to: (1) further research in the STEM, gender, and afterschool fields; (2) aid afterschool program practitioners in accessing high-quality STEM content that they can incorporate into their existing

programs; and (3) foster connections among researchers, policy makers, and practitioners. It serves as an ongoing, online learning exchange to disseminate the results of new and continuing research, program evaluations, afterschool science curricula, best practices, and relevant STEM and SGA publications.

Georgia Charter School Grant Program-Central Educational Center Charter School Dissemination Initiative (2004 – 2006)

Funding: State of Georgia; Central Education Center

Location: Georgia

National Institute for Work and Learning

In 2004, AED began work on the Central Educational Center (CEC) Charter School Dissemination Initiative. Under a grant from the Georgia Department of Education, the initiative uses the CEC model by assisting two school districts with the planning and startup of new public charter schools. The Initiative provides a combination of mentoring, professional development, and technical

assistance to selected schools as they design, develop, and launch new charter schools based on the essential elements and principles that underscore the current CEC school-to-career model. The team also develops, produces, and disseminates materials to serve as guides to school districts throughout the state and beyond on the practices and strategies employed by CEC and its protégé schools in launching and sustaining successful charter schools.

U.S. Department of Education Multiple Award Task Order Contract (2001 – 2006)

Funding: U.S. Department of Education; Fund for the Improvement of Postsecondary Education

Location: Nationwide
National Institute for Work and Learning

The U.S. Department of Education anticipates issuing requests for assistance at all educational levels—from preprimary to postsecondary, including vocational/adult education and special education. AED is eligible to provide services in the following

categories: (1) research and policy analysis and assessment focused broadly on emerging issues, changing policy directions, and improving the quality of policy analysis; (2) performance measurement, including assistance to the Department of Education in reviewing performance plans for its programs and identifying the best available data for its strategic plan; and (3) program assessments that focus on current programs to define issues or problems. Program assessments may identify “best practices” in a number of program sites, produce preliminary data on efficiency and effectiveness, and recommend options for program change or subsequent evaluation. AED can provide other services, including translation and interpretation (including adaptation for the disabled); audio, video, and graphic services; development, production, and distribution of publications; technical assistance to state- and local-level program grantees, program administration, implementation, and evaluation; and assistance in planning, evaluation, reports, and policy papers. Some specific tasks include:

**Task Order: Fund for the Improvement of Postsecondary Education: Website, Online Database and Publication Development and Support Contract (2001 – 2006)
Higher Education Management Services Center**

AED recently began a second multiple award task order (MATO) contract with the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) program. This begins AED’s third year as contractor for the FIPSE program, which is legislatively mandated to improve minority student access to and quality of postsecondary education through grants that support reform and innovation. AED developed FIPSE’s Online Discretionary Grant Database, which provides a secure, centralized infrastructure through which FIPSE grant performance information can be both stored and managed in real-time fashion. AED developed an online interface for entering individual report data elements and uploading report files. In addition, AED converted existing annual and final reporting formats for all active grant programs to an online format,

allowing grantees to submit and update, as required, annual and final report data; designed online reports for three grant programs that allow FIPSE program and evaluation staff to work with annual and final reporting data, aggregated and disaggregated, for dissemination purposes as required under the Government Performance and Results Act; and designed the online interface for entering individual report data elements and uploading report files.

Task Order: Family Center on Technology and Disability (2001 – 2003)

Disabilities Studies and Services Center

Family Center on Technology and Disability (FCTD) was one of two national assistive technology (AT) centers established by the Department of Education's Office of Special Education Programs. The Center's goal was to increase the AT knowledge and resources of organizations that serve families of children with disabilities. The FCTD provided organizations with a wide range of AT resources, including searchable databases,

online discussions, newsletters, and CD-ROMs. AED led a partnership of organizations, including the Alliance for Technology Access, Parent Advocacy Coalition for Educational Rights, Center for Assistive Technology and Environmental Access, and InfoUse, Inc. The Center's resources were widely reproduced and used by more than 1,500 organizations throughout the U.S.

Learning Network to Support Schools for a New Society (2000 – 2006)

Funding: Carnegie Corporation of New York; Bill and Melinda Gates Foundation; New York University Institute for Education and Social Policy

Location: Nationwide

Center for School and Community Services

AED developed a learning network of 10 local collaboratives selected in 2000 to receive planning grants under the Carnegie Corporation's Schools for a New Society initiative. The initiative seeks to support system-wide excellence in high school education by fostering comprehensive school reform, with

the goal of assuring that all students have an excellent secondary education. AED helped the collaboratives select strategies and approaches for comprehensive secondary school reform; foster stable and effective leadership; and identify and mobilize existing strengths in the selected communities to create a sustainable secondary school reform movement. Seven sites (Boston, Massachusetts, Chattanooga, Tennessee, Houston, Texas, Providence, Rhode Island, Sacramento, and San Diego, California, and Worcester, Massachusetts) received implementation grants to transform their high schools. The school-district-community partnerships in the seven sites are receiving a total of \$60 million over five years to implement their plans affecting almost 100 high schools and over 140,000 students. Partnerships have developed plans to make all schools more personal and supportive of students' academic and personal growth. In addition, the initiative addresses the importance of youth engagement as a critical element of high-quality

high schools. In collaboration with the Annenberg Institute for School Reform, AED is providing technical assistance for the entire initiative and helping sites make "critical friends" visits to other participating sites, while fostering youth engagement and parental involvement in the process.

Middle Start Initiative (1994 – Ongoing)

Funding: State Department of Education and School Districts in Arkansas, Louisiana, Michigan, and Mississippi; Foundation for the Mid South; W.K. Kellogg Foundation

**Location: Arkansas, Louisiana, Michigan, and Mississippi
Center for School and Community Services**

Middle Start is a comprehensive reform program for schools with middle grades. It combines on-site support to schools with the development of regional partnerships of schools and local organizations. AED developed Middle Start in Michigan in 1994, funded originally by the W.K. Kellogg Foundation. Today it ranks as one of the country's 25 most

frequently used school reform models. AED serves as the Middle Start National Center, through which it coordinates regional partnerships of universities, advocacy groups, and research and evaluation organizations that provide coaching and professional development to participating schools. In 1998, through a partnership with the Foundation for the Mid South, Middle Start began in Arkansas, Louisiana, and Mississippi; it is now expanding to other states.

Middle Start is guided by the vision of the National Forum to Accelerate Middle Grades Reform and current research on early adolescence and comprehensive school improvement. It upholds the three goals of academic excellence, developmental responsiveness, and social equity in middle-grades education. Middle Start also works to develop capacity within each region to expand and sustain support for middle-grades school improvement beyond the initial period of grantmaking. The program works with local partners to build regional leadership,

provide technical assistance and professional development, establish networks of schools, and carry out policy development and public engagement activities. (www.middlestart.org)

Conditions Supporting Effective Leadership for the Improvement of Student Achievement (2004 – 2005)

Funding: Wallace Foundation

Location: Nationwide

Center for School and Community Services

AED is facilitating a knowledge synthesis and dissemination project to identify the conditions most critical for supporting effective leadership for improved student achievement. Through an extensive data-gathering process, AED seeks to identify essential conditions for ensuring that educational leadership is an effective agent in improving the achievement of all students as well as best practices in improving conditions of leadership systematically and make recommendations to the Wallace Foundation. To carry out this study, AED conducts interviews



with Wallace Foundation grantees, reviews the literature, and convenes expert consultants from various sectors—school systems, Wallace Foundation grantees, universities, educational intermediary organizations, advocacy and community-based organizations, unions, media, and organizations focused on diversity and equity issues. AED will disseminate the findings through various venues, including presentations at Wallace Foundation grantee meetings and national conferences involving school leaders at every level.

Campaign for the Civic Mission for Schools (2004 – 2005)

Funding: Carnegie Corporation of New York; Knight Foundation; Council for Excellence in Government

Location: Nationwide
Center for School and Community Services

The core purpose of this project is to change policy and practice at the state, local, and national levels so that considerably larger numbers of students have rigorous civic education experiences in their

K–12 education. The Campaign is a major advocacy effort directed to state and national policy makers and designed to implement key recommendations in the Civic Mission of Schools report. The Campaign represents a broad coalition of more than 40 educators, practitioners, civic officials, and organizations dedicated to promoting civic education in America's schools.

The national and state advocacy efforts will be aided by the development of a research-based communications strategy and plan for the Campaign's target audiences as well as the general public. In addition, the Campaign will prepare and make available an extensive set of civic education resources and practices that provide a range of examples of the six recommended approaches to civic education geared to different grade levels. AED is hiring a Director of Educational Products who will spend her/his full time staffing the Campaign.

Evaluation of Community Coalition of District 9 Lead Teacher Program (2004 – 2005)

Funding: New Settlement Apartments

Location: New York City Center for School and Community Services

This project evaluates educational improvement program in 10 schools in the Bronx, New York, developed by a coalition of community-based organizations (CC9) representing parents and community members, the teachers' union, and school administrators. The program has introduced two to four exemplary teachers into each participating school to act as lead teachers. They teach half-time and support other teachers the rest of the time. NYC Chancellor Joe Klein has endorsed the program as a possible model for other districts.

The goal of the AED evaluation is to assess whether the 10 schools are able to improve teacher retention—a serious problem that undermines improvement efforts in these schools—and improve the quality of instruction and student achievement. AED's evaluation is

measuring outcomes and comparing the 10 schools with similar schools in the region without a lead teacher program. To conduct the evaluation, AED developed a theory of change for the program with the CC9 committee, which sponsors and facilitates the program. This theory of change includes mutually agreed-upon goals, objectives, and benchmarks of progress.

School Food Plus Initiative (2004 – 2005)

Funding: FoodChange

Location: New York

Center for Health Communication

The New York City Department of Education's Office of School Food and Nutrition Services (OSFNS) is reforming to serve more children better-quality food at a lower cost. OSFNS began to revamp its school food infrastructure through comprehensive industry research, business analysis, and financial modeling. OSFNS served 800,000 meals per day in a city where children appear to be substantially more overweight than children of similar ages are in other parts of the country. AED is providing social

marketing expertise to the project to improve the eating habits, health, and academic performance of youth within reach of the New York City school meals program.

**Pilot Public Education-
Empowering Sentinels in School
(2004 – 2005)**

Funding: American Psychiatric
Foundation

Location: Colorado

**Center for Social Marketing and
Behavior Change**

AED is developing a teacher sentinel pilot program in Denver, Colorado, to enable teachers to assist in early recognition of mental health problems among their students for the American Psychiatric Foundation (APF). The Academy's work includes training the sentinels, outreach, and communication within the school and external community, evaluation, and awareness and partnership outreach with national organizations to lay the groundwork for a subsequent national rollout. Specifically, AED provides APF with training session curricula and materials for teacher sentinels; a toolkit for principals, which includes supportive materials (fact

sheets, posters) promoting the sentinel program to principals, faculty, school mental health staff, parents, and students; local partnership materials; meetings with potential national partner organizations; media outreach; a local program adaptation toolkit; and an evaluation report.

**Learning In Deed: Transition
Initiative (2002 – 2005)**

Funding: W. K. Kellogg Foundation

Location: Colorado, Minnesota,
New York, Ohio, and
Washington, D.C.

**Center for School and Community
Services**

AED is managing a national consortium working to expand, strengthen, and ensure the long-term viability of service-learning in America's public schools. Consortium members include AED, host to the National Service-Learning Partnership; American Youth Policy Forum; Education Commission of the States; The John Glenn Institute for Public Service and Public Policy; National Youth Leadership Council; RMC Research Corporation; State Education Agency Service-Learning Network.

Campus Compact Survey (2004)
Funding: Surdna Foundation
Location: Nationwide
Center for School and Community Services

In 2004, the National Service-Learning Partnership (Partnership) and Campus Compact (Compact) undertook a joint study to investigate what proportion of Compact members' support K-12 service learning, why and how they initiate partnerships with schools or districts, how they recruit and support faculty and students for this work, and how they integrate and publicize their efforts. This study added a question to the Campus Compact annual survey of 2003 and continued with a survey fielded in 2004. AED interviewed staff of a small number of institutions to develop case studies that describe in greater depth some of the models colleges and universities use to create, support, and sustain K-12 students' service learning. The purpose of these case studies was to share insights to be used to strengthen and augment the good work already taking place as well as catalyze new work. AED offered best practice models that advanced both of these goals.

Bowne AS+ River Project (2004)
Funding: Robert Bowne Foundation
Location: New York
Center for School and Community Services and Education Equity Center

AED conducted a study of the AS+ River Project, a collaboration of Educational Equity Concepts (EEC), the New York City River Project, and the after-school program at P.S. 20 in Manhattan. The program combined EEC's Afterschool Science PLUS (AS+) curriculum with the River Project's hands-on field experience and enabled fifth graders to participate in hands-on urban ecology projects using the rich resources of the Hudson River. AS+ River Project seeks to develop several youth competencies, including social competencies such as respect for others and for diversity; cognitive competencies such as critical and higher-order thinking; civic competencies such as community service and civic mindedness; and creative competencies such as original thinking and ability to express oneself verbally and in writing. The AED study explored how the AS+River Project fostered

these competencies in youth and how it affected academic success.

**Community-based Organizations
Schools: A Crucial Education-Youth
Development Link (2001 – 2004)**

**Funding: Charles Stewart Mott
Foundation**

Location: Nationwide

**Center for Youth Development and
Policy Research**

The goal of this project was to profile schools founded and operated by community-based organizations (CBOs) and to foster and document discussion on the implications of CBO schools for the education, development, and success of young people. AED visited CBO schools and roundtable discussions among educators and youth development experts and documented the lessons offered by the learning communities. Initial findings of this work indicated that certain youth-serving CBOs have the commitment, organizational capacity, and resources to operate schools built on the key principles of youth development, which can lead to positive outcomes for all youth. In an effort to provide necessary baseline information on

CBO schools and to gauge and bolster their potential impact, AED documented and fostered discussion on these important educational resources.

**Promising Practices in Afterschool
Initiative: Promoting the Youth
Development-Education Link
(2001 – 2004)**

**Funding: Charles Stewart Mott
Foundation**

Location: Nationwide

**Center for Youth Development and
Policy Research**

The goal of this project was to increase the quality and quantity of afterschool programs by identifying and promoting organizational and interpersonal practices that support social, emotional, cognitive, physical, and cultural outcomes for school-age children and youth. AED built on the work initiated by the Charles Stewart Mott Foundation's Promising Practices Task Force with the aim of contributing to increased quality in after-school programs and further understanding of the youth development-education link. AED conducted after-school practitioner surveys of most effective practice sharing methods; designed systems

for identifying promising practices in seven proposed organizational areas that support both education and youth development; and implemented systems for identifying promising practices and sharing those practices.

Reviewing Student Work-Improving Student Achievement (1998 – 2004)

Funding: Wallace Foundation
Location: New Jersey, New York, and Pennsylvania
Center for School and Community Services

This project sought to build the capacity of school faculties to improve the quality of instruction in middle-grades schools, through a continuous, comprehensive, and critical review of student work. Through intensive work with the staff of four middle-grades schools in low-income urban districts, AED developed and refined collaborative approaches to reviewing student work to improve instruction and student learning. Major project activities included the training of teachers, administrators, and parents in a review of student work and the school quality review process; organization of all school

faculty into five to six review teams, each led by two facilitators; and schools' implementing a review of student work and a whole-school review. AED looked at what worked and why; how effective approaches could be sustained beyond the duration of the project; and how they could be replicated in other schools and districts.

Mott Foundation: Building the Field of After-school Programs (2002 – 2003)

Funding: Charles Stewart Mott Foundation
Location: Nationwide
Center for Youth Development and Policy Research

The goal of this project was to increase the quality and quantity of after-school programs by identifying and promoting organizational and interpersonal practices that support social, cognitive, physical, and cultural outcomes for school-age children and youth. AED built on the work initiated by the Charles Stewart Mott Foundation's Promising Practices Task Force with the aim of contributing to increased quality in after-school programs and further understanding of the youth development-education link.

**Science, Gender, and Afterschool:
Creating a Research/Action
Agenda Professional Services
(2002 – 2003)**

Funding: Educational Equity
Concepts; National Science
Foundation

Location: Nationwide
**Center for School and Community
Services and Education Equity
Center**

AED provided research services to the Education Equity Center (EEC) to conduct a conference, called “Science, Gender, and Afterschool: Setting the Research Agenda.” EEC, in collaboration with the American Association for the Advancement of Science and AED, convened a working conference in September 2002 to develop a research/action agenda around science, technology, engineering, and math (STEM) programming for after-school settings to engage and sustain girls’ interest in STEM education and careers. A report on conference proceedings and recommendations was issued in 2003.

**Middle School Drug Prevention
Focus Group (2001 – 2003)**

Funding: Metropolitan Nashville
Public Schools

Location: Tennessee

**Center for Social Marketing and
Behavior Change**

AED conducted focus groups at four middle schools to obtain views, opinions, and perceptions of teachers, students, parents, and community representatives to better understand what makes a safe, drug-free, caring, and nurturing school community. The focus groups enabled AED to gain insight into student perceptions of the Middle School Coordinator Program and helped to gather suggestions on what would reduce the number of suspensions, expulsions, and referrals to alternative schools and curb absenteeism.

Kansas Missouri Middle Start Project (2000 – 2001)

Funding: Ewing M. Kauffman Foundation

Location: Kanas and Missouri Center for School and Community Services

An initiative to improve middle-grades education in Kansas and Missouri (based on Michigan Middle Start and Mid South Middle Start), Middle Start sought to improve academic achievement and healthy development for young adolescents and build public awareness and engagement and a support structure promoting middle-grades school improvement and reform. AED helped lay the groundwork for grant making, school improvement, technical assistance, and public engagement efforts.

Production and Promotion of a Manual for Schools Outlining a Coordinated School Food Safety Program with Accompanying Promotional Support and Training Materials (1999 – 2003)

Funding: Centers for Disease Control and Prevention

Location: Nationwide Center for Health Communication

A major focus of this initiative was to educate the U.S. population on the public health importance of food-borne illness as well as simple methods for prevention. Children are generally at greater risk for developing food-borne illness than adults are, and school cafeterias are an essential target in ensuring a safe food supply for children. AED produced and promoted a manual for schools that outlines a model coordinated school food safety program. The goal was to produce and promote a user-friendly manual/model program with appropriate pull-out sections for target audiences, including, but not limited to, built-in promotional, marketing, implementation and support, evaluation, training, and computer (Internet and possibly PC CD-ROM-based) components.

Michigan Middle Start School Self Assessment Project (1998 – 2003)**Funding:** W. K. Kellogg Foundation**Location:** Arkansas, Louisiana, Michigan, and Mississippi**Center for School and Community Services**

AED helped middle-grade schools in Michigan build a reflective culture focused on the improvement of teaching and learning and increase the capacity of school staff, parents, and community members to assess how well schools are addressing the learning needs of all students.

AED worked with Central Michigan University/Michigan Schools in the Middle, Detroit Public Schools Office of School Transformation, the Michigan Coalition of Essential Schools, Northern Michigan University/U.

P. Center for Educational Development, and 15 schools in this project. AED worked in five areas: (1) providing assistance to the Foundation in the overall design and management of Middle Start; (2) expanding the infrastructure of support for middle-grades education by establishing partnerships with other

organizations and initiatives that could support and sustain the work of the schools; (3) refining a process of self-assessment for participating schools to improve instruction and student learning through schools' reflective, data-driven inquiry; (4) providing technical assistance and support to participating schools through on-site consultation, materials, and networking opportunities; and (5) documenting and evaluating the progress of the initiative and providing assistance in local program assessment.

Constituency Building for School Reform (1998 – 2003)**Funding:** Ford Foundation**Location:** Nationwide**Center for School and Community Services**

In collaboration with the Chapin Hall Center for Children at the University of Chicago, AED conducted two studies of the Ford Foundation's Constituency-Building for Public School Reform Initiative. The Initiative Value-Added Study demonstrated changes in grantee work, as well as some of the results of this work, during the

course of the initiative. Using participatory research methods, the Constituency and Coalition-Building Study focused on the knowledge accumulated by grantees and local practitioners about the various ways to do that work. The final report, *Vital Voices: Building Constituencies for Public School Reform*, provides insight into some of the country's most promising efforts to develop, organize, and support strong, engaged constituencies for the reform of public schools.

Learning In Deed: Making a Difference Through Service Learning (1998 – 2002)

Funding: W. K. Kellogg Foundation
Location: Nationwide
Center for School and Community Services

Learning In Deed, directed by AED and the Education Development Center, sought to strengthen policy, practice, research, and leadership by complementing and extending the efforts of current service-learning advocates. The initiative included four main components: (1) a national commission to advocate for widespread implementation of service learning

in K–12 public schools across the country; (2) a stakeholders network to address critical field-building priorities; (3) a research network to strengthen the knowledge base regarding effective policy and practice; and (4) a policy and practice demonstration to strengthen policies (at the state and local level) that foster quality service-learning programming. The goal of this initiative was to institutionalize service learning through long-term changes in policies, systems, and practices in K–12 public education and in the context of its many publics and stakeholders. Learning In Deed established the National Service Learning Partnership to continue to foster service learning in the nation's public schools.

GRAMMY Signature Schools Application Support (2001)

Funding: Grammy Foundation, Division of the National Academy of Recording Arts and Sciences
Location: California
Higher Education Management Services Center

Each year the Grammy Foundation, a division of the National Academy of Recording Arts and Sciences,

solicits grant applications from over 17,000 public high schools promoting music education as a key part of their curriculum. The Grammy Foundation contracted with AED in 2001 to administer its Signature Schools Award applications. AED designed a survey questionnaire, administered it via the Internet, and created a report that automatically summarizes survey responses. AED analyzed responses to the survey to identify the factors associated with high rates of student participation in high school music programs. The data collection and statistical analysis culminated in a 20-page report on high school music program participation rates that was submitted to the GRAMMY Foundation.

**Middle College High School
Consortium Evaluation
(1997 – 2001)**

Funding: City University of New York

Location: Illinois and Tennessee
Center for School and Community Services

The Middle College High School Consortium (MCHSC) evaluation

was a three-year research project to determine how and if schools retain, motivate, and educate the at-risk students they are designed to serve. Middle colleges are structured to address the academic needs of students who, for a variety of reasons, are considered to be at risk of school failure and of dropping out before high school graduation. Given the constraints of time and resources, AED selected a single cohort of students in two schools: Middle College High School at Olive Harvey City College in Chicago, Illinois, and Middle College High School at Shelby State Community College in Memphis, Tennessee. The subjects of the study included all students who enroll during the 1997–1998 school year. Data collection for this study included a collaborative effort involving AED researchers and members of each of the participating school communities. In each school, AED employed a school-based coordinator to take overall responsibility for collecting data, maintaining cohort student files, arranging site visit activities, and serving as liaison with AED.

New York City Middle School Initiative (1996 – 2001)

Funding: New York City Board of Education,

Location: New York

Center for School and Community Services

AED conducted an evaluation of the New York City Board of Education's Middle School Initiative (MSI) undertaken in approximately 200 schools in 18 school districts throughout the city. MSI fostered state-of-the-art strategies to promote exemplary middle-grades practices and ensure that the primary purpose of restructuring middle-grades schools was to promote healthier student development and increased academic learning and achievement. MSI emphasized collaborative approaches to middle-grades education, and participating schools worked with a university partner in their reform efforts. AED's evaluation entailed development of a self-assessment process for participating schools as well as an assessment of school staff awareness of middle-grades practices, student outcomes, and progress in the school-district-university partnership.

Urban Middle-Grades Reform Network (1995 – 2001)

Funding: Edna McConnell Clark Foundation

Location: Nationwide

Center for School and Community Services

Convened in 1995 and coordinated by AED, the Urban Middle-Grades Reform Network was a forum for district administrators to support and advance each other's middle-grades reform efforts. Thirty-five district administrators from 20 urban districts participated in the network. Specific network activities included the development and administration of a web page and listservs; creation and dissemination of district portfolios of middle-grades reform efforts; production and dissemination of bulletins on district-wide middle-grades reform; inter-district site visits; network meetings; ongoing professional development on issues relevant to middle-grades reform; and the documentation, evaluation, and self-assessment of the network.

**Council of Chief State School
Officers: School Health Project
(1996 – 1998)**

Funding: Council of Chief State
School Officers; Association for
State and Territorial Health
Officials

Location: Nationwide

Center for Health Communication

AED assisted in building support for a coordinated approach to school health programs nationwide. The project spanned three phases: (1) formative research on and development of initial message concepts, using both qualitative and quantitative research techniques, to ascertain perception of school health problems and awareness of a comprehensive and coordinated approach; (2) drafting of initial materials and pretesting them; and (3) revision and completion of supportive messages and materials and training target audiences on how best to use the materials in their states and localities. Materials consisted of a starter kit for building support, with handouts, resource pages, and a CD-ROM.

**Parents Making a Difference
Evaluation and Technical
Assistance (1995 – 1998)**

Funding: Providence Public
Schools

Location: Rhode Island
**Center for School and Community
Services**

AED documented and evaluated the first year of the Parents Making a Difference project in Providence, Rhode Island. Parents Making a Difference established family centers in 15 schools run by parents trained as AmeriCorps volunteers. AED provided technical assistance to project staff in developing instruments to document first-year activities and to help staff develop their capacity to measure outcomes and document long-term implementation of the project. The program also provided educational benefits for the family center coordinators to help them enter the workforce.

**Project Choice Evaluation
(1992 – 1998)**

**Funding: Ewing M. Kauffman
Foundation**

**Location: Kansas and Missouri
Center for School and Community
Services**

AED conducted a five-year evaluation of Project Choice, an “I Have A Dream”-type program funded and administered by the Kauffman Foundation. Project Choice offered qualified students in six Kansas City high schools the opportunity to attend a vocational or technical school in the Kansas City area, a college in Kansas or Missouri, or another postsecondary institution through the provision of tuition and other expenses. The project also offered counseling, academic support, activities, and other support services to help students persevere and succeed. AED’s evaluation documented the points of view of students, parents, and staff to determine the extent to which the project achieved its goals. AED also conducted longitudinal and follow-up studies of case study students to document long-term benefits for participating students.

**Urban Girls Initiative
(1996 – 1997)**

**Funding: Girls Incorporated of
New York City**

**Location: New York
Center for School and Community
Services**

This project entailed a one-year evaluation of the second phase of Girls Inc.’s Urban Girls Initiative in New York. It worked to improve the educational achievement and life skills of adolescent girls, with a special focus on math and science skills. The program used several Girls Inc. curricula, including its family life education curriculum, Will Power/Won’t Power, and math and science curriculum, Operation Smart. AED’s evaluation documented the initiative to assist Girls Inc. staff in analyzing lessons learned through implementation of the initiative in various settings and assessed the extent of institutional change made by partner agencies and progress toward spinning off an independent Urban Girls Initiative in New York City and in affecting programming for girls in New York City.

Development Strategies for Middle-Grades Educational Reform (1995 – 1996)

Funding: Edna McConnell Clark
Foundation

Location: Maryland and Wisconsin
Center for School and Community
Services

AED worked with school districts in Baltimore, Maryland, and Milwaukee, Wisconsin, helping them plan and build long-term support for middle-grades reform work. In 1995, AED extended this work to six other urban school districts to undertake middle-grades reform. A special feature of this work with the Clark Foundation was to determine the long-range needs of urban districts undertaking middle-grades reform. For this purpose, AED interviewed 20 urban district administrators and coordinated a working session that resulted in a set of recommendations for technical assistance and support for middle-grades educational reform.

COLLEGE ACCESS

U.S. Department of Education Title III Institutional Development (1998 – 2010)

Funding: U.S. Department of Education

Location: Georgia, Hawaii, Illinois, Iowa, Ohio, Tennessee, and West Virginia

Higher Education Management Services Center

For over two decades, Higher Education Management Services Center (HEMS) has planned and written funded proposals, as well as prepared evaluation and student recruitment reports, for many colleges and universities under the U.S. Department of Education's Title III Strengthening Institutions Programs. Title III of the Higher Education Act provides support for access to postsecondary education and for strengthening institutional

capacity to provide educational opportunities for needy students. Historically Black Colleges and Universities (HBCUs), Tribally Controlled Colleges (TCCs), and Alaskan Native and Native Hawaiian-serving institutions are included under this title. Grants go to institutions for facilities upgrades, improvements in instruction and academic programs, and endowment funds.

Waldorf College (2004 – 2010)

AED assisted Waldorf College in Iowa in obtaining a Title III grant. AED is assisting Waldorf College in turning around a six-year decline in enrollment by reestablishing the college as a student-oriented BS/BA-granting college that is equally committed to the liberal arts and professional preparation.

AED assisted college leaders in developing a five-year, \$1.8 million institutional development plan and grant proposal. Under the plan, Waldorf College would enroll more students; improve retention of lower-division students by developing three new bachelor's degrees in biology, secondary education science, and psychology; and upgrade related laboratories and library resources. A faculty development program would help faculty integrate instructional technologies and explore distance delivery opportunities as well as enable faculty to identify and implement academic assessment strategies and measures appropriate for a baccalaureate degree program. Waldorf College will also develop partnerships with area community colleges to facilitate students' transferring to Waldorf to complete a baccalaureate degree.

Ohio State University Agricultural Technical Institute (2005 – 2010)

AED's Higher Education Management Services Center developed a five-year plan and Title III grant proposal to integrate technology across the programs at

Ohio State University's Agricultural Technical Institute, including networking infrastructure, electronic classrooms, Web-enabling courses, and related faculty professional development.

Sterling College (2003 – 2009)

AED assisted Sterling College in Sterling, Kansas, in developing a five-year plan and Title III grant proposal to review and revise the 11 bachelor's degree programs, with increased emphasis on modern, student-centered pedagogy and up-to-date content. By the end of the project period, Sterling's academic programs will reflect current in-field knowledge, appropriate and modern pedagogical principles, technological integration in both college classrooms and expectations for student performance, and the leadership and community service/leadership skills essential for intelligent, ethical, reflective, and productive citizens. This academic transformation will provide Sterling with the niche identity it needs to strengthen enrollment in existing programs and expand its academic offerings to new markets.

West Virginia Northern Community College (2003 – 2008)

AED assisted West Virginia Northern Community College in obtaining a \$1.7 million Title III grant. Under the grant the College plans to increase enrollment by 20 percent and retention by 15 percent. The grant will strengthen the college's capacity to develop responsibly and deliver efficiently an array of training programs for the incumbent workforce and displaced workers, small-business development services, and continuing education and cultural programs.

Shimer College (2003 – 2008)

AED assisted Shimer College in Illinois in obtaining a Title III grant. Shimer now has an integrated database system using state-of-the-art software. The grant has had a substantial impact on the development of the Shimer Library, including membership in the North Suburban Library System (NSLS), which, for the first time, offers Shimer students access to databases and other electronic resources and to the collections of 650 libraries in northeastern Illinois.

Hiwassee College (2002 – 2008)

AED assisted Hiwassee College in Madisonville, Tennessee, in obtaining a \$1.8 million Title III grant. The project will integrate technology resources with academic programs, including installation of a wireless network with enhanced Internet access; construction of eight technology-enhanced classrooms; a new faculty information technology lab with multimedia equipment; upgraded science equipment and technology for laboratories; laptops for all college faculty; six multimedia carts for classroom use; faculty training programs; and technical support.

Chaminade University of Honolulu (2002 – 2008)

Chaminade University of Honolulu is an independent, private, coeducational, liberal arts university affiliated with the Catholic Church. Chaminade serves approximately 985 full-time day students and 1,830, part-time and graduate students. Chaminade is developing an integrated information system that offers students Web-based access to student services and academic information; provides faculty

advisors with student information to support online academic advising; provides administrators with integrated academic, management, and fiscal performance information to support institutional decision making; and enables Chaminade's outreach coordinators to reach students on the neighboring islands through online and interactive video.

Andrew College (1998 – 2003)

AED worked to help secure \$1.75 million in Title III funding for Andrew College in Georgia. AED identified and found support for initiatives that would reinforce the role of Andrew College as a catalyst for social and educational development and change within its own community. As a result of Title III funding, Andrew students now benefit from a state-of-the-art, computer-based laboratory, and computer access is now universal at Andrew. In addition, it is now possible for all Andrew faculty to Web-enable their courses and integrate teaching and learning technologies in their instruction and professional development.

Stark State College of Technology (1998 – 2003)

AED and Stark State College of Technology (SSCT), in Canton, Ohio, developed and tested an Institutional Effectiveness Indicators Tracking System and researched and identified exemplary Student Enrollment and Retention Intervention Programs and Systems. Development of these Institutional Research systems and tools and transfer of these systems and tools to SSCT was accompanied by training in their use.

Partnerships for College Access and Success (2003 – 2005)

Funding: Lumina Foundation

Location: Nationwide

Center for School and Community Services

In this project, AED seeks to improve college access and degree attainment among underserved populations through a grant-making and technical assistance initiative targeting students who are first generation in college, low-income and adults, and members of racial and ethnic minorities. During the first two-year cycle of this

initiative, AED awarded planning and implementation grants to local partnerships comprising organizations and institutions that are critical to promoting college access and attainment. They include four-year and community colleges, technical schools, high schools, community-based organizations, businesses, and civic groups. AED is providing technical assistance to the partnerships, which will oversee implementation of local projects, share lessons learned across grantee sites, and ensure sustainability of the work beyond the grant period.

**Alabama State University
Consultancy (2004)**

**Funding: Alabama State University
Location: Alabama
Higher Education Management
Services Center**

In response to an Alabama State University (ASU) Board mandate to examine the university's personnel needs and identify opportunities for reducing unnecessary fixed operating costs, the ASU president engaged AED to undertake an institutional audit. AED conducted a three-month

study and delivered a report outlining steps for streamlining the university and strengthening its fiscal stability.

**GEAR UP-Pennsylvania State
System of Higher Education
Gaining Early Awareness and
Readiness for Undergraduate
Programs (2001 – 2005)**

**Funding: Pennsylvania State
System of Higher Education
Location: Pennsylvania
Higher Education Management
Services Center**

In 2001, AED wrote a successful six-year, \$12.5 million U.S. Department of Education GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) proposal for the Pennsylvania State System of Higher Education and the Commonwealth's Department of Education. GEAR UP is a discretionary grant program developed to increase the number of low-income students who are prepared to enter, and succeed at, postsecondary institutions. Grantees serve an entire cohort of students, beginning no later than the seventh grade, and the cohort's

progress is tracked through high school.

AED collaborated with key stakeholders in Pennsylvania to design an early intervention college awareness and preparation program aimed at increasing academic success and college-going rates of disadvantaged middle and high school students in two failing school districts, Philadelphia and Harrisburg. The project also marshals faculty from local universities to provide extensive professional development of teachers in these school districts. AED is assisting the Pennsylvania GEAR UP project with formative and summative evaluation, benchmark development, scholarship modeling, and data collection, reporting, and analysis using its GEAR UP Online Evaluation System (GOES). The quasi-experimental evaluation design will assess whether and to what extent GEAR UP participants succeed in raising their college-going rates and in closing their academic performance gaps compared to their more advantaged counterparts in the Harrisburg and

Philadelphia school systems. GOES tracks over 8,000 GEAR UP participants in 30 middle and high schools at the individual student level, including their demographic, program participation, perception (survey), and performance data.

GEAR UP-Kentucky Council for Postsecondary Education Gaining Early Awareness and Readiness for Undergraduate Programs (2001 – 2005)

Funding: Kentucky Council for Postsecondary Education

Location: Kentucky Higher Education Management Services Center

The Kentucky Council for Postsecondary Education was looking for a means to ease the difficult task of fulfilling the reporting requirements of its five-year, \$10 million GEAR UP state grant. The 33-page annual performance report, mandated by the U.S. Department of Education under the Government Performance and Results Act (GPRA), prompted the Kentucky Council to hire AED to lead the data collection, analysis, and reporting effort. To meet the

Kentucky Council's requirements, AED proposed and developed a secure, online data collection and reporting system to track data on participating GEAR UP students, parents, and teachers (the GEAR UP Online Evaluation System, GOES). GOES produced many benefits for Kentucky Council staff. Online summary reports automatically completed most sections of the annual performance report, and the tracking features freed up limited staff resources to concentrate on other GEAR UP priorities.

Initial steps have involved reorganizing and converting the federal performance report to a series of Web-based data entry forms. AED has also constructed online student and parent surveys. To ensure completion of the student surveys, GEAR UP Kentucky site facilitators have arranged for teachers and students to enter data in their computer labs during school hours. However, direct online access for parents is not an option. Instead, AED collects data by interviewing parents via telephone and entering

the responses on the appropriate online forms.

College and Career Transitions Initiative Virtual Reader (2003 – 2005)

Funding: League for Innovation in Community College

Location: Nationwide

National Institute for Work and Learning

The College and Career Transitions Initiative (CCTI) was designed to ease student transitions to postsecondary education and employment. Partnerships between high schools and community or technical colleges produced models of aligned academic and technical curricula in high-growth occupational areas. AED developed a virtual reader that provided partnerships with a common core of knowledge, information, and best practices concerning transitions to college and employment. The virtual reader was comprised of an annotated bibliography of essential readings, as well as an extensive library offering state-of-the-art information on key issues including retention, partnership management, and academic achievement. All

materials were easily accessible via a specially designed webpage.

Community College Labor Market Responsiveness (2002 – 2004)

Funding: Westat, Inc.; U.S.

Department of Education

Location: Nationwide

National Institute for Work and Learning

AED conducted activities designed to yield information and tools that enabled community colleges to keep pace with the needs of a diverse student body and a dynamic labor market. Activities included literature review; solicitation of expert opinions; survey research; in-depth case study analyses; and production of a handbook on steps community colleges can take to be market driven.

The handbook, *The 21st Century Community College: A Strategic Guide to Maximizing Labor Market Responsiveness*, was distributed to every community college and technical college in the United States. It offered conclusions and recommendations based on case study analysis of more than 30 colleges in 10 diverse labor markets

and included hundreds of interviews and discussions conducted with college leaders, employers, and economic development professionals. To augment the case studies, AED collected standardized data across all colleges using surveys and document review, conducted statistical analyses, reviewed the relevant literature, and consulted with experts. In addition to this guidebook, other useful products have emerged from the research component of this initiative, including a detailed literature review and research appendices, available at www.ed.gov/about/offices/list/ovae/pi/cclo/factsh/cclmr.doc.

General Educational Development Testing Service of the American Council on Education: Messaging, Positioning, and Materials for 2002 (2001 – 2004)

Funding: American Council on Education

Location: Nationwide

Center for Social Marketing and Behavior Change

In 2002, General Educational Development (GED) launched the

next generation of GED Tests. AED assisted the GED program in increasing the value of the test to policy makers, employers, and potential test-takers while increasing the volume of test-takers as well. AED provided communications and social marketing services, including counsel, research, and material development, to the GED Testing Service (GEDTS). AED developed informational products to accompany the new series of test; provided the core messages and brand value platform for use in additional materials and facilitated review of these messages with an internal and external partner and staff meeting; and delivered a planned communications document that laid out the strategy and tactics for meeting GEDTS's priority goals.

**U.S. Department of Education
Grant Programs Proposal Writing
Assistance (2000 – 2003)**

Funding: U.S. Department of
Education

Location: Pennsylvania
Higher Education Management
Services Center

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a school-to-college transition program to close the achievement gaps between disadvantaged and minority youth and their peers and to increase the high school graduation and college-going rates of this at-risk population. During 2001–2002, AED worked with the Pennsylvania State System of Higher Education as consultants to develop \$27 million in new grants, including a \$12.5 million Teachers Quality Enhancement grant and a \$2.1 million Preparing Tomorrow's Teachers to Use Technology (PT3) grant.

**Andrew College Evaluation of the
Learn and Serve Program
(2000 – 2003)**

Funding: Corporation for National
and Community Service

Location: Georgia
Higher Education Management
Services Center

Andrew College is a small, residential, two-year college, surrounded by the four poorest counties in the state of Georgia.

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AED assisted Andrew College with the Changing Lives/Serving Communities Program (Learn and Serve Program) to help establish a service leadership infrastructure to have a long-term impact on the communities surrounding the college, current students, and future generations of students. The overall goals of the program were to: (1) fill a significant portion of the need for public service unmet by local agencies; (2) create an expanded, sustainable, and replicable mechanism for service-learning community networks led by two-year institutions of higher education; and (3) to expand the base of young leaders choosing to stay in the four-county area and serve the community upon graduation from a four-year college. AED assisted with the overall evaluation of the Learn and Serve Program initiative.

**Expanding Educational Outcomes
Phase II: After-School, Community-School, and School-to-Career Programs (1999 – 2003)**

Funding: Charles Stewart Mott Foundation

Location: Colorado and Kentucky

Center for Youth Development and Policy Research

After-school, community-school, and school-to-career (STC) programs are three approaches to meeting the educational, social, and developmental needs of young people to prepare them for future careers. Phase I of this project sought to explore how the intersections between these programs might lead to common outcome objectives and the coordinated documentation of progress toward those objectives. Phase II added an important new component: an inquiry into the public mechanisms by which developmental supports and opportunities for youth are or could be funded. The goal of this initiative was to identify the strengths of, commonalities among, and differences between STC and community school collaboration movements and to develop a strategy for working jointly to document their roles in improving educational outcomes in Denver, Colorado, and Louisville, Kentucky. AED tracked educational and developmental outcomes related to after-school, community-school,

and school-to-career programs; defined a rationale for coordination of funding mechanisms; provided technical assistance to other sites to create a “learning network” of localities throughout the United States to benefit from the lessons learned in Denver and Louisville.

South Carolina Advanced Technological Education Center Longitudinal Research Tool (1995 – 1998)

Funding: National Science Foundation

Location: South Carolina Higher Education Management Services Center

AED was the partner responsible for collecting and analyzing longitudinal performance data as part of an external summative evaluation of the South Carolina Advanced Technological Education (SCATE) Center. The Center wanted a confidential, secure mechanism to track the results of its engineering students’ interest and success in revised engineering courses. AED researchers responded with an online student survey and reporting tool protected by the highest levels of Internet security.

Students completed the surveys at the beginning and end of each semester over a five-year period, and participating faculty administered the surveys in computer labs or at computer stations in their classrooms.

After the students had completed their online surveys, SCATE staff had immediate, real-time access 24/7 to automatically analyzed summary reports using multiple selection criteria to query the database. AED used other data collection methods to triangulate their research findings:

Web-based faculty survey
faculty interviews and surveys
site visits
class observations
informal focus groups
literature review
analysis of state- and institution-provided student demographic and course achievement data

**PACE-Partnership for Academic
and Career Education Program
(1992 – 1995)**

**Funding: U.S. Department of
Education's Office of Vocational
Education**

**Location: South Carolina
Higher Education Management
Services Center**

AED helped develop a successful national Tech Prep demonstration grant proposal and served as external evaluator of the PACE model Tech Prep education program. AED assisted a business-education partnership comprising seven school districts in South Carolina, Tri-County Technical College, area employers, and Clemson University in facilitating the community's restructuring of its educational systems to steer more area high school students to postsecondary education who otherwise would not plan to go to college directly from high school. The program received the first Department of Education award and the first American Association of Community Colleges award as the top Tech Prep program in the nation.

TEACHER QUALITY

**University of Texas Pan American:
Reforming Teacher Preparation
along the U.S.-Mexico Border
(2005 – 2009)**

**Funding: University of Texas Pan
American**

Location: Texas

**Higher Education Management
Services**

AED is evaluating the Preparing Tomorrow's Teachers to Use Technology (PT3) grant program at the University of Texas-Pan American. The primary goal of this project is to transform the university's teacher preparation program into a 21st-century learning environment to meet the diverse needs of a rapidly growing, high-need community. To do this, the project has created an online learning community, electronic portfolio system, action research

model, and learner-centered professional development that will enhance the means of true partnership among Rio Grande Valley school systems, in-service teachers, pre-service teachers, and the faculty of the University of Texas-Pan American Colleges of Education and Arts and Sciences. This project focuses on multilingual, multicultural education, given its location on the Texas-Mexico border.

**Teachers for a New Era
(2002 – 2008)**

Funding: Carnegie Corporation of New York; Annenberg Foundation; Ford Foundation

**Location: California, Connecticut, Florida, Massachusetts, Michigan, New York, Texas, Virginia, Washington, and Wisconsin
National Institute for Work and Learning**

Recent research based on thousands of pupil records in many different cities and states establishes beyond doubt that teacher quality is the most important variable factor in pupil achievement. Teachers for a New Era (TNE) seeks to stimulate radical restructuring of teacher education programs at 11 selected colleges and universities. The participating institutions want to transform their teacher education programs in accordance with three design principles: decisions driven by evidence; engagement with arts and sciences; and teaching as an academically taught clinical practice profession. Each TNE site is required to develop plans to evaluate the effectiveness of its teacher preparation program based in part on evidence of pupil learning that has occurred in the

classrooms of its graduates. AED is providing a full menu of technical support and capacity-building services to the 11 TNE institutions, including regular contact with a designated liaison who visits the site at least three times each year, conferences and institutes, a dedicated Web site with a searchable virtual library, and access to consultants with specialized expertise. Institutions include Bank Street College of Education, Boston College, California State at Northridge, Florida A & M, Michigan State, Stanford University, University of Connecticut, University of Texas at El Paso, University of Virginia, University of Washington, and University of Wisconsin at Milwaukee.

Reaching Science and Special Education Teachers: Online and In-Person (2004 – 2005)

Funding: National Science Foundation

**Location: Nationwide
Center for School and Community Services**

This project will provide vital information and teaching strategies around inquiry-based science for

students with disabilities. The target audience is K–4 science and special education teachers. The overarching goal is to enable students in grades K–4 with disabilities to participate fully in science, learn skill-building activities, and gain positive attitudes about science that may influence later school and career choices. Core activities include professional development seminars offered online and at national conferences, which build on Playtime Is Science, an NSF-funded, standards-based science activity program that includes modifications for students with disabilities. Project partners are the Council for Exceptional Children and Science Education for Students with Disabilities, a National Science Teachers Association Associated Group.

Preparing Tomorrow’s Teachers to Use Technology (PT3): Using Public Policy to Prime the Pipeline (2001–2004)

Funding: U.S. Department of Education

Location: Illinois, Nevada, and Texas

Higher Education Management Services Center

In recent years, AED has helped six states (Colorado, Georgia, Illinois, Nevada, Pennsylvania, and Texas) improve their teaching forces through the U.S. Department of Education’s Preparing Tomorrow’s Teachers to Use Technology (PT3) grant program. Since 1999, PT3 has awarded \$400 million in grants to over 400 education partnerships to transform teacher education. By integrating technology into pre-service programs, PT3 seeks to ensure that new teachers can teach effectively in new learning environments to increase student learning. Awards typically average \$350,000–\$600,000 a year for three years. The following sections describe some of our work in this area.

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To address the nation's need for more technology-proficient teachers to serve diverse and hard-to-staff urban and rural school districts, AED and the Education Commission of the States (ECS) formed a consortium of national, regional, state, and local agencies to undertake comprehensive teacher education policy reforms in three states—Texas, Illinois, and Nevada. AED helped states examine how community colleges might play an expanded role in increasing and sustaining the teacher pool; provided technical assistance in reform planning, implementation, and evaluation to policy makers; and summarized lessons learned from the three states' reform initiatives. AED also developed a Web-based policy toolkit and set of research-based policy papers.

The consortium served as a catalyst in stimulating and sustaining changes in public policy at the state level that led to significant and large-scale system improvements in the recruitment and training of a diverse pool of K–12 teachers trained to use

technology in the classroom, particularly in hard-to-staff schools in urban and rural parts of the country.

Pennsylvania PT3-Preparing Tomorrow's Teachers to Use Technology: Creating Systemic Reform in Teacher Preparation through K–16 Councils that Promote and Foster Technology-Based Innovative Learning Communities (2001 – 2004)
Funding: U.S. Department of Education

Location: Pennsylvania Higher Education Management Services Center

The Pennsylvania Preparing Tomorrow's Teachers to Use Technology (PT3) program established a professional learning community and network comprising pre-service teachers and student teachers, cooperating and mentor teachers, and college of education and college of arts and sciences faculty members. AED assisted the PT3 network in Pennsylvania to pool and share e-learning resources among all members of the community with the idea that the network will

provide for improved communication, collaboration and inquiry-based learning, professional development, and support of new teachers. AED developed seven K–16 Councils (regional public-private education partnerships covering the entire state) to implement new state policies on educational standards, accountability, and teacher preparation. AED acted as the grant writer and external evaluator. The reforms proposed in the PT3 project included integration of information and instructional technology, related curriculum and faculty development, and program improvements designed to increase student recruitment, retention, and degree completion, particularly for minority and inner-city students. This project completed and consolidated an expanded network of private and public partners, as well as an AED-managed network learning community that enabled those partners to collaborate across organizational, departmental, and disciplinary lines in professional and instructional materials development. Over three years, this project provided the environment,

tools, release time, training, technical support, and structured learning opportunities for university faculty and teacher education students to become confident, competent users of technology in their classrooms.

Andrew College PT3-Preparing Tomorrow's Teachers to Use Technology: Integrating Multilevel Partners to Advance Comprehensive Technology in Schools (2001 – 2004)

Funding: U.S. Department of Education

Location: Georgia Higher Education Management Services Center

The Integrating Multilevel Partners to Advance Comprehensive Technology in Schools (IMPACTS) project addressed a critical gap in technological education of future teachers enrolled in two-year institutions. Andrew College, a private, two-year, liberal arts college in southwest Georgia, partnered with Georgia Southwestern State University and the Southwest Georgia Chamber of Commerce to: (1) design an Introduction to

Technology course for education majors; (2) reconstruct four education core courses; (3) provide in-tech certification for Andrew College faculty; (4) develop Teacher Tech teams; (5) design and implement a Tech Tykes summer program for 4- to 7-year-olds in the four-county region; and (6) develop the Education Technology Resource Center to promote resource and tech innovation in P-16 settings in the region. AED served as a grant writer and external evaluator.

The PT3 program at Andrew College has integrated technology into the teaching/learning environment campus-wide. Comparisons of syllabi indicate an exponential increase in use of technology by faculty across all disciplines and a parallel increase in expectations for use by students. Andrew developed a sophomore-level course in educational technology to ensure that its education majors are prepared for upper-division teacher education programs and are able to transfer technical expertise to the K-12 classroom environment. The positive impact of the instructional

culture at Andrew was demonstrated by the tremendous response to portfolio development and the technology mini-grant competition initiated for faculty in fall 2003. The PT3 Web site has also been instrumental in sharing programmatic achievements and instructional innovations across campus and across the state.

Teacher Leader for Mathematics Success Evaluation (1999 – 2004)

Funding: City University of New York; Lehman College; National Science Foundation

Location: New York

Center for School and Community Services

AED conducted a five-year evaluation of the Teacher Leaders for Mathematics Success (TL=MS) program, conducted by Lehman College in collaboration with the six Bronx community school districts. The project built the capacity of Bronx teachers in schools with rigorous, standards-based mathematics curricula to support continuous improvement in mathematics education for all students. The project targeted a total of 240 teacher leaders in 20

schools with grades 4–8. AED documented activities to determine the impact of TL = MS on teacher, student, and school outcomes. With regard to teachers, researchers documented the impact of TL = MS on teacher knowledge; whether teachers found the professional development useful in their classrooms and schools; the extent to which individual values and beliefs about mathematics content and assessment and performance standards changed; and the extent to which a formalized network of teacher-leaders was established. With regard to students, researchers determined their reaction to the new instructional approaches in mathematics education and the extent to which these new approaches increased their engagement and improved their outcomes in mathematics. AED investigated these questions through surveys of teachers and administrators; in-depth interviews with administrators and selected teacher-leaders; focus groups with selected groups of students; and observations of selected classrooms and professional development activities. The evaluation showed positive impacts on both the

teaching of mathematics and on student engagement and achievement.

Contextual Teaching and Learning (2000 – 2003)

Funding: MPR Associates, Inc.; U.S. Department of Education

Location: California, Georgia, Ohio, Oregon, Washington, and Wisconsin

National Institute for Work and Learning

AED conducted a meta-analysis of seven contextual teaching and learning projects supported by the U.S. Department of Education's Office of Vocational and Adult Education. All of the projects focused on expanding current and future teachers' knowledge and use of contextual teaching and learning strategies. Although each of the three-year projects was responsible for supporting its own evaluation, AED and MPR synthesized the findings across sites into a single document that described how various contextual teaching and learning strategies could be used to drive changes in the classroom and spur improvements in student learning.

Bridge to Advanced Technological Education and Employment (1998 – 2002)

Funding: National Science Foundation

**Location: Illinois
Higher Education Management Services Center**

AED helped plan a three-year model demonstration project and develop a successful \$1 million grant proposal, “Bridge to Advanced Technological Education and Employment,” submitted to the National Science Foundation (NSF) Advanced Technological Education (ATE) program. The University of Illinois at Chicago and Wayne State University led teams of community colleges, community-based organizations, and industry groups in Chicago and Detroit in the development and demonstration of a multilevel model Advanced Technology Bridge program. Designed to bridge the gap between educationally disadvantaged adults and the new economy, the model program provides training and support services to prepare educationally disadvantaged adults for two-year college certificate and associate

programs in manufacturing technology and for entry-level, career-track employment as skilled technicians in industry. AED also led a summative evaluation of the Bridge project’s outcomes and impacts at its Chicago test site; the evaluation plan, evaluation reports, and other program information can be downloaded from the project’s Web site, <http://www.uic.edu/cuppa/techbridge/Resources/resources.html>.

Teacher Development Grants 2001 (2000 – 2001)

Funding: U.S. Department of Education

**Location: Nationwide
National Institute for Work and Learning**

AED co-authored a synthesis report based on evaluation data provided by seven contextual teaching and learning projects supported by the U.S. Department of Education’s Office of Vocational and Adult Education. These projects focused on expanding current and future teachers’ knowledge and using contextual teaching learning strategies. Although each of the three-year projects was responsible

for supporting its own evaluation, AED synthesized the findings across sites into a single document that described how various contextual teaching and learning strategies could be used to drive changes in the classroom and spur improvements in student learning.

Urban Teachers Academy Project (2000 – 2001)

Funding: Recruiting New Teachers, Inc.; Council of the Great City Schools

Location: National

National Institute for Work and Learning

The Urban Teacher Academy Project (UTAP), a collaborative effort of Recruiting New Teachers, Inc., and the Council of the Great City Schools (CGCS), promoted recruitment and preparation of qualified and diverse teachers for urban schools. UTAP expanded and critically examined the teaching career academy approach. In the first phase of the UTAP Project, pilot sites documented best practices and developed practical information and easy-to-use tools that would help guide the planning, implementation, and replication of

high school career academies across the country. Phase II began in November 2000 when UTAP awarded competitive grants to nine urban school districts to develop implementation plans for high school teaching career academies. Using the suggested planning process developed in Phase I, AED tracked the process grantees used to develop teaching academy programs that tapped into a pool of high school students who expressed an early interest in the teaching profession.

AED concluded that by encouraging young people to consider careers in education, the UTAP initiative addresses one of the most critical issues facing American education. Perhaps even more important, it provides a useful planning framework that has implications for all forms of career academies and, quite possibly, other educational initiatives as well. In turn, career academies offer excellent opportunities for school districts to promote and implement the principles of contextual teaching and learning.

**National Research Center for
Career and Technical Education,
National Service Learning
Clearinghouse (1998 – 2001)**

Funding: University of Minnesota;

U.S. Department of Education

Location: Nationwide

**National Institute for Work and
Learning**

Through the National Research Center for Career and Technical Education, AED examined different models of curriculum integration. AED then explored, through a series of case studies, how structures

and circumstances affected the design and implementation of integration-related reforms at the district, school, and classroom levels and documented best practices for promoting desired student outcomes. The study created a new evidentiary base to replace myths and marketing assertions with facts about the ways in which curriculum integration can be used to enhance academic performance.



WORKFORCE DEVELOPMENT

Design and Implementation of a Development Communication Learning Plan for Inter-American Development Bank Staff (2004)

Funding: Inter-American Development Bank

Location: Washington, D.C.

Social Change Group

AED prepared learning materials and conducted training sessions for Inter-American Development Bank (IDB) staff to assist the IDB in the process of strengthening capacity in development communication among its operational staff. The learning materials included a summary of best practices of communication and behavioral dimensions of IDB and external projects; case studies; and planning, managing, and evaluation materials and guidelines. The training sessions provided IDB staff with

skills to design, conduct, and evaluate communication activities that can be used with projects in several thematic areas.

Assessing the Quality of Career and Technical Education Transition Programs (2003 – 2004)

Funding: U.S. Department of Education

Location: Nationwide

National Institute for Work and Learning

AED, in partnership with the University of Illinois, Urbana-Champaign (UIUC), conducted a study of selected Career and Technical Education (CTE) Transition programs. Using a longitudinal design with comparison groups, AED assessed the effectiveness and impact of CTE Transition programs. The

study was one of the first attempts to measure the quality of practices associated with CTE Transition programs (such as advanced academic course taking, dual credit, and career and academic counseling) and to link these practices to student outcomes as a means of determining the effectiveness of specified CTE Transition programs.

Johnson & Johnson Bridge to Employment (2003 – 2004)

Funding: Johnson & Johnson

Location: Nationwide

National Institute for Work and Learning

In 2003, AED was selected by the Johnson & Johnson Corporation to become a partner in the management and evolution of the Bridge to Employment initiative. Johnson & Johnson (J&J) established Bridge to Employment (BTE) in an effort to reform education by communicating to at-risk students that learning can be meaningful, tangible, and relevant. AED helped the BTE program to: (1) build long-term partnerships among business, educators, community groups, and parents to

have a meaningful impact on students' future success in the workplace; (2) prepare at-risk young people to meet the challenges and requirements of the health care industry and today's complex society; (3) reinforce parental involvement as a valuable link between young people and their schools; and (4) identify ways to increase visibility for J&J and the local BTE programs. AED also developed a Web site designed to share information about the BTE initiative, facilitate greater communication and sharing of resources among the BTE partnerships, and disseminate lessons learned and best practices to others interested in developing school-to-career partnerships.

Capitol City Partnership Vision Statement (2002 – 2004)

Funding: Capitol City Career Development and Job Training Partnership

Location: Washington, D.C.

National Institute for Work and Learning

AED worked with Capitol City Career Development and Job Training Partnership (CCC) to

develop a vision and strategies for reforming career and technical education in Washington, D.C., public schools. As part of these efforts, AED helped CCC develop a model for career academies linked to industry clusters in the region's key economic growth areas so that graduates of D.C. schools will be prepared to contribute to the local economy as productive employees and citizens.

School-to-Work Learning and Information Center (1995 – 2004)

Funding: DTI Associates; U.S. Department of Education

Location: Nationwide
National Institute for Work and Learning

AED was one of two partners responsible for the School-to-Work (STW) Learning and Information Center, which helped state and local partnerships build a national network of STW programs. AED's responsibilities included developing a series of resource bulletins for STW practitioners; identifying effective STW practices; compiling an inventory of state STW legislative and policy actions; conducting case studies of effective

local STW systems; analyzing and synthesizing findings from national STW evaluations; maintaining a database of STW-related products; and assistance with planning and facilitating meetings and institutes for STW grantees.

Our Piece of the Pie Evaluation (2001 – 2003)

Funding: Southend Community Services

Location: Connecticut
National Institute for Work and Learning

AED provided technical assistance to Our Piece of the Pie (OPP), a youth business incubator and youth employment program in Hartford, Connecticut. The program used work and entrepreneurial experiences to engage at-risk youth in school-based learning. AED helped OPP set goals, design and implement strategies for data collection, document best practices, and develop and pilot a longitudinal survey process.

United Auto Workers-General Motors National Paid Educational Leave Program (1985 – 2003)

Funding: United Auto Workers-General Motors; Center for Human Resources

Location: California, Indiana, Maryland, Michigan, Oklahoma, Ohio, Tennessee, and Texas

National Institute for Work and Learning

Working with dozens of speakers representing Congress, the Executive Branch, and independent agencies; business and labor organizations; and public interest groups, AED coordinated the Washington seminar for the United Auto Workers-General Motors (UAW-GM-Delphi) program. AED designed and implemented this effort to improve worker and manager understanding of the U.S. governmental process and how that process affects the automobile industry. Issues explored during the week included international trade, health care reform, environmental concerns such as clean air, the federal role in labor-management relations, and the impact of lobbying on the governmental process. Since 1985, AED has

conducted 90 Paid Educational Leave Washington programs for the United Auto Workers-General Motors Center for Human Resources. More than 2,500 union officials have attended these sessions, together with approximately 750 of their management counterparts.

Lansing Area Manufacturing Partnership (1998 – 2003)

Funding: United Auto Workers; General Motors Center for Human Resources

Location: Michigan
National Institute for Work and Learning

In 1998, AED began examining a business/union-driven school-to-career (STC) initiative, known as The Lansing Area Manufacturing Partnership (LAMP). LAMP was an innovative STC partnership that combined classroom instruction with work-based learning at General Motors facilities. AED assisted in the development, implementation, evaluation, and replication of this initiative through research and technical assistance projects; conducted a comprehensive case

study evaluation of the LAMP partnership, collecting data through site visits, interviews, focus groups, telephone surveys, and document review; and undertook a five-year longitudinal study of LAMP graduates to determine the program's long-term effects on students' academic achievement and career progression. AED also assisted in the strategic planning and design of a national roll-out process to replicate the LAMP model in locations nationwide. Starting in mid-1999, AED began developing a plan of action, supporting materials, and a technical assistance process to achieve this goal. The first replication site selected for national roll-out was Detroit, Michigan, whose metropolitan area was in great need of assistance to improve the quality and efficacy of its public education system. AED used an intensive case study evaluation methodology deliberately designed to aid in the initiative's development and growth.

Ohio School-to-Work Summer Institute (1997)

Funding: State of Ohio

Location: Ohio

National Institute for Work and Learning

AED worked with Ohio School-to-Work (STW) staff to identify and contact content experts in areas identified by Ohio state and regional staff. AED prepared information explaining the purpose of the Institute, briefed experts on how to structure their presentations and their interaction with the teams, and coordinated the panel presentations. AED also helped the Ohio STW staff design the Institute agenda and sessions, facilitate participate networking and ownership of agenda, design tools/strategies around the continuation application to help participants work through the process of writing their applications, and provide materials for briefing book and/or exhibit space and with overall Institute troubleshooting.

**National Employer Leadership
Council Colorado Initiative (1997)****Funding: National Employer
Leadership Council****Location: Colorado****National Institute for Work and
Learning**

Based on a series of on-site interviews and discussions, AED prepared a report for the National Employer Leadership Council (NELC), called “Documenting the Implementation of the NELC Employer Participation Model in Colorado,” which documented and shared lessons learned in NELC’s efforts to support employer participation in School-to-Career partnerships in Colorado. The report addressed what employers are doing; breakthroughs and successful strategies; and what employers need to strengthen their participation in developing high-quality School-to-Career systems.

SPECIAL NEEDS POPULATION

**Consortium for Appropriate
Dispute Resolution in Special
Education (2003 – 2008)**

Funding: Direction Services, Inc.;
U.S. Department of Education

Location: Nationwide
**Disabilities Studies and
Services Center**

The Consortium for Appropriate Dispute Resolution (CADRE) is a national project located in Oregon. CADRE assists parents, educators, and administrators in benefiting from the full continuum of dispute resolution options that can prevent and resolve conflict and ultimately lead to informed partnerships that focus on results for children and youth with disabilities. Direction Services is partnering with AED's National Dissemination Center for Children with Disabilities to make available information about dispute

resolution and mediation in special education.

**Family Center on Technology and
Disability II (2003 – 2008)**

Funding: U.S. Department of
Education, Office of Special
Education Programs

Location: Nationwide
**Disabilities Studies and Services
Center**

The Family Center on Technology and Disability serves a network of more than 1,500 organizations that address the assistive technology (AT) needs of families of children with disabilities. The Family Center provides a range of AT resources to organizations, including two fully searchable databases, a monthly newsletter, national online discussions, an Online Summer Institute, and AT

resource CD-ROMs. The Family Center also publishes an illustrated AT glossary and Family Information Guides on a range of assistive technology topics. The Family Center's materials are used in undergraduate and graduate education programs and its Summer Institute may be taken for Continuing Education Credits. Some of its materials are available in Spanish. The Family Center's resources can be accessed via its website at www.fctd.info.

NICHCY-The National Dissemination Center for Children with Disabilities (2003 – 2008)

Funding: U.S. Department of Education

**Location: Nationwide
Disabilities Studies and Services Center**

The National Dissemination Center for Children with Disabilities (NICHCY) at AED collects, organizes, and disseminates current, accurate research-based information about childhood disability and the education of children with disabilities. The Center also disseminates information about the Individuals

with Disabilities Education Act and the No Child Left Behind Act.

This Center has a strong focus on research, dissemination of research, and quality of information about teaching and learning and provides up-to-date information to parents, teachers, and administrators; federal, state, and local organizations; and universities, foundations, and corporations.

Federal Resource Center for Special Education II (2003 – 2008)

Funding: U.S. Department of Education, Office of Special Education Programs

**Location: Nationwide
Disabilities Studies and Services Center**

The Federal Resource Center for Special Education is a national technical assistance and linkages contract from the Office of Special Education Programs (OSEP), U.S. Department of Education. The project staff works primarily with the six Regional Resource Centers (RRCs) that provide TA to states. AED works directly with OSEP as a conduit for disseminating information on federal issues and federal initiatives and with OSEP's

network of projects, to help in linking/coordinating them to better serve children and youth with disabilities and their families.

**Migrant and Seasonal Head Start
Technical Assistance Center
(2003 – 2008)**

Funding: U.S. Department of
Health and Human Services
Location: Nationwide
Center for Early Care and
Education

*(See Early Childhood
for more information)*

**American Indian Head Start
Technical Assistance Network
(2003 – 2008)**

Funding: U.S. Department of
Health and Human Services; U.S.
Department of Veterans Affairs-N.
Texas Health Care System
Location: Nationwide
Center for Early Care and
Education

*(See Early Childhood
for more information)*

**Reaching Science and Special
Education Teachers: Online and In-
Person (2004 – 2005)**

Funding: National Science
Foundation
Location: Nationwide

*(See Teacher Quality
for more information)*

**ENLACE-Engaging Latino Students
for Education (2002 – 2004)**

Funding: Fund for the City of New
York; Youth Development Institute
Location: New York
Center for School and Community
Services

This project entailed a 20-month evaluation of the Engaging Latino Students for Education (ENLACE) Program at the City University of New York (CUNY). ENLACE involved five CUNY colleges in collaborations to develop local programs to positively impact the educational needs of New York's Latino youth and families. AED's evaluation provided ongoing feedback to foster reflective inquiry among program managers, staff, and participants and facilitate ongoing improvement of program procedures, activities, and services.

AED evaluators collaborated with program administrators in data collection and analysis, geared to highlighting the program's accomplishments and challenges.

**Cornell Center for Policy Research-
MOU Retainer (2003)**

Funding: Cornell University

Location: New York

**Disabilities Studies and Services
Center**

AED provided logistical support to accommodate disabled individuals at meetings and conferences. At a meeting in September 2003, AED engaged sign language interpreters, provided information in braille, found accessible meeting space at AED, and provided lunch and beverages.

**Learn and Serve America National
Service-Learning Clearinghouse
(1999 – 2003)**

Funding: Corporation for National
Service

Location: Minnesota

**National Institute for Work and
Learning**

The Clearinghouse collected and disseminated information for Learn and Serve America programs as well as other K–12, higher

education, and community-based programs and practitioners. The Clearinghouse, which operated a toll-free answering service, a Web site, an electronic discussion group, and an on-site library, responded to requests for resources about planning and implementing service-learning projects, integrating service into the curriculum, evaluating programs, and other topics related to service learning. It also provided referrals to and sources of published and unpublished materials about service learning and distributed general information packets on basic facts about service learning and Clearinghouse services. AED focused on service learning as it related to school-to-work and students with disabilities.

**Family Technology Resource
Center (1998 – 2003)**

Funding: U.S. Department of
Education

Location: Nationwide
**Disabilities Studies and Services
Center**

The Family Center on Technology and Disability (FCTD) was a clearinghouse for information on

technology for children and youth with disabilities. FCTD, a project of the United Cerebral Palsy Association (UCPA) with a five-year grant funded by the U.S. Department of Education, sought to increase the knowledge and abilities of organizations that serve families of children with disabilities.

Families and Advocates Partnership for Education (1998 – 2003)

Funding: U.S. Department of Education

Location: Minnesota

Disabilities Studies and Services Center

Families and Advocates Partnership for Education (FAPE) was a Minnesota project that helped families and advocates improve educational results for children with disabilities. FAPE provided information and training on the Individuals with Disabilities Education Act, the federal special education law, through partnerships with national disability organizations.

Migrant Head Start Disabilities Services Quality Improvement Center (1997 – 2003)

(See Early Childhood Section for more details)

Migrant Head Start Quality Improvement Center (1997 – 2003)

Funding: U.S. Department of Health and Human Services

Location: Nationwide
Center for Early Care and Education

Migrant Head Start Quality Improvement Center (MHS QIC) provided training and technical assistance to support 26 Migrant Head Start Grantees and 48 Delegate Agencies serving 36,000 children from birth through compulsory school age. The MHS cooperative agreement was the result of a redesign of its training and technical assistance system. AED's MHS QIC provided training and technical assistance services in strategic planning; child development and education; family services and parent involvement; health and nutrition; management technology; partnerships among

local, state and federal levels; collaboration with universities and childcare agencies; responses to welfare reform; and other emerging needs of the Head Start Bureau to MHS Grantee Boards, Policy Councils (parents), administrative, and program staff nationwide

Federal Resource Center for Special Education (1993 – 2003)

Funding: U.S. Department of Education, Office of Special Education and Rehabilitative Services

Location: Nationwide
Disabilities Studies and Services Center

Guided by social marketing concepts, AED staffed and managed implementation of the Federal Resource Center (FRC) for Special Education. The Center facilitated, coordinated, and linked the six Regional Resource Centers (RRCs) and other Office of Special Education Programs-funded projects so that states could use the RRC technical assistance network more effectively. AED provided support in monitoring issues and trends; applying social marketing principles and reporting on

significant issues related to children and youth with disabilities; fostering linkages to strengthen coordination and information exchange; furnishing information on educating children and youth with disabilities; and implementing a Performance Measurement System and report on the effectiveness and impact of the FRC.

Migrant Head Start, Hilton Foundation Early Head Start Training Initiative (2002)

Funding: U.S. Department of Health and Human Services; Hilton Foundation

Location: Nationwide
Center for Early Care and Education

Hilton Early Head Start Training Program's mission was to support Early Head Start and Migrant Head Start staff, families, and their community partners in developing skills and strategies for accessing and using services, resources, and technology to include infants and toddlers with significant disabilities and their families in these programs.

**Conference Planning
Management: National Transition
Summit (2000 – 2002)
Funding: U.S. Department of Labor
Location: Washington, D.C.
Disabilities Studies and Services
Center**

AED assisted the Presidential Task Force on the Employment of Adults with Disabilities (PTFEAD) with logistical planning for conducting the National Transition Summit on Young People with Disabilities.

This interactive Summit, Bridging Systems to Improve Transition Results, took place at AED's Conference Center using activities such as e-polling, panel sessions, and concurrent dialogues. As a result of the Summit, the PTFEAD held a number of follow-up meetings and briefings. AED staff participated in all meetings and assisted in logistical planning for two interagency briefings at AED. The Disabilities Studies and Services Center arranged for and assisted in a two-day meeting for the Youth Advisory Council at the Grand Hyatt Hotel. At this meeting, youth listened to remarks and testimony from federal officials and the general public to help them

identify critical issues to focus on in preparing a report of recommendations to the Secretary of Labor.

**National Adult Literacy and
Learning Disabilities Center
(1993 – 1999)**

**Funding: National Institute for
Literacy**

**Location: Nationwide
Disabilities Studies and Services
Center**

AED's Adult Literacy and Learning Disabilities Center (NALLDC) was a national resource for information exchange regarding learning disabilities and their impact on the provision of literacy services. The Center, in collaboration with the University of Kansas Institute for Research in Learning Disabilities, provided technical assistance to literacy providers and practitioners. It also created a National Information Exchange Network, developing a toolkit for literacy practitioners and providing training and technical assistance to help teach adults with learning disabilities in literacy programs.

ACADEMIC, CULTURAL, AND PROFESSIONAL EXCHANGES

PLUS-Partnerships for Learning Undergraduate Studies (2004 – 2006)

Funding: U.S. Department of State

Location: Nationwide

Leadership and Institutional Development Group

The Partnerships for Learning Undergraduate Studies (PLUS) program was created by the U.S. Department of State's Bureau of Educational and Cultural Affairs to bring a diverse group of accomplished youth from the Middle East and North Africa to the United States to complete their undergraduate degrees at U.S. institutions. The goal of the initiative is to promote educational exchange and cultural understanding between young people from Muslim majority countries and Americans. PLUS

scholars are chosen based on their academic achievement and leadership potential as well as on their diversity of experience. Students spend two years completing their undergraduate degrees in the social sciences and humanities at select U.S. institutions; AED manages the academic program, including placement in a U.S. undergraduate program, monitoring, and enrichment activities.

Open World Program (2002 – 2005)

Funding: Open World Leadership Center

Location: Nationwide
Center for International Exchanges

The Open World Leadership Program brings delegations of

emerging leaders from Eurasia to the United States to see American-style democracy in action and to help forge better understanding between the nations. The program, a nonpartisan initiative of the U.S. Congress, is managed by the independent Open World Leadership Center (OWLC), located at the Library of Congress. Since 1999, local hosting organizations have enabled nearly 8,000 young Russian political, economic, and civic leaders to observe the American democratic and free market systems through intensive, short-term, theme-based visits to communities across the United States. AED develops and supports a network of local U.S. hosting organizations that welcomes Open World delegations into local communities and arranges professional and cultural activities for them.

Second Junior Secondary Education Project-Indonesia Scholarship Support Project (2002 – 2005)

Funding: The British Council
Location: Nationwide
Center for Leadership Development

Through the Indonesia Scholarship Support Project (ISSP), AED administers scholarships to 22 Indonesian scholars enrolled in master's and doctoral programs in the United States. Responsibilities include monitoring the scholars' academic progress and welfare, maintaining communications with their professors and advisors, and helping them adjust to the U.S. higher education system. The scholars are staff members of the Republic of Indonesia's Ministry of Education participating in the Asian Development Bank-funded Junior Secondary Education Project to strengthen Indonesia's secondary school system. While in the United States, participants pursue advanced degrees in such fields as educational planning and management, school administration, policy development, classroom-based

assessment, curriculum development, and school innovation.

Jordanian Judicial Training Program (2000 – 2005)

Funding: Government of Jordan; U.S. Embassy-Amman

Location: Nationwide Center for International Exchanges

AED has designed and implemented a series of professional development programs for judges and court officials from the Hashemite Kingdom of Jordan. These two- to three-week projects have incorporated elements of judicial reform, judicial training and practices, court administration, ethics and transparency, and alternative dispute resolution.

New Voices Fellowship Program (1999 – 2005)

Funding: Ford Foundation

Location: Nationwide Center for Leadership Development

The New Voices Fellowship Program is a capacity-building and leadership development grant program that assists nonprofit

organizations and professionals entering fields related to social justice. Sponsored program areas include international human rights, women's rights, reproductive rights, racial justice, migrant and refugee rights, and HIV/AIDS policy. To address these needs, New Voices helps nonprofit organizations bring innovative, fresh talent to their staffs and cultivate the leadership potential of these new voices.

AED provides technical assistance to grantees and oversees development of the program.

Fellows receive financial assistance, leadership training, mentoring, and other opportunities for personal and professional development.

National Security Education Program David L. Boren Graduate Fellowships (1993 – 2005)

Funding: U.S. Department of Defense

Location: Nationwide Leadership and Institutional Development Group

The National Security Education Program (NSEP) David L. Boren Graduate Fellowships enable U.S. graduate students to pursue specialization in area and language

study or add an international dimension to their education. Created by Congress to address the need to increase the ability of U.S. citizens to communicate and compete globally, NSEP recognizes that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but the new challenges of a global society as well, including sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness. Fellowships are awarded in a broad range of academic and professional disciplines, including business, economics, history, international affairs, law, applied sciences and engineering, health and biomedical services, political science, and other social sciences. AED is responsible for program outreach, application review, administering awards, and supporting Fellows during and after their fellowship period.

International Visitor Leadership Program (1986 – 2005)
Funding: U.S. Department of State
Location: Nationwide
Center for International Exchanges

The Office of International Visitors, in the Bureau of Educational and Cultural Affairs at the U.S. Department of State, manages and funds the (IVLP). Launched in 1940, the IVLP seeks to build mutual understanding between the United States and other nations through carefully designed professional visits to the United States for current and emerging foreign leaders. These visits reflect the participants' professional interests and support the foreign policy goals of the U.S. government. Each year U.S. embassies select over 4,500 IVLP participants from all over the world to travel to the United States to meet and confer with their professional counterparts. Through these encounters, they gain a greater understanding of the cultural and political influences in U.S. society and enjoy a firsthand experience of the country, its people, and its culture. Visitors

represent government, politics, the media, education, nongovernmental organizations, the arts, public health, international security, and business and trade, among other fields. Over 180 current and former heads of government and state and many other distinguished world leaders in the public and private sectors have participated in the International Visitor Leadership Program. AED designs and implements U.S.-based IVLP professional development programs for over 550 participants each year.

EduNeering Course (2004)

Funding: EduNeering Holdings, Inc.

Location: Nationwide

Center for International Training

EduNeering, Inc., contracted with AED to develop content for an online orientation for Americans who will be going to various countries in the Middle East to work on infrastructure projects. AED reviewed the online module after EduNeering added content to the online format. The course introduced people to the Middle

East region to give them a better understanding of the area's religious, cultural, societal, and political systems.

Public Policy and International Affairs Fellowship Program (1996 – 2004)

Funding: Ford Foundation; Rockefeller Foundation; Edna McConnell Clark Foundation

Location: Nationwide
Center for Leadership Development

The Public Policy and International Affairs Program (PPIA) provided support to encourage students of color to pursue graduate degrees and subsequent careers in public policy and international affairs. From its inception, the PPIA Fellowship Program has recruited and empowered a new generation of culturally diverse professionals dedicated to public service for a changing nation and world. PPIA has seen over 2,000 alumni all over the United States and across the world take on key local, national, and international responsibilities.

**Educational Partnerships Program
(1991 – 2004)**

Funding: U.S. Department of State
Location: Nationwide
**Center for International
Exchanges**

The Educational Partnerships Program (formerly the College and University Affiliations Program) strengthens academic institutions in the United States and overseas by helping to establish new university departments, degree programs, and curricula in such areas as business management, public administration, political science, journalism and media, legal education, civic education, liberal arts, and American studies. The program promotes cooperation between U.S. institutions of higher learning and their counterparts around the world through three-year grants. AED collaborated with the U.S. Department of State on administration of the independent panel review process for competitive proposal submissions.

**Jordan Civic Awareness Project
(2003)**

Funding: U.S. Embassy-Amman
Location: Colorado, New York, and
Washington, D.C.
**Center for International
Exchanges**

AED was selected by the U.S. embassy in the Hashemite Kingdom of Jordan to coordinate a two-week study tour for 20 Jordanian university students. The delegation, which examined civic awareness and student leadership, began in Washington, D.C., with an introduction to U.S. government institutions and opportunities to interact with university students in the nation's capital. Other sites included New York City; Rochester, New York; and Denver, Colorado, where the delegation explored the roles of student groups on U.S. university campuses, contributions of Muslim residents to local communities, and civic engagement at the university level.

**Botswana Development Training
Projects-Student Program
(1998 – 2002)****Funding: Government of
Botswana; Ministry of Education****Location: Nationwide
Center for International
Exchanges**

AED monitored the progress of 300–400 students from Botswana in academic programs in U.S. institutions by assessment of grade reports, consultations with academic advisors, and annual visits to campuses. AED project staff placed approximately 100 students. Whereas AED's contract with the Botswana government's Directorate of Public Service Management (DPSM) sponsored officers for advanced training, this Ministry of Education sponsorship was a government loan scheme for young Botswana students who completed their first year at University of Botswana, and pursued bachelor's degrees in U.S. institutions. The Ministry paid all training expenses, but the students repaid the stipends they received for living expenses after they returned to Botswana. In addition, they signed a bond agreeing to work for the government for a specific length of time.

**Best Practices for Designing and
Managing Partnership Activities
(2000 – 2001)****Funding: U.S. Agency for
International Development****Location: Nationwide
Center for Civil Society and
Governance**

AED created a guide for USAID staff to improve the effectiveness and sustainability of partnerships. The guide, for intermediary organizations that develop partnerships and for the partners themselves, highlights 27 case studies of partnerships: hospital to hospital, university to university, city to city, business to business, coalition to coalition, and U.S. private voluntary organizations (PVOs) to commercial organizations. It also outlines points USAID staff should consider while determining whether the overall effort to achieve a specific result could be strengthened by a partnership program and discusses different ways to select partners, outlines the roles and responsibilities of the various actors, and describes how to design and manage a partnership program.

Russian Electric Power Sector Professional Development Program (1996 – 1998)

Funding: Russian Private Power Companies, through the Institute of Management of the Joint Stock Company of Power Engineering and Electrification of the Russian Federation

Location: Maryland, Virginia, and Washington, D.C.

Center for International Training

AED and the Institute of Management of the Joint Stock Company of Power Engineering and Electrification of the Russian Federation (RAO-EES) signed an agreement to collaborate on the development and implementation of training and visitor programs in the United States for executives and technical staff working in the electric power sector. This relationship with RAO-EES expanded on AED's earlier experience in the power sector gained under the NIS Exchanges and Training (NET) Project and prior work in this field for Pakistan. AED also presented a paper on "The Human Resource Dimension of Reform of the Electric Power Sector in the Former Soviet

Union" at a conference on power sector reform in the NIS held in Vienna, Austria, in 1995. The program focused on practical site visits and participatory presentations/discussion on the U.S. power industry designed to expose participants with managerial, financial, and regulatory knowledge to techniques potentially applicable to their companies. Participants were regional directors, deputy regional directors, and chief engineers concerned with the managerial issues facing Russian power companies.

Study of Non-Academic Service-Oriented Exchange Programs for U.S. Students Abroad (1997)

Funding: Ford Foundation

Location: Nationwide
Leadership and Institutional Development Group

AED conducted a limited study of service-oriented international exchange programs in the developing world. The first goal of the study was to determine what motivates students to participate in such exchanges and to consider whether their service abroad fosters

long-term engagement in international affairs. Second, the study examined which reentry programs and follow-on activities can help sustain involvement in issues of international concern, including development assistance. As part of the study, AED developed in-depth profiles of approximately 15 organizations that sponsor service-oriented exchange programs for high school, undergraduate, and graduate students in Africa, Asia, or Latin America. In addition, AED conducted interviews with a small sample of alumni of these programs to gauge to what extent their experience influenced their educational and career choices. AED also worked to get a sense of their current level of engagement in issues of international concern. In gathering data from a cross-section of organizations that offer this kind of exchange, the study identified innovative models for activities related to the exchange that build participants' interest in, and long-term support for, development assistance.

ENVIRONMENT AND TRANSPORTATION

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Our natural environment is the “nest” in which we live. It influences human health, makes economic growth possible, and provides jobs for millions of Americans. Environmental protection has been a priority of AED’s since the early 1990s. Our approach has been to target specific high-priority environmental behaviors and use lessons learned from our work in education reform and health behavior change to meet the unique demands of the environmental threat. At the same time, our work on environmental programs has broadened our perspective on education and health.

The integrated nature of environmental change—where no one behavior solely contributes to environmental protection—and political relationships between environmental regulations and jobs has given us new tools to build coalitions through our traditional policy reform and public communication approaches.

The following program descriptions give the reader a sense of the range and accomplishments of our environmental work. From a program such as Let Kids Lead, which gave teens a powerful tool of social change to protect clean air, to our social marketing campaign to reduce use of fertilizers to avoid polluting the Chesapeake Bay, called “Save the Crabs, Then Eat ’Em”, AED demonstrates a creativity and passion for environmental protection.

Virginia Chesapeake Bay Media Campaign (2004 – 2005)

Funding: State of Virginia
Department of Conservation & Recreation

Location: Virginia
Center for Social Marketing and Behavior Change

AED won a competitive bid from the Chesapeake Bay Program (a partnership of regional state and federal government entities) and the State of Virginia to conduct a communications campaign on water pollution in the Chesapeake Bay. “Save the Crabs ... Then Eat ‘Em is the theme of AED’s media campaign and marketing effort to prevent spring fertilizer use in the metropolitan Washington, D.C., area. Newspaper and TV ads on local network affiliates are a key part of the campaign, which targets homeowners in the greater metropolitan area and focuses on changing lawn care and other behaviors that contribute to poor water quality in the bay.

National Estuarine Research Reserve System National Education Program Coordination (2003 – 2005)

Funding: U.S. Department of Commerce-National Oceanic & Atmospheric Administration
Location: Nationwide
Center for Environmental Strategies

AED serves as a technical advisor to the National Oceanic & Atmospheric Administration to coordinate and manage system-wide education and implementation programs in support of the National Estuarine Research Reserve System (NERRS) education program. Through integrated education and research programs, the reserves serve as platforms for scientific investigation and environmental monitoring, reference sites for resource management strategies, and assisted communities to deal successfully with coastal resource issues. The AED advisor also leads and implements the NERRS Coastal Training Program (a system-wide program that targets coastal decision-maker audiences); provides technical assistance in the development of NERRS K–12 pro-

grams and professional teacher development workshops; represents NERRS education programs in inter- and intra-agency meetings and workshops; evaluates annual reserve cooperative agreement proposals; monitors the progress of ongoing projects in the reserves; and provides feedback to NERRS staff to improve and strengthen program and product development.

Commuter Choice (2002 – 2004)
Funding: Environmental Protection Agency
Location: Nationwide
Center for Social Marketing and Behavior Change

As the program's marketing and promotion contractor, AED developed a new brand, Best Workplaces for Commuters (BWC). Under this new brand, employers that offered commuter benefits to their workers received the BWC designation and local promotion through the program.

Consumer Information Research Associated with Traffic and Vehicle-Related Issues (2004 – 2005)
Funding: National Highway Traffic Safety Administration; US Department of Transportation
Location: Nationwide
Center for Social Marketing and Behavior Change

AED was asked to help increase awareness and expand the usefulness of the National Highway Traffic Safety Administration's (NHTSA) New Car Assessment Program (NCAP) and the program's recently launched web site. The program offers consumers a wealth of vehicle safety information — safety rankings, crash test results, equipment recommendations, recall information and more. Millions of Americans make new and used car buying decisions without considering critical safety information from NHTSA. These decisions drive America's \$750 billion automotive market, making as powerful an impact on highway safety as road design or traffic enforcement. The NCAP 5-star crash test ratings and other information can make a difference by

shaping the questions posed to auto dealers; the features sought by car, truck and motorcycle buyers; and ultimately the decisions consumers make about which motor vehicle to buy. That, in turn, can transform an automotive industry that puts 17 million new vehicles — some much safer than others — on the road every year.

Using our social marketing expertise, strategic research and creative development capabilities across the various tasks of this indefinite quantity contract, AED helps NHTSA make a bigger impact on the automotive marketplace and, in turn, on highway safety itself.

Task Order: Consumer Information Research – Marketing and Promotion of Vehicle and Safety (2004 – 2005)

AED is developing a strategic marketing plan to promote NHTSA's New Car Assessment Program (NCAP) web site and begin execution of specific plan elements. To draw visitors to www.safercar.gov, the plan promotes the site's unique assets primarily through earned media and partnerships and

improves the site's value to consumers through product improvement and placement opportunities. The marketing effort: (1) builds awareness of the site's unique assets; (2) designs, implements, and promotes adjustments in the site; (3) encourages tie-ins to safercar.gov with a program that encourages other sites and media sources to use the safercar.gov logo wherever the source for any NHTSA rankings and crash test information is listed; and (4) creates co-branded exposure with outside organizations such as automotive sector organizations and auto lenders like banks and credit unions that can offer safercar.gov credibility and additional exposure with potential car buyers.

Older Driver Social Marketing Research and Development (2002 – 2004)

Funding: National Highway Traffic Safety Administration

Location: Nationwide

Center for Social Marketing and Behavior Change

AED developed a survey instrument for communities to measure the needs and attitudes of older drivers regarding their mobility

choices in light of their advancing age and potential physical limitations. A community action kit, designed to help communities win local exposure for their survey results, included example press releases, fact sheets, and pitch strategies. AED assisted the American Society on Aging (ASA) in developing a final report on the project for the National Highway Traffic Safety Administration (NHTSA) and worked to develop a report on focus group results to refine the messages and collateral materials. The report identified communication channels and openings for best use of the public information and education materials that were subsequently developed.

Buckle Up America Social Marketing Campaign (2000 – 2004)

Funding: National Highway Traffic Safety Administration; U.S.

Department of Transportation

Location: Nationwide

Center for Social Marketing and Behavior Change

AED implemented a marketing and communication plan, including creating national media events, plac-

ing earned media, and developing public service announcements (PSAs). To design the campaign, AED analyzed National Highway Traffic Safety Administration's (NHTSA) existing research and conducted primary formative research. AED also produced a marketing strategy, quarterly media events, media advocacy training, a quarterly newsletter, and PSAs and the developed and produced campaign collateral.

Rapid Marketing Treatment Network of Employers for Traffic Safety (2003)

Funding: Network of Employers for Traffic Safety

Location: Nationwide

Center for Social Marketing and Behavior Change

Under this contract, AED provided the Network of Employers for Traffic Safety (NETS) with a rapid assessment of its marketing opportunities, a workshop to develop the outlines of a marketing plan, and one piece of collateral reflecting that plan's priority.

Let Kids Lead-Vehicle Miles Traveled Youth Initiative (1998 – 2001)

Funding: Environmental Protection Agency

Location: Florida, Kansas, Massachusetts, and Missouri Center for Environmental Strategies

AED assisted community-based environmental groups to involve youth and families in reducing vehicle miles traveled (VMT). This youth-based initiative was designed to create a voluntary program to provide effective application in three communities: Kansas City, Missouri; Boston, Massachusetts; and Tampa, Florida. AED created a blueprint and program tools to conduct an effective, community-based, sustainable approach to involve youth in reducing VMT. AED used social marketing, experience with prevention campaigns and youth, and an intervention design framework, called Applied Behavior Change (ABC) Framework, to increase social consciousness of air pollution and practices families and individuals can follow to reduce it.

”Let Kids Lead: Involving Youth in Transportation Choices” in Missouri had seventh graders survey sixth graders and present the results to their local planning commission. They reported that 77 percent of the students would like to bike to school, but only 10 percent do so. The lack of sidewalks, a significant barrier to riding bicycles or walking to school, needs to be addressed. The planning commission was so impressed with the information the students provided the young people were invited to participate on the long-range planning committee. In Roxbury, Massachusetts, as part of the Boston pilot site, youth successfully rallied to enforce a state idling law for buses by issuing their own “tickets” to diesel buses idling for more than five minutes. In Tampa, Florida, youth participants created YEA (Youth Environmental Associates). Students in YEA clubs have produced radio spots played on local radio stations and created their own Web site promoting the benefits of carpooling.



**Boosting the Marketing Capacity
of the National Highway Traffic
Safety Administration
(1999 – 2000)****Funding: National Highway Traffic
Safety Administration****Location: Washington, D.C.****Center for Social Marketing and
Behavior Change**

In the interest of developing competency in social marketing, the National Highway Traffic Safety Administration's Office of Communications and Outreach received the first of AED's seven intensive half-day training sessions. AED used this method, the BEHAVE model for designing social marketing interventions, in its work with the Centers for Disease Control and Prevention. It included a combination of presentations, exercises, and problem-solving discussions facilitated by AED staff. Graduates left with a better understanding of commercial marketing tools used for audience segmentation, media buying, consumer research, earned media, and the advertising creative process. In addition, they know more about approaching problems as social marketers, using research to uncover barriers to targeted

behaviors, and relying on tools outside of messages and advertising such as youth empowerment, system changes, and community planning.

**Environmental Education and
Training Partnership (1995 – 1998)****Funding: North American
Association for Environmental
Education; Environmental
Protection Agency****Location: Nationwide
Center for Environmental
Strategies**

AED was part of a consortium, led by The North American Association for Environmental Education, with six other established leaders in environmental education to assist the environmental education community in jumping to the next plateau in environmental education in terms of both numbers of educators reached with effective programs and enhanced quality of cohesive efforts throughout the field. AED conducted a national survey of teachers to assess characteristics of adopters, and training that promotes adoption, of environmental education (EE) methods and materials. AED looked at the

benefits of and barriers to adoption and use of EE materials and methods to develop guidelines/principles for EE training programs and activities to increase adoption level.

AED also developed a five-year plan to strengthen environmental education initiatives using strategic communication. The overall goal of the effort was to help the EE community heighten the visibility, credibility, and importance of the field among an array of audiences, including local, state, and national authorities, policy and decision makers, funding organizations, and private sector leaders. Finally, AED conducted three advanced training courses for environmental educators from across the United States. Training targeted specific needs of K–12 teachers and educators actively involved in environmental education at the classroom, school, school district, or state level.

Social Marketing to Reduce Emissions from Use of Lawn and Garden Equipment (1993 – 1994)
Funding: Environmental Protection Agency

Location: Nationwide
Center for Environmental Strategies

Under the Clear Air Act Amendments of 1990, the Environmental Protection Agency (EPA) was mandated to reduce air pollution emitting from nonroad sources, including small, spark-ignition engines. EPA's Office of Mobile Sources (OMS) developed emission regulations for manufacturers of nonroad engines and vehicles. Consequently, OMS wanted to devise a social marketing program to promote: (1) broad public awareness about such equipment and the associated environmental and public health threats, and (2) voluntary behavior changes among lawn and garden equipment users to reduce engine emissions, fuel evaporation, and spillage. Most Americans were unaware of, and consequently unconcerned about, how their chain saws, lawn mowers, and weed whackers were adding to unhealthy ozone and carbon

monoxide levels in nearly 100 cities across the country. AED assisted OMS in formulating a strategic planning framework for developing its national public awareness and behavior change program. During the iterative social marketing planning process, AED also assisted OMS in preparing a formative audience research plan to identify strategic communication options and associated resource implications.

**Social Marketing and
Environmental Education:
Resource Management in New
England (1992 – 1993)**
**Funding: U.S. Fish and Wildlife
Service**
**Location: Massachusetts and
Rhode Island**
**Center for Environmental
Strategies**

AED assessed coastal resource management problems and recommended social marketing and environmental education solutions for two National Wildlife Refuges (Parker River and Ninigret) in the northeastern United States. At the time this project was conducted, resource managers at Ninigret National Wildlife Refuge in Rhode

Island were confronted with inappropriate use of the refuge's beach by the public, while staff of the Parker River National Wildlife Refuge in Massachusetts were struggling to preserve the nesting area of the piping plover—a shore-dwelling bird listed as a threatened species—from human disturbance. AED identified and recommended social marketing, environmental education, and other potential strategies to resolve the problems at each refuge.

HEALTH

AED focuses on the interface between health programs and people's behaviors. We believe that health systems ought to be designed to serve the real-life needs of those who are most in need. We believe that effective communication among providers, patients, health advocates, policy makers, and people at high risk of disease is the critical component to successful health care in America.

As is the case with our work in education reform, we believe that community collaborations of local advocates, business, government, and health professionals is the key to success. Whether the issue is access to care, cost of health care, adopting sensible health-promoting lifestyles, or fostering proper use of medications, AED works to improve systems and get the message out through multiple, trusted channels of communication.

We have worked for years in HIV/AIDS prevention, antismoking campaigns, and maternal and child health. We are using lessons learned from those programs to address obesity prevention by targeting teens and young adults to help them drink more water, exercise more, and reduce the onset and consequences of diabetes.

The tools we use are community planning systems that provide a framework for decision making and priority setting based on the best science and the perceived needs of individual communities. We use health communication to improve outreach to those most at risk with messages that avoid blaming the victims and focus instead on the specific benefits of disease prevention

they care about most. We assess policies and provide communities with tools to advocate for policy change when necessary.

Much of our work is for disease-specific programs, but our perspective is to look at the person, not just the disease. We help top health professionals understand why health is not always the most powerful reason for people to change their behavior. We help put health into the frame of everyday life, with all of its demands and burdens.

CATEGORIES:

- Aging
- HIV/AIDS
- Physical Activity, Prevention, and Nutrition
- Health Quality and Workforce
- Sexual Health
- Substance Abuse and Mental Health
- Youth

AGING

National Programs to Support Healthy Aging, Epilepsy, Prevention Activities, and Arthritis (2001 – 2006)

Funding: Centers for Disease Control and Prevention; American Association of Homes and Services for the Aging

Location: Nationwide
Center for Applied Behavioral Research and Evaluation

This five-year program calls for the development and assessment of consumer education tools and strategies that address health promotion and disease prevention for older adults. Activities include formative research regarding motivating and hindering factors and developing, designing, and testing messages and images related to a variety of public health concerns for the aging. Recent formative

research activities have focused on pneumococcal and influenza vaccinations.

Centers for Medicare and Medicaid Services Communication and Social Marketing Indefinite Quantity Contract Project (2000 – 2005)

Funding: Centers for Medicare and Medicaid Services

Location: Nationwide
Center for Social Marketing and Behavior Change

AED provides a range of communication, social marketing, and consumer research support to the Centers for Medicare and Medicaid Services (CMS), the federal agency that administers Medicare and Medicaid. In 2001 and 2002, AED developed and implemented two national media campaigns totaling

\$50 million to promote 1-800-MEDICARE and www.medicare.gov. AED worked with two research firms and three advertising firms to design, create, and place the television, radio, and print ads across the country. In addition, AED managed the evaluation of the campaign.

Revisions of the National Institute for Aging Age Pages (2004)

Funding: U.S. National Institute on Aging; U.S. National Institutes of Health; Johnson Bassin Shaw Inc.

Location: Nationwide

Center for Health Communication

Age Pages are publications for the public covering a wide range of topics related to health and aging.

AED supported the National Institute on Aging (NIA) in updating and revising six NIA Age Pages: Diabetes, Getting Your Affairs in Order, HIV/AIDS, Older Drivers, Stroke, and Falls and Fractures.

National Institute on Aging Clinical Trial Recruitment Strategies (2000 – 2003)

Funding: U.S. National Institute on Aging; U.S. National Institutes of Health; U.S. Department of Health and Human Services

Location: Nationwide

Center for Health Communication

The National Institute on Aging (NIA) asked AED to conduct qualitative research with staff to identify the range of issues and concerns facing researchers in their efforts to recruit and retain participants in their clinical trials. AED conducted telephone interviews to determine barriers to recruitment, benefits of participating in clinical trials, and current recruitment efforts. AED analyzed research findings, developed recommendations for communications strategies, and drafted a final report, “Recruiting Participants to Alzheimer’s Disease Clinical Trials: A Literature Review.” Additionally, AED developed manuscripts on clinical trial recruitment for publication in a special journal issue of *AD Research*. These manuscripts included revisions of presentations given at the conference, “Minority

Participation in Clinical trial Research in Alzheimer's Disease," and a new article on applying social marketing to clinical trial recruitment.

**Promoting Recruitment
Alzheimer's Disease Clinical Trials
(1998 – 1999)**

Funding: U.S. National Institutes of Health

**Location: Nationwide
Center Health Communication**

AED conducted formative research to determine barriers to clinical trial recruitment. Initial in-depth interviews with clinical trial physicians, National Institute on Aging (NIA) officials, and family caregivers indicated internal structural and system barriers, such as restrictive criteria for inclusion in clinical trials and little structural emphasis on, or funds for, recruitment. As a result, AED recommended that the initial effort focus on internal structural issues. The project also included a communications seminar for NIA director and staff.

HIV/AIDS

Evaluation of the National Quality Improvement Center (2005 – 2009)

Funding: AIDS Institute

Location: Nationwide
Center on AIDS & Community Health

AED is evaluating the process and outcomes of implementation of the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA)-funded National Quality Improvement Center, which will provide dissemination, education, and technical assistance to all Ryan White grantees related to continuous quality improvement. The goals of the project are to: (1) conduct a needs assessment to assist in the design of a National Quality Improvement Center (NQC) that is responsive to the quality

improvement needs of HRSA grantees, and (2) conduct a comprehensive evaluation of the NQC that assesses the scope and quality of program delivery as well as the achievement of prescribed outcomes. In addition, AED will design a needs assessment in collaboration with the AIDS Institute and HRSA.

National Training & Technical Assistance Cooperative Agreement-Increasing Capacity of CARE Act Recipients (2004 – 2005)

Funding: U.S. Department of Health and Human Services; U.S. Health Resources and Services Administration

Location: Nationwide
Center on AIDS & Community Health

This project includes curriculum

development and provision of on-site training for Ryan White Title I Planning Councils and grantees to increase their capacity to: (1) identify people living with HIV disease and link them to care, and (2) monitor and evaluate their planning activities, including needs assessment, priority setting, resource allocation, and comprehensive planning. The project's first steps include developing two different training curricula and trainer's manuals followed by pilot-testing the two curricula at different sites around the country.

Centers for Disease Control and Prevention Technical Assistance for HIV, Sexually Transmitted Diseases, and Tuberculosis Prevention (2003 – 2007)

Funding: U.S. Centers for Disease Control and Prevention

Location: Nationwide

Center on AIDS & Community Health

As the follow-on to the Centers for Disease Control and Prevention (CDC) Technical Support project, AED provides technical, logistical, and managerial support and assistance to CDC's National Center on

HIV, STD, and TB Prevention and its organizational divisions as needed. AED supports the Centers and its four divisions through implementation of several processes, including, but not limited to: identification of needs, planning, evaluation, data management, materials production, training, technical assistance, and formative research. AED's technical support services to CDC staff help them better assist international, national, regional, state, and local organizations to address communicable diseases effectively.

Task Order: Evaluation Capacity Building of STD Programs (2004 – 2006)

AED develops and provides program evaluation tools, training, and technical assistance to state and local health departments funded by the CDC Division of STD Prevention (DSTDP) that will help them systematically evaluate the quality of their STD prevention and control programs. This assistance helps STD program managers and those responsible for evaluation activities determine their programs' accomplishments, how resources have

been invested, what should be improved, and how to plan effective strategies to improve their programs. AED also pilot-tests the tools in the field to improve their utility and relevance and applies the revised tools in regional and national evaluation capacity-building efforts.

Task Order: Technical Assistance for Planning the 2005 HIV Conference (2004 – 2005)

AED is coordinating and developing the 2005 National HIV Prevention Conference (NHPC) to be held in Atlanta, Georgia. AED provides technical assistance and support to CDC staff in planning the conference, whose primary purposes are to share effective prevention approaches and research findings among government, community, and academic partners in HIV prevention and to strengthen collaborations between program practitioners and researchers in such areas as behavioral interventions, vaccine development, and monitoring the epidemic. The 2005 NHPC brings together researchers, community-based organizations (CBOs), government,

and nongovernmental organizations to exchange innovative approaches, share research findings, strengthen collaborations, and increase CBO capacity to implement HIV prevention interventions.

Under the guidance of the Centers for Disease Control and Prevention (CDC), the Center on AIDS & Community Health (COACH) coordinates and implements the Diffusion of Effective Behavioral Interventions (DEBI) project. DEBI is a national-level strategy intended to provide quality training and ongoing technical assistance on selected evidence-based HIV/STD prevention interventions to state and community HIV/STD program staff. DEBI interventions have been proven effective through studies that demonstrate positive behavioral (e.g., use of condoms; reduction in number of partners) and/or health outcomes (e.g., reduction in the number of new STD infections) among participants.

Task Order: Diffusion of Effective Behavior Initiatives Phase II (2004 – 2005)

In 2004, AED was awarded a \$1.7

million contract to begin the implementation of the second phase of the Diffusion of Effective Behavior Initiatives (DEBI) project. DEBI Phase II involves the planning and execution of 72 trainings. Under a new directive from the CDC, the primary focus of this cycle's trainings is for community-based organizations (CBOs) that have been directly funded by the CDC to implement one or more of the DEBI interventions. State health departments, indirectly funded CBOs, and other agencies participate in DEBI interventions as well.

Under Phase II of DEBI, participants are trained on seven of the twelve DEBI interventions. The seven interventions include: Community PROMISE, an intervention that utilizes peer advocates and role modeling to encourage behavior change in various populations; SISTA, which aims to increase condom use among African American women; Mpowerment, which focuses on men who have sex with men; Safety Counts, an intervention that targets injection drug users to reduce high risk drug use

and sexual behavior; POL, which focuses on key opinion leaders who can encourage safer sexual behavior within their social networks; VOICES, which targets heterosexual African American and Latino men and women visiting STD clinics; and Many Men, Many Voices, an intervention that targets gay men of color.

Centers for Disease Control and Prevention HIV/Sexually Transmitted Diseases/Tuberculosis Prevention (2003 – 2007)

Funding: Centers for Disease Control and Prevention; BETAH Associates

**Location: Nationwide
Center on AIDS & Community Health**

BETAH Associates, with AED as subcontractor, provided support to the CDC National Center for HIV, STD, and TB Prevention (NCH-STP). The team provided technical assistance and support for a wide range of programs and services offered through an extensive collaborative network of states, local health departments, community-based organizations (CBOs), and other partners in addressing the

health challenges posed by HIV/AIDS, sexually transmitted diseases (STDs), and tuberculosis (TB). AED provided technical assistance, training, evaluation, and planning support to the CDC and its partners, including HIV prevention CBOs, community planning groups, health departments, and capacity-building assistance providers.

AED also helped develop training curriculum for State Health Department program staff on structural interventions for HIV prevention, including a curriculum to encourage staff participation in a dialogue about the feasibility and applicability of HIV prevention structural interventions. The training also supported health departments' efforts to implement structural interventions by including an action-planning phase.

HIV Stigma Project (2002 – 2007)
Funding: Ford Foundation
Location: Nationwide
Center on AIDS & Community Health

Stigma is one of the major barriers to HIV prevention and care. In an

effort to address HIV stigma, the Ford Foundation awarded the AED a grant to implement its HIV/AIDS Anti-Stigma Initiative. AED examines the impact of HIV/AIDS-related stigma in the United States and works with community-based organizations to create strategies to combat it. The grant is the largest ever awarded to address stigmatization of those with HIV/AIDS in the United States. AED is developing an HIV/AIDS Anti-Stigma Request for Proposal (RFP) process to provide grants to a total of five community and national nonprofits. The RFP will go to a targeted group of nonprofits sometime this spring, and the 18-month, \$200,000 grants will support programs addressing HIV/AIDS-related stigma. Once the grants have been awarded, AED documents and evaluates what works and what does not from the grantees' experiences. Grantees also participate in a meeting at AED headquarters at the beginning and end of their grant cycles, the first of which involves planning how to document results, and the second to share lessons learned and best practices. AED and the Ford Foun-

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dation sponsored the Promising Approaches to Fighting HIV Stigma & Discrimination Satellite at the XV International AIDS Conference in Bangkok, Thailand. This session explored existing research about HIV/AIDS stigma, the intersection points between the research and programmatic responses and interventions, and the interventions and programs that are working to combat stigma.

Centers for Disease Control and Prevention Technical Support for HIV, Sexually Transmitted Diseases, and Tuberculosis Prevention (1997 – 2005)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center on AIDS & Community Health

This original Centers for Disease Control and Prevention (CDC) Technical Support project provides technical, logistical, and managerial support and assistance to CDC's National Center on HIV, STD, and TB Prevention (NCHSTP) and its organizational divisions as needed. NCHSTP divisions include: Division for HIV/AIDS Prevention, Division of Sexually Transmitted

Diseases, Division of Tuberculosis Elimination, and the Global AIDS Program (GAP). AED provides technical support services to CDC staff in some key areas for which it has developed a reputation of expertise, including health communications and social marketing strategies, institutional and organizational development, and diffusion of effective interventions.

The current contract is the second generation of this agreement between AED and CDC and, at completion, will have resulted in more than a decade of service to CDC. Under the current contract, AED has responsibility for more than 80 tasks at a projected value of over \$25 million.

Examples of tasks include:

- Implementation of a series of consultations for CDC on best practices related to HIV prevention with men having sex with men (MSM), and HIV prevention focused on positives, which includes identification of subject matter experts, management of logistics, facili-

- tation of consultations, and development of summary reports and recommendations.
- Creation of public service announcements (PSAs) for the CDC Botswana Officer featuring Ms. Universe (Botswanan) and focusing on HIV prevention for youth, using Botswanan vendors for production.
 - Development of tools and provision of technical assistance (TA) related to CDC's Community Planning Process. AED serves as lead TA provider for all 65 jurisdictions implementing the process.
 - Development of tools and best practice documents and provision of technical assistance related to prevention among intravenous drug users (IDUs), which includes development and documentation of underlying approach and development, marketing, and implementation of national TA system.
 - Formation of a coalition involving BD Pharmaceuticals, Buckminster Fuller Institute, CDC, and others to focus on safe syringe disposal.
 - Formation, facilitation, and support of a cross-agency federal working group to address public health within correctional systems (jails and prisons). The working group involves representatives from more than a dozen federal agencies and offices housed within the Department of Justice, Department of Health and Human Services, and the White House.
 - Technical assistance to health departments and their grantees on the implementation of prevention with positives, including implementation of two national learning communities of front-line workers in which ongoing cross-fertilization of best practices are supported.
 - Documenting, packaging, and disseminating effective interventions identified through research for HIV prevention, which include working with researchers to package inter-

ventions, creating curricula for training community-based organizations on the implementation of curriculums, and marketing and implementing trainings.

- Creation and population of a database of international HIV/AIDS training materials.
- Implementation of a national survey of two- and four-year, public and private, rural and urban colleges to determine under what conditions, for which STDs, and how colleges educate about STDs, which includes identification of sample, administration of tools, data management, and analysis.
- Implementation of CDC's 2001 and 2003 National HIV Prevention Conference, which included management of the abstract review process, scholarship program, conference marketing, conference registration, exhibitors, and more.

Task Order: Prevention for HIV Infected Persons Project: Best Practices in Prevention Services for Persons Living with HIV: Positive Focus Newsletter (2000 – 2004)

Location: California, Maryland, and Wisconsin

Under this contract, AED provided technical assistance for the Prevention for HIV Infected Persons Project (PHIPP) grantee sites in five health departments located in California, Maryland, and Wisconsin. AED provided CDC with technical support to assist in the design and development of a “Best Practices in Prevention Services for Persons Living with HIV” document for distribution to HIV prevention service providers. The resulting document/newsletter, entitled *Positive Focus*, was developed in collaboration with the relevant HIV/AIDS departments of the Health Services and Resources Administration and through consultation with consumers, stakeholders, and key experts in the field. The intent of *Positive Focus* was to describe and promote those HIV prevention interventions and services regarded as best practices by consumers, stakeholders, and key experts.

Task Order: Development of an HIV Prevention Strategy and Technical Assistance System Related to Injection Drug Users (1998 – 2001)

Location: New York

AED coordinated a technical assistance (TA) network consisting of national TA providers and local consultants to improve the comprehensiveness, quality, and availability of HIV prevention programs for intravenous drug users (IDUs).

The TA system promoted a comprehensive approach to prevention of HIV among IDUs, their partners, and their families. AED collaborated with CDC on this project to conduct a needs assessment to better understand the HIV prevention needs of IDUs. In addition, AED and CDC completed a landmark document, *Preventing Blood-borne Infections Among Injection Drug Users: A Comprehensive Approach*, that provided background information on the many legal, social, and policy issues associated with the prevention of HIV and viral hepatitis among IDUs.

CAEAR II - Supporting Networks of HIV CARE National Training Year 2 (2004 – 2005)

Funding: U.S. Health Resources and Services Administration

Location: Nationwide

Center on AIDS & Community Health

AED hosted two Learning Communities in Las Vegas for nonprofit, faith-based, and community-based organizations. The Learning Communities are capacity-building opportunities designed for organizations that provide or plan to provide HIV/AIDS primary care and support services to communities of color. The Learning Communities are a component of the Supporting Networks of HIV Care (SNHC) Project, a national technical assistance and capacity-building program to expand the availability and quality of HIV primary health care and support services to people living with or at risk for HIV infection in communities of color. As a component of the SNHC technical assistance and capacity-building activities, the Learning Communities enable participants to build skills, develop peer networks, and share program experiences to help

enhance their ability to meet the needs of people of color living with HIV/AIDS in their community. Attendees at the Learning Communities participate in a series of interactive trainings on-site and in skill-building activities that increase their capacity to provide new or enhanced services collaboratively and to develop potential solutions for their mutual technical support needs. AED is a primary partner assisting the CAEAR Coalition Foundation with the delivery of services. AED coordinates the management of consultants, assists with the development of plans for delivery of technical assistance activities, created and monitors the SNHC database, and executes Learning Communities around the country.

Supporting Networks of HIV Care-AIDS Education and Training Centers Technical Assistance (2002 – 2005)

Funding: U.S. Health Resources and Services Administration

Location: Nationwide

Center on AIDS & Community Health

AED is a subcontractor to the CAEAR Coalition Foundation

(CCF), on the project, “Supporting Networks of HIV Care,” which provides training, resources, and assistance to faith- and community-based organizations that want to develop, improve, or expand HIV/AIDS primary health care and support services in racial and ethnic minority communities. AED is helping to build the capacity of these organizations working with communities of color. Part of the secretary of Health and Human Services’ Minority AIDS Initiative, the project provides technical assistance and resources to organizations in to enhance or expand provision of primary HIV/AIDS care.

HIV/AIDS Prevention Program (2004)

Funding: United Way of Metropolitan Nashville; Middle Tennessee Regional Advisory Committee

Location: Tennessee

Center for Social Marketing and Behavior Change

AED provided HIV prevention education in community settings and through mass media serving 39 counties in Middle Tennessee.

Activities include group-level intervention (multisession work-

shops) for teens, one-time presentations for adults and teens, and mass media activities, including public service announcements and HIV prevention radio dramas in English and Spanish.

**Evaluation and Monitoring
Technical Assistance Support for
Prudential Foundation Greater
Newark AIDS Initiative Grantees
(2001 – 2004)**

**Funding: Prudential Foundation
Location: New Jersey
Center on AIDS & Community
Health**

AED managed a project to provide tailored evaluation technical assistance (TA) to the Prudential Foundation's Greater Newark AIDS Initiative grantees. The Greater Newark AIDS Initiative comprised 12 Prudential Foundation grantees providing HIV prevention services to diverse populations throughout the Newark, New Jersey, metropolitan area. To support implementation of program evaluation-related activities, Prudential awarded a three-year grant to AED to provide technical assistance in evaluation to assist grantees to better track program progress and effectiveness in their targeted communities.

AED's work under this initiative was guided by four primary objectives: (1) conducting a comprehensive needs assessment of the evaluation capacity of 12 Prudential grantees; (2) identifying key programmatic issues and evaluation needs of individual Prudential grantees as they implement their programs; (3) determining common issues and training needs across all Prudential grantees and developing appropriate group-level training and facilitations to meet identified needs; and (4) providing customized TA through a variety of methods, including phone consultations, review and dissemination of materials, and on-site TA.

**Bright Futures (1997 – 2002)
Funding: Office of Adolescent
Pregnancy Programs, U. S.
Department of Health and Human
Services
Location: New York
Center for School and Community
Services**

AED evaluated Bright Futures, an intervention to reduce the percentage of young adolescents in Monroe County, New York, who were initiating sexual intercourse, thereby reducing their risk of unintended

pregnancy and sexually transmitted disease. The project—a partnership of Prevention Partners, Inc., a non-profit prevention agency; the Monroe County Department of Health; and AED—used the abstinence curriculum, *Managing the Pressures Before Marriage*, which AED enhanced with student-parent homework assignments and role-playing scenarios

Factors Affecting HIV Adherence (2000 – 2001)

Funding: Annie E. Casey Foundation

Location: Connecticut
Center on AIDS & Community Health

AED collaborated with the Annie E. Casey Foundation (AEC) on the issue of HIV adherence to medical treatment. AED developed guides and convened focus groups in partnership with the Bridgeport Office of Family Services to better understand the factors affecting HIV adherence from both the consumer and health care provider perspective.

HIV Sensitivity/Risk Reduction Training for the D.C. Public Benefits Corporation (2000)

Funding: Washington, D.C., Public Health Corporation
Location: Washington, D.C.
Center on AIDS & Community Health

In the District of Columbia, to address staff development needs related to a host of HIV issues, including appropriate referrals, basic facts on transmission, sensitivity and communication skills, the Public Benefits Corporation, AED assessed staff development needs, developed a curriculum to address those needs, and implemented a series of training sessions.

African Community HIV/STD/TB Prevention Campaign (2000)

Funding: New York AIDS Fund
Location: New York
Center for Applied Behavioral and Evaluation Research and Center for School and Community Services

AED provided evaluation training, technical assistance, and support to help the African Services Committee (ASC) evaluate a CDC funded-HIV/STD/TB prevention campaign

in selected immigrant African communities in New York City. The program sought to stem the transmission of HIV/STD/TB, promote counseling and testing, and link infected individuals to the service system. AED helped ASC assess the intervention's effectiveness in changing attitudes about prevention, reducing risk behavior, and increasing knowledge about the transmission of HIV/STD/TB.

Utilizing the Strength of African American Community-based Organizations in Nashville through the IMANI Coalition (1999 – 2000)

Funding: IMANI Coalition

Location: Tennessee

Center for Social Marketing and Behavior Change

The IMANI Coalition's mission is to reduce the incidence of HIV/AIDS, STDs, TB, and substance abuse among African Americans and others who are disproportionately affected in Nashville and Davidson County, Tennessee. The Coalition has developed a "linked network of services" that provides a continuum of services through integration of prevention, education, and care

services supplied by long-standing, certified, committed partnerships and collaborations. AED was one of the original members of the IMANI Coalition, which came together to address the HIV/AIDS, syphilis, and TB problem in the area. AED provided input and expertise in social marketing, program planning and community capacity building through community collaboration. Additionally, AED provided HIV/STD/pregnancy prevention services to youth of the community as part of a linked network of services.

Raising CAIN (Credibility, Access, Information, and Need): Advocacy for HIV/AIDS Prevention (1996 – 1998)

Funding: Royal S. Marks Foundation and Robert Wood Johnson Foundation

Location: New York

Center for School and Community Services

This project disseminated the results of AED's three-year evaluation of the New York City HIV/AIDS Education and Condom Availability Program. Dissemination activities included a press con-

ference for national and local press; creating and disseminating a brochure describing the program and study findings to interested school districts and community-based organizations; and developing a guidebook for national distribution to school districts. Dissemination entailed mailings to educational, health, and HIV/AIDS organizations and publications/newsletters and electronic postings of information about the findings and the program on AED's Web site, in addition to the Web sites of HIV/AIDS and educational organizations. AED also presented findings at relevant conferences and professional meetings, which entailed outreach to and advocacy with critical policy makers within the Board of Education; high school superintendents and their AIDS liaisons; principals and AIDS team leaders in schools serving the student population most likely to be at risk of HIV infection; community-based organizations; and parents. Activities included transforming existing evaluation findings into advocacy materials; meeting to review evaluation findings with key players at the Board of Education and with high school

superintendents; and intensive work with selected principals, AIDS team leaders, and curriculum teachers to determine how best to use the research findings and advocacy materials produced by AED.

Medical Coverage for Medicare Beneficiaries with HIV/AIDS: Issues and Implications (1997 – 1998)

Funding: George Gund Fund

Location: California, Florida, Minnesota, and New York

Center for Health Communications

This project studied the critical issues facing Medicare beneficiaries with HIV/AIDS as they attempt to finance the portion of their health care that is not covered by Medicare. The study was based on a review of the literature; interviews with national experts; case studies conducted in four states (California, Florida, Minnesota, and New York); and a meeting of experts to discuss the study's policy implications. The final report described some of the mechanisms developed in the four targeted states to supplement Medicare or to assure access to supplemental payment mechanisms for Medicare beneficiaries with HIV/AIDS.

**Healthy and Alive! Evaluation
(1994 – 1997)**

Funding: Centers for Disease Control and Prevention Control and Prevention

Location: New Jersey

Center for Applied Behavioral and Evaluation Research and Center for School and Community Services

This CDC-funded project involved a longitudinal evaluation of a two-year program for grades 7 and 8 in a sample of 46 randomly selected intervention and control schools in three low-income New Jersey cities. The program, Healthy and Alive!, emphasized the development of skills to help youth in high-pressure situations involving sexual activity and drug use. The program also had a strong peer education component. AED worked in collaboration with ETR Associates, a nationally recognized organization providing materials and training in family life education and risk prevention.

New York City Board of Education's High School HIV/AIDS Education and Condom Availability Program (1993 – 1996)

Funding: Robert Wood Johnson, W.T. Grant, and Aaron Diamond foundations; New York Community Trust

Location: New York and Illinois
Center for School and Community Services

AED evaluated this HIV/AIDS education and condom availability program to determine its impact on students' risk-taking behaviors. Comparing New York City students with students in schools without condom availability in Chicago, the study concluded that condom availability does not increase sexual activity among teens, but does increase condom use among sexually active teens. Specifically, the study concluded that (1) students in New York City high schools were no more likely to be sexually active than were students in the control schools (Chicago); (2) sexually active New York City high school students were almost one and a half times more likely to have used condoms at last intercourse than were sexually active students

in the control schools; and (3) high-risk, sexually active students (three or more sexual partners in the last six months) were almost twice as likely to have used condoms at last intercourse than were high-risk, sexually active students in the control schools. The study also found that parents, educators, and students strongly supported the program. Over 7,500 copies of *Protecting Youth, Preventing AIDS: A Guide for Effective High School HIV Prevention Programs*, based on the project, have been distributed to schools, school districts, and community-based organizations across the country.

PHYSICAL ACTIVITY, PREVENTION, AND NUTRITION

Consumer Research Related to Energy Intake and Food Marketing to Children (2004 – 2006)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center for Social Marketing and Behavior Change and Center for Health Communication

AED conducts literature reviews around consumer research areas to define the research questions to be studied. This project's two consumer research tasks aim to assess: (1) consumer understanding and behaviors related to energy intake, and (2) how marketing influences parents' and children's food choices.

Technical Assistance and Training to Immunization Coalitions (2004 – 2005)

Funding: Centers for Disease Control and Prevention; U.S. Department of Health and Human Services

Location: Nationwide

Center for Health Communication

The purpose of this project is to provide support to state and local immunization coalitions in the United States to reduce the number of indigenous cases of vaccine-preventable diseases and to ensure that at-risk or priority populations are appropriately vaccinated. For AED to reach out effectively and provide support to immunization coalitions, it is developing and maintaining a central database of all immunization coalitions or members.

STOPP-T2D-Studies to Treat or Prevent Pediatric Type 2 Diabetes (2003 – 2005)

Funding: George Washington University; National Institute of Diabetes & Digestive & Kidney Diseases

Location: Nationwide
Center for Social Marketing and Behavior Change

AED is promoting physical activity and good nutrition to middle-school students to prevent early onset of type 2 diabetes. AED provides social marketing and consumer research expertise to a major diabetes prevention trial funded by the National Institute of Diabetes & Digestive & Kidney Diseases (NIDDK). The STOPP-T2D studies are implemented by university researchers in seven sites around the country and coordinated by GWU. The prevention sites are working with AED and local schools to develop, pilot-test, and implement a three-year diabetes prevention intervention for middle-school students. The evaluation will track clinical changes and reduction in risk factors. Specifically, AED staff is assisting the coordinating committees to plan

and implement the interventions, including behavior change communications, a new physical education curriculum, and improved food service choices. AED is designing an in-school social marketing component to promote awareness, raise appeal and ensure student participation in the interventions. AED is also designing communication materials and tools to be used in a full pilot intervention with 6th-grade students.

Agenda to Address Overweight and Obesity in the United States (2003 – 2004)

Funding: Centers for Disease Control and Prevention; U.S. Department of Health and Human Services

Location: Nationwide
Center for Health Communication

The purpose of this planning effort was to guide a long-term agenda to reduce and prevent obesity and overweight in the United States. The primary objective was to convene an expert panel composed of innovative systems thinkers to develop an agenda that would provide a national framework to address the issue.

Preserving the Science Base for Healthy Policy & Environmental Change (2003 – 2004)

Funding: Directors of Health Promotion and Education; Association for State and Territorial Health Officials

Location: Nationwide

Center for Social Marketing and Behavior Change

AED followed a seven-step process to create a searchable, user-friendly database that contained a comprehensive set of research and evaluation reports that demonstrate best practices in health policy and environmental change. By making this database accessible to a range of audiences, the Directors of Health Promotion and Education were able to promote effective practices among state government programs.

Tuberculosis Technical Assistance and Training (2002 – 2004)

Funding: Annie E. Casey Foundation; Joint Center for Political and Economic Studies

Location: Nationwide

Center on AIDS & Community Health

AED received a grant from the Joint Center for Political and Eco-

omic Studies, funded by the Annie E. Casey Foundation (AECF), to assess the AECF-funded tuberculosis replication sites to develop model TB prevention and care programs and to conduct a needs assessment for provision of technical assistance and training for replication sites. AED convened a meeting of all the TB replication sites to brainstorm about their programs and discuss technical assistance needs. As a result, an advisory board made up of key stakeholders was assembled. AED conducted in-depth interviews with the replication sites to begin capturing the models and strategies they used and developed a toolkit.

Technical Assistance for Making Connections Sites (2002–2004)

Funding: Annie E. Casey Foundation

Location: Maryland

Center on AIDS & Community Health

AED hosted the fourth annual Annie E. Casey Community Health Summit in Baltimore, Maryland. The goal of the conference was to provide a forum where participants could exchange information and

build new skills to strengthen neighborhood-based health services, network with their colleagues, and celebrate their meaningful work. Over 75 participants from an array of community-based settings attended the Summit. The 2002 Summit offered numerous opportunities for peer-led learning and networking and further integrated a constituency of international community health participants, which enriched the exchanges even more.

**HEPSmart: A Focus on
Communities at Risk I & II
(2000 – 2004)**

Funding: Centers for Disease
Control and Prevention

Location: Nationwide

**Center on AIDS & Community
Health**

Hepatitis is a serious and often deadly disease. AED, in partnership with the National Minority AIDS Council (NMAC), worked to help prevent and control viral hepatitis among two populations that are at especially high risk for infection—men who have sex with men (MSM) and injection drug users (IDUs) of color. The HepSmart Project collaborated with local and

national partners to conduct a needs assessment of current hepatitis prevention efforts across the country that focus on MSM and IDUs of color and to identify key components of effective prevention materials. AED worked closely with infected and affected communities to test and adapt hepatitis prevention messages and disseminate these messages to community-based organizations across the country.

Adults with Asthma (2003)

Funding: Centers for Disease
Control and Prevention; American
Lung Association

Location: Nationwide

**Center for Social Marketing and
Behavior Change**

AED used formative research methods to provide audience insights to the American Lung Association (ALA), to assist in tailoring an appropriate CDC-reviewed asthma management program for ALA chapters' use in increasing appropriate asthma management among adults with asthma. AED carried out in-depth telephone interviews to gain a fuller understanding of patients' asthma management from the perspective of health care

providers and administrators and conducted six focus groups to obtain input from adults whom ALA deemed most important to reach with this program; chosen audience segments for the groups were adult African Americans, ages 40–64; adult Hispanic Americans, ages 40–64; and elderly adults, ages 65–74.

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Production and Promotion of a Manual for Schools Outlining a Coordinated School Food Safety Program with Accompanying Promotional Support and Training Materials (1999 – 2003)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center for Health Communication

A major focus of this initiative is to educate the U.S. population on the public health importance of food-borne illness, as well as simple methods for prevention. Children are generally more at-risk for developing foodborne illness than adults (as well as more serious health consequences), and thus, school cafeterias are an essential target in ensuring a safe food supply to children. The intent of this project was

to produce and promote a manual for schools that outlines a model coordinated school food safety program. The goal was to produce and promote a user-friendly manual/model program with appropriate pull-out sections for target audiences, including, but not limited to, built-in promotional, marketing, implementation and support, evaluation, training and computer (internet and possibly PC CD-ROM based) components.

MARC-Minimizing Antibiotic Resistance in Colorado (2001 – 2002)

Funding: University of California at San Francisco

Location: California

Center for Social Marketing and Behavior Change

The goal of the MARC Project was to decrease patient demand for unnecessary antibiotics, at least as that demand is perceived by doctors, in an effort to decrease the amount of antibiotics prescribed. AED's strategy was to suppress patient demand by altering physician and patient attitudes through a mass media campaign promoting two major messages: (1) Certain

over-the-counter medicines, not antibiotics, will provide better relief from the symptoms of a cold or virus; and (2) Doctors in your community are trying to protect the effectiveness of antibiotics by working to decrease unneeded prescriptions.

Hepatitis C Physician Education Campaign (2001)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center on AIDS & Community Health

Hepatitis C virus (HCV) infection is a serious and often deadly disease. AED developed HCV communication materials for over 200,000 primary care physicians across the U.S. In partnership with Spectrum Science Public Relations, AED developed and tested effective HCV education messages and materials for both physicians and patients. The primary goal of the project was to develop effective physician and patient education materials that assisted providers in the identification of patients at-risk for HCV due to transfusion prior to July 1992. The final product was a

complete Hepatitis C Education Kit for physicians and patients. The campaign materials included a physician education booklet, CME CD-ROM, pocket-size testing algorithm, 2 patient education cards, 2 patient education posters, and a table tent design for the patient education cards educational materials. AED also developed an evaluation plan for the campaign.

HEALTH QUALITY AND WORKFORCE

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Decreasing Dialysis Patient-Provider Conflict (2005)

Funding: Forum of End Stage Renal Disease Networks

Location: Nationwide

Center for Social Marketing and Behavior Change

AED is writing and editing the graphic layout of a training toolbox, entitled “Decreasing Dialysis Patient-Provider Conflict” (DPC). Through funding from the Centers for Medicare and Medicaid Services (CMS), Network 14 was tasked with developing ready-to-go materials for dialysis facility trainers to educate all staff on decreasing patient-provider conflict in dialysis facilities. AED is reviewing existing text already written by the Network for Core Steps 1, 2 and 3 of the toolbox; working with Network 14 to revise and edit text and activ-

ities in each of the Core Steps; and laying out new materials in a way that ensures consistency with existing toolbox materials.

Healthcare Workforce Development Initiative Report (2004)

Funding: California Endowment

Location: California

Center for Applied Behavioral Research and Evaluation

The purpose of the project is to produce a final report for The California Endowment (TCE) which presents accomplishments and lessons learned by the 22 programs supported by the Work Force Initiative of The California Endowment. The report will be based on document reviews of final and interim reports submitted by grantees to TCE.

The primary goal of the Work Force Initiative was to improve the delivery of health services to underserved communities and under-represented populations in the State of California. A review of the initiative's process including key outcomes and challenges informs how to strategically approach this type of work in the future. The Initiative targeted a continuum of participants including high school and college students, medical students, practicing physicians, medical residents, teaching physicians, patients, and health care advocates.

**Federal Working Group on
Correctional Health (2000 – 2004)**
Funding: Centers for Disease
Control and Prevention
Location: Nationwide
**Center on AIDS & Community
Health**

To support a comprehensive approach among federal agencies to address the public health needs of individuals in correctional institutions, AED worked with the Centers for Disease Control and Prevention (CDC) to convene and facilitate an ongoing work group of federal agencies. The federal work

group included representatives for the Department of Health and Human Services, Office of Women's Health, Surgeon General's Office, CDC, Substance Abuse and Mental Health Services Administration, Health and Resource Services Administration, Department of Justice, National Institutes of Justice, Federal Bureau of Prisons, Immigration and Naturalization Service, American Correctional Association, and the National Commission on Correctional Health Care.

**Service Employees International
Union: Home Care Workers HIV
Occupational Training
(2002 – 2003)**

Funding: Service Employee
International Union; Centers for
Disease Control and Prevention
Location: California and New York
**Center for Social Marketing and
Behavior Change**

The Service Employees International Union (SEIU), headquartered in Washington, D.C., represents 1.5 million service workers around the United States, including nurses, nurse aides, janitors, housekeepers, and home

health aides. The home health aides sector is one of the fastest-growing sectors in the health care industry. Unfortunately, these home care aides do not earn a nurse's salary; they are often paid minimum wage with no benefits of any kind. SEIU asked AED to develop a Training Curriculum on Universal Precautions (UP) for Home Care Workers. UP is the infection control practice of treating all clients and patients as if they might be infected with a blood-borne disease such as hepatitis B or C or HIV. To support UP training, AED worked with local SEIU unions in Oakland, San Francisco, Los Angeles, Bronx, New York, and New York City.

Service Employees International Union Smallpox Vaccination Education (2002 – 2003)

Funding: Service Employees International Union; Centers for Disease Control and Prevention
Location: Nationwide
Center for Social Marketing and Behavior Change

AED worked closely with Service Employees International Union (SEIU) staff to develop materials

for nurses who were asked by President Bush to volunteer for the smallpox vaccine. The announcement by the White House left out several key components that SEIU felt were lacking in the plan. AED helped develop fact sheets and press releases for the program.

2002 Annie E. Casey Community Health Summit (2002)

Funding: Annie E. Casey Foundation

Location: Nationwide
Center for Health Communication

AED hosted the fourth annual Annie E. Casey Community Health Summit, whose goal was to provide a forum where participants could exchange information and build new skills to strengthen neighborhood-based health services, network with their colleagues, and celebrate their meaningful work. Over 75 participants from an array of community-based settings attended. The Summit helped participants enhance their skills related to providing community-based health services, including cultural competency, direct service provision, and capacity building.

Prince George's County Bio-Terrorism Project (2002)**Funding:** Prince George's County, Maryland**Location:** Maryland**Local and State Programs in Health and Nutrition**

AED assisted Prince George's County in the Bio-Terrorism Project by conducting consumer-centered, rapid focus group research, grounded in a thorough understanding of the needs and wants, concerns and motivations of the citizens of Prince George's County. AED then applied its many years of experience to focus directly on services, including training, message development, and specific outreach activities.

Family Adherence Model (2000 – 2001)**Funding:** Annie E. Casey Foundation**Location:** Nationwide**Center on AIDS & Community Health**

AED's initial work with the Annie E. Casey (AEC) Foundation was to provide technical assistance in translating the Neighborhood-Scale Public Health Model into an opera-

tional document/tool to identify opportunities for model implementation among Casey Neighbor Transformation/Family Development sites. AED supported AEC's implementation of the Community Health Partnership Model (formerly the Neighborhood-Scale Public Health Model) by accomplishing the following activities: (1) completion of framework for the Community Health Partnership Model; (2) development and testing of a marketing strategy that incorporates community, health department, and funder perspectives to support partnering opportunities between AEC and local, community, and national foundations consistent with the Community Health Partnership Model; (3) providing technical assistance to Annie E. Casey community and local grantees; and (4) managing and hosting a conference for Annie E. Casey community and neighborhood-based grantees.

**Tuberculosis Partnership
Strengthening and Expansion
Initiative (1998 – 2001)**

**Funding: Centers for Disease
Control and Prevention**

Location: Nationwide

**Center on AIDS & Community
Health**

AED addressed a variety of tuberculosis (TB) partnership needs through the TB Partnership Strengthening and Expansion Initiative. The Division of TB Elimination and the National Center for HIV, STD, and TB Prevention Office of Communications, in consultation with the American Lung Association and the American Thoracic Society, developed a national Partnership Strengthening and Expansion Initiative to build consensus among TB partners about TB goals and messages and to strengthen the partnership base by involving the AIDS, homeless, corrections, migrant worker, foreign-born, and substance abuse communities more strategically.

Major technical support tasks included: (1) supporting and assisting in planning one partnership-building meeting; (2) identifying

TB communications strategies and programs—specifically to foster support from nontraditional partners; (3) developing concepts for materials (public health practitioners and nontraditional partners); (4) developing action plans and strategies; and (5) producing a written evaluation of the entire partnership development effort, including the partnership-building meeting and other partnership development activities.

**U.S. Department of Veterans
Affairs, Risk Factor Prevention
Training Project (2002 – 2003)**

**Funding: U.S. Department of
Veterans Affairs**

**Location: California, Illinois,
Louisiana, and New York
Center for Health Communication**

The Department of Veterans Affairs Employee Education System (VA-EES) contracted AED to develop a trainer and participant curriculum for VA providers on conducting prevention counseling during testing for hepatitis C and HIV. The course, taught in a series of three three-day sessions at various locations throughout the United States, was designed for VA

providers who have no experience or formal training in hepatitis C and HIV testing and counseling and included information from the Centers for Disease Control and Prevention (CDC) Fundamentals Course. The course was in the form of a teacher's manual and accompanying participant manual.

Consumer Assessment of Health Plans Study II (2002 – 2004)

Funding: Harvard Medical School-Harvard University; Agency for Healthcare Research and Quality
Location: Nationwide

Center for Health Communication

The Harvard CAHPS II Consortium included a team of researchers led by Harvard Medical School and funded by the Agency for Healthcare Research and Quality. The overall goal of the Consortium's effort was to improve the quality of health care offered to consumers through the reporting and dissemination of health care quality information for consumers, purchasers, and providers. As part of the Consortium's research efforts, AED applied the principles of social marketing to learn more about and improve consumer choice. Specifi-

cally, AED created a social marketing framework to guide the development and testing of CAHPS reports. AED also conducted formative research specifically designed to answer questions posed by a social marketing analysis.

Quality Improvement Initiative with Family Physicians (1998 – 2001)

Funding: American Academy of Family Physicians

Location: Nationwide

Center for Health Communication

For the American Academy of Family Physicians (AAFP), AED developed a quality improvement plan that applied communication and social marketing principles. AAFP's 85,000 member physicians wanted to increase quality in health delivery, clinical practice, preventive care, and office management. AAFP, the principal provider of continuing medical education in the United States, educates over 200,000 physicians annually. The plan included motivations for family physicians to play a greater role in public health, for example, promoting vaccination in the community. Following formative research,

AED developed innovative applications of new media to promote quality improvement: computer-mediated trainings, on-site and centralized training, and academic detailing in which physicians are trained to make site visits.

African American Health Initiative Program (2001 – 2003)

Funding: State of Maryland-Office of the County Executive; Office of Community Outreach-Department of Health and Human Services

Location: Maryland

Center for Applied Behavioral Research and Evaluation

The Montgomery County African American Health Initiative (AAHI) was formed in 1998 to address disparities in infant mortality, oral cancer, diabetes, and HIV/AIDS. One of AAHI's goals was to mirror the objectives of National Healthy People 2010 and eliminate or reduce existing disparities. AED managed the initiative; provided technical assistance, including material testing and development; provided research and evaluation assistance; and planned major countywide meetings for community health service providers.

SEXUAL HEALTH

Cervical Cancer Screening-Early Detection or Survivorship of Cancer in Underserved Populations-Working Women ROCC!-Reaching Out against Cervical Cancer (2003 – 2005)
Funding: Centers for Disease Control and Prevention; U.S. Department of Health and Human Services
Location: National
Center for Social Marketing and Behavior Change

Working in collaboration with the National Education Association, Health Information Network, AED assists national organizations in developing health programs and cancer prevention and control infrastructure enhancements to deliver cervical cancer education and awareness activities to individuals who may be underserved, unin-

sured or underinsured, at risk, or racial/ethnic minorities.

Centers for Disease Control and Prevention Technical Assistance for HIV, Sexually Transmitted Diseases, and Tuberculosis Prevention (2003 – 2005)

(See HIV/AIDS section for more information)

Bronx Family Planning Study (2003 – 2004)
Funding: New York City Department of Health & Mental Hygiene
Location: New York
Center for School and Community Services

This study entailed a survey of family planning service providers in Bronx communities with high rates

of teen pregnancy. The survey explored teen access to family planning services, including number of clients served, demographic composition of the clients, kinds of services provided, and challenges. The resulting report recommended ways to address these challenges and increase access to pregnancy prevention services among young people, with the goal of lowering the community's teen pregnancy rates.

HIV/STD Teen Pregnancy Prevention Program (1999 – 2004)

Funding: United Way of Metropolitan Nashville

Location: Tennessee Center for Social Marketing and Behavior Change

AED helped the United Way of Metropolitan Nashville design and administer group-level interventions and skill-building workshops that served youth ages 12 and up (approximately 300 teens annually). All workshops were designed to help prevent HIV/STD and unintended pregnancy and were conducted in community settings such as schools and community organizations throughout Metropolitan Nashville and Davidson County.

Emergency Contraception and Adolescents: Awareness, Access, Appropriate Use-Parts I, II, and III (1997 – 2003)

Funding: Turner Foundation; Open Society Institute; Child Welfare Fund; David and Lucile Packard Foundation

Location: California and New York Center for School and Community Services

The project implemented, evaluated, and disseminated a model to increase the awareness, access, and appropriate use of emergency contraception by adolescents. Conducted in an economically and ethnically diverse urban neighborhood in New York City, the project combined action and research and was divided into three overlapping phases: baseline, research, and intervention. The baseline phase determined, through surveys, the extent to which adolescents and health care providers who serve adolescents were aware of the use of emergency contraception to prevent pregnancy. The research phase of the project also documented the barriers that exist, in both the adolescent community and the medical community, to the use of emergency contraception (EC) by ado-

lescents. During the intervention phase, a community-based public awareness campaign was conducted and a training program for health care providers to increase awareness, acceptability, and accessibility of emergency contraception was implemented. This work was conducted in conjunction with adolescents and community residents. AED also targeted the New York City school system and youth-serving, community-based organizations (CBOs). In the evaluation phase, the project assessed the success of the public awareness campaign and the impact of training on health care providers. After evaluation, the results were disseminated to health and social service policy makers and providers.

A major grant from the David and Lucile Packard Foundation in April 2001 supported the expansion of EC training, technical assistance, and dissemination of teen-friendly informational materials in a project, called “You Can’t Teach What You Don’t Know.” In addition, AED sought to replicate this approach in four counties in California. On the basis of its experi-

ence in New York and California, AED developed *Building Emergency Contraception Awareness Among Adolescents: A Toolkit for Schools and Community-based Organizations* and disseminated it widely to national and international audiences.

Gonorrhea Community Action Project I and II: Development, Implementation, and Feasibility Testing of Interventions to Increase Health Seeking Behaviors in, and Health Care for, Populations at High Risk for Gonorrhea (1996 – 2002)
Funding: Centers for Disease Control and Prevention; U.S. National Institutes of Health, National Institute of Mental Health

Location: California, Maryland, and New York
Center for Applied Behavioral Research and Evaluation

As part of the Gonorrhea Community Action Project (GCAP) Stage II, a multisite project with two other U.S. sites, AED worked locally with the Health Department of Prince George’s County, Maryland, Southern Area Youth Services (SAYS), and the Healthy

Teen Center to implement and test the feasibility of a multilevel intervention to increase health care seeking and to improve health care for populations at high risk of gonorrhea and chlamydia.

Formative research in Stage I established that there were barriers that prevented access to quality health care among adolescents and the uninsured, and that available care did not meet recommended best practice across the spectrum of health service providers. Stage I research required reaching vulnerable populations, including the homeless, drug users, the unemployed, and incarcerated youth. AED also examined access to and use of health services and the quality of care received in both the private and public health systems. The impact of the implementation of Medicaid managed care was specifically investigated.

The Stage II GCAP intervention consisted of three components: a skill-building workshop, designed for vulnerable populations, to encourage adolescent women to obtain reproductive health check-

ups at the Healthy Teen Center; an STD clinic-based intervention to encourage rescreening among those who have been treated for gonorrhea or chlamydia; and a provider training for private physicians serving the catchment area to improve patient interaction skills as well as the diagnosis and treatment for gonorrhea and chlamydia. CDC and NIMH used the findings to make recommendations for community-level programs for STD prevention and control.

Utilizing the Strength of African American Community-based Organizations in Nashville through the IMANI Coalition (1999 – 2000)

(See HIV/AIDS section for more information)

**New York City Children's Aid
Society Pregnancy Prevention
Program Replication Technical
Assistance Project (1997 – 1998)**

Funding: Children's Aid Society

Location: New York

**Center for School and Community
Services**

AED provided technical assistance to the New York City Children's Aid Society Pregnancy Prevention Program. Started in 1984, the program provides a wide range of services to youth, including counseling, academic support, recreation and sports, comprehensive medical care, and sex education and family planning. Young people ages 12–15 were involved in five days of after-school programming a week and a summer program for three consecutive years. The program was replicated in six youth programs in New York City as well as 17 sites nationwide. AED helped the New York City sites design and assess the academic component of their program, improve their staff development, and create a student records database.

SUBSTANCE ABUSE AND MENTAL HEALTH

Secretariat for Tobacco-Use Cessation Blueprint (2004 – 2006)

Funding: Robert Wood Johnson Foundation

Funding: National

Center for Social Marketing and Behavior Change

AED serves as the secretariat for coordinating the nation's tobacco cessation activities. Funded by the Robert Wood Johnson Foundation, National Cancer Institute, Centers for Disease Control and Prevention, National Institute for Drug Abuse, and American Legacy Foundation, AED manages the collaborative efforts described in “A National Blueprint for Disseminating and Implementing Evidence-Based Clinical and Community Strategies to Promote Tobacco-Use Cessation” (adult blueprint) and the Youth Tobacco Cessation Col-

laborative (youth blueprint). The secretariat provides leadership, coordination, and oversight for the adult and youth blueprint efforts.

For the adult blueprint, which has a well-established science base, the secretariat is working with national and federal agencies and partners to develop an implementation plan that identifies priority cessation activities, such as creating consumer demand for cessation products. For the youth blueprint, AED is reviewing the science base of effective approaches to youth cessation and identifying the direction on which efforts and resources should be focused.

Special Project of National Significance-Models of Comprehensive Care for Caribbeans Living in the United States-Evaluation and Support Center for Peer Support Model Development (2003–2004)

Funding: U.S. Department of Health and Human Services

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

This project established an Evaluation and Support Center to facilitate the work of five Health Resources and Services Administration (HRSA) HIV/AIDS Bureau (HAB) demonstration sites. These five sites implemented peer support interventions to provide Caribbeans living with HIV/AIDS with the emotional and informational support they need to gain access to and remain in care. AED was charged with running the Evaluation Support Center, whose objectives were to: (1) provide the demonstration sites with technical assistance to implement and evaluate theoretically sound, evidence-based, and culturally sensitive peer support interventions; (2) conduct a scientifically rigorous cross-site

evaluation to determine which models of peer support interventions are most effective and for which groups of Caribbeans living with HIV in the United States; and (3) identify, compile, and disseminate best practices, lessons learned, other relevant evaluation findings, and replicable models to HIV/AIDS service providers, policy makers, funders, and patients.

Tobacco Control Training and Technical Assistance Project (2000 – 2004)

Funding: Northrop Grumman Information Technology; ROW Sciences; Centers for Disease Control and Prevention

Location: Nationwide

Center for Social Marketing and Behavior Change

AED worked with the Centers for Disease Control and Prevention's Office on Smoking and Health (CDC-OSH) in planning, implementing, coordinating, and evaluating a variety of training and technical assistance activities related to comprehensive tobacco use prevention and cessation. CDC-OSH sought to prevent tobacco use, promote cessation

among youth and adults, eliminate exposure to environmental tobacco smoke, and identify and eliminate disparities among population groups. AED assisted CDC-OSH with the provision of training and technical assistance to state departments of health, territories, national organizations, tribal organizations, youth groups, and other domestic and global partners in tobacco control. AED designed tobacco control training materials, provided technical assistance, planned distance-learning activities, and established and maintained communication networks and provided content for approximately 20–25 tobacco control meetings annually, including the 2001 National Conference on Tobacco or Health.

Center for Substance Abuse and Treatment Knowledge Application Program (1999 – 2004)

Funding: U.S. Center for Substance Abuse and Treatment; U.S. Department of Health and Human Services

Location: Nationwide

Center for Health Communication

The Center for Substance Abuse and Treatment (CSAT) strives to expand the availability of effective treatment and recovery services for alcohol and drug problems. Recognizing that knowledge has the power to change conditions only when it is applied, CSAT commissioned AED to develop a marketing plan to assist the Knowledge Application Program with identifying who needs the knowledge, what knowledge the target audiences need, and how the knowledge can be packaged and delivered in a manner best suited for these audiences.

**Farmworker Initiative New
Community Approaches:
Substance Abuse Prevention
Project (1999 – 2002)**

**Funding: Substance Abuse and
Mental Health Services
Administration**

**Location: Illinois
Center on AIDS & Community
Health**

Alcohol and substance abuse among migrant and seasonal farmworkers in Illinois, and across the nation, is prevalent. With an overwhelming need to develop, implement, and evaluate alcohol and substance abuse prevention interventions tailored to the unique circumstances of migrant and seasonal farmworkers, the Farmworker Initiative New Community Approaches: Substance Abuse Prevention Project (FINCA-SAP) focused on this population not often targeted by traditional substance abuse prevention services. Administered by AED in partnership with the Community Health Partnership of Illinois, the project sought to reduce the incidence of alcohol and substance abuse among farmworkers and their families, increase participation in prevention

case management, and increase the community's capacity to assist the farmworker population. FINCA-SAP served the larger needs of the farmworker population and farmworker service providers. The project also described the patterns of substance/alcohol use among migrant and seasonal farmworkers in the Kankakee, Illinois, area. Through this project, AED provided model substance abuse prevention intervention services to farmworker families and individuals living in Kankakee County, Illinois.

**Assistance in the Planning of a
Primary Health Care Facility for
Drug Users (2001 – 2002)**

**Funding: New York Harm
Reduction Educators, Inc.**

**Location: New York
Center for Applied Behavioral
Research and Evaluation**

In 2001, New York Harm Reduction Educators (NYHRE) received a grant to do appropriate planning for a primary health care center for drug users in East Harlem. AED assisted NYHRE with several of these planning activities, including: (1) recruitment of and ongoing communication with two commu-

nity-based advisory groups; (2) collection of secondary data on the epidemiology of disease and social indicators related to drug users in East Harlem and qualitative data related to their medical needs, gaps in services, and difficulties faced by drug users in accessing relevant care; (3) design of research and collection of primary data on the medical needs of drug users and barriers to care; and (4) design of research and collection of primary data on drug users preferences for components of a primary health care facility for drug users in East Harlem.

Formative Research to Develop an American Psychiatric Foundation Public Education, Mental Health Campaign (2002)

Funding: American Psychiatric Foundation

Location: Arizona and Ohio Center for Social Marketing and Behavior Change

In 2002, AED carried out formative research and provided strategic implications and recommendations for a public education campaign for the American Psychiatric Foundation. The goal of the campaign was to increase early detection of men-

tal health problems in Americans to decrease pain and suffering, promote wellness, and improve the effectiveness of treatment. AED first completed a secondary research analysis and recommended that the campaign focus on teens (whom the research shows are greatly underserved for mental disorders treatment) and teachers/coaches and youth organization staff as the sentinels best positioned and most credible to help them. AED carried out focus groups with target audiences in urban and suburban Phoenix, Arizona, and Cleveland, Ohio, and completed individual depth interviews with regional and national mental health experts. AED synthesized the key findings, and provided key strategic implications to the APF Board; these included recommendations for moving ahead with a pilot, followed by a national partnership program aimed at encouraging the target audiences to become active as sentinels, and thereby improving the recognition of mental health needs and ultimately raising treatment use for teens in the United States.

Wisconsin Tobacco Control Board Project (2001)

Funding: Wisconsin Tobacco Control Board

Location: Wisconsin

Center for Social Marketing and Behavior Change

AED staff served as consultants to the Wisconsin Tobacco Control Board, advising its members on implementation of Wisconsin's statewide countermarketing campaign. AED staff members were part of the proposal review committee that recommended which media firm the state of Wisconsin should hire to design the campaign. AED staff also provided board members with an overview of social marketing concepts and gave feedback and direction on the marketing plans developed for the program. AED assisted the Wisconsin Tobacco Control Board in selecting ads to run in Wisconsin and developed a comprehensive public relations plan. AED also assisted Wisconsin in reviewing its first-year activities and provided marketing recommendations for the second year of the campaign.

Harm Reduction Evaluation (2000 – 2001)

Funding: New York City AIDS Fund; Robin Hood Foundation; New York City Department of Health; Drug Policy Foundation

Location: New York

Center for School and Community Services

This project entailed an outcome evaluation, undertaken in partnership with New York Harm Reduction Educators, Inc., the largest harm-reduction program in New York City, to test its capacity to connect urban drug users with life-stabilizing services and bring about measurable changes in their lives. AED developed outcome measures in 10 areas important to drug users—for example, better and worse ways of being homeless, earning a living, and treating substance use problems—to be used at baseline and follow-up—to measure the kinds of incremental changes that 150 participants made over the course of the 18-month study.

**Massachusetts South Shore
Boards of Health Collaborative:
Tobacco Control Program (2000)**
**Funding: Massachusetts South
Shore Boards of Health**
**Location: Massachusetts
Center for Health Communication**

The Massachusetts South Shore Boards of Health Collaborative Tobacco Control Program (TCP) developed a poster campaign aimed at high school youths using tobacco products. The primary objectives of the campaign were to: (1) increase youth compliance with school tobacco policies, and (2) encourage tobacco cessation among high school smokers. The formative research elements of the campaign included conducting an open-ended survey with youth smokers to identify the barriers to and benefits of smoking as well as complying with school policies. AED assisted TCP with the survey assessment and organization of focus groups with teen smokers and advised regarding the impact evaluation process.

YOUTH

Centers for Disease Control Division of Adolescent and School Health III (2001 – 2006)

**Funding: Centers for Disease
Control and Prevention**

Location: Nationwide

**Center for Applied Behavioral
Research and Evaluation**

In 2001, AED was awarded a new five-year, \$3.66 million contract by Centers for Disease Control and Prevention, Division of Adolescent and School Health (DASH).

Under this contract, AED staff provides evaluation assistance to all 57 states and territories, 19 large urban school districts, and approximately 40 national health and education organizations funded to deliver school-based HIV prevention programs. AED staff provides evaluation assistance to 20 states and approximately 10 national health

and education organizations funded by DASH to help local school districts implement multicomponent school and community child health programs (called Coordinated School Health Programs, or CSHP). The aim of the contract is to help HIV prevention staff and CSHP staff in funded sites gather evaluation data that will help them make decisions about future program priorities and/or changes they need to make to improve program effectiveness.

This new contract is a continuation of work AED completed for DASH under two previous contracts (1993–1996 and 1996–2001). A major change in the new contract is that some resources will be devoted to assisting the 20 CSHP states and 10 national organizations

in evaluating their child and youth chronic disease prevention programs. The primary focus of this work is on programs to prevent obesity, cancer, and heart disease by addressing risk factors related to physical activity, nutrition, and tobacco use. Additionally, AED staff members are providing assistance with evaluating prevention programs in areas such as asthma, food safety, and skin cancer.

STOPP-T2D-Studies to Treat or Prevent Pediatric Type 2 Diabetes (2003 – 2005)

Funding: George Washington University; National Institute of Diabetes & Digestive & Kidney Diseases

Location: Nationwide
Center for Social Marketing and Behavior Change

AED is promoting physical activity and good nutrition to middle-school students to prevent early onset of type 2 diabetes. AED provides social marketing and consumer research expertise to a major diabetes prevention trial funded by the National Institute of Diabetes & Digestive & Kidney Diseases (NIDDK). The STOPP-T2D stud-

ies are implemented by university researchers in seven sites around the country and coordinated by GWU. The prevention sites are working with AED and local schools to develop, pilot-test, and implement a three-year diabetes prevention intervention for middle-school students. The evaluation will track clinical changes and reduction in risk factors. Specifically, AED staff is assisting the coordinating committees to plan and implement the interventions, including behavior change communications, a new physical education curriculum, and improved food service choices. AED is designing an in-school social marketing component to promote awareness, raise appeal and ensure student participation in the interventions. AED is also designing communication materials and tools for a full pilot intervention with 6th-grade students.

**Healthy and Ready to Work
(2000 – 2005)**

Funding: University of Florida; U.S. Health Resources and Services Administration

Location: Nationwide

Disabilities Studies and Services Center

The Healthy and Ready to Work (HRTW) National Center, which serves as a national focal point for the HRSA/Maternal and Child Health Bureau HRTW initiative, seeks to create changes in policy, programs, and practices that will assist or support youth with special health care needs (YSHCN) to transition to adult health care with funding, work, and independence. The Center provides technical assistance to strengthen the transition role of state Title V CSHCN agencies, develops strategies that ensure a successful health transition from pediatric-focused to adult-focused care; and involves youth as full partners in creating and sustaining change.

Keys in Excellence in School Food and Nutrition (2003 – 2004)

Funding: Child Nutrition Foundation

Location: Nationwide

Center for Health Communication

The American School Food Service Association (ASFSA) asked AED to apply its expertise in social marketing and science-based communications to the revision of its educational tool, “Keys to Excellence.” “Keys” was a self-assessment tool to help schools achieve nutrition integrity goals throughout the total educational program. With its standards of practice and indicators, the tool identified the elements of a quality school nutrition program. AED revised the “Keys” to increase use of the ASFSA Keys to Excellence. AED conducted research to discover the barriers to using the current Keys, what potential users want from a self-assessment tool, and who might be influential in supporting use of the Keys.

HIV/STD Teen Pregnancy Prevention Program (1999 – 2004)

(See Sexual Health for more information)

Provision of Services for People with Disabilities (2002)

Funding: Washington, D.C., Government, Department of Health

Location: Washington, D.C. Disabilities Studies and Services Center

AED provided individualized support and technical assistance to consumer experts for meetings with work groups throughout the District. The target population was people 18 and older with disabilities who were current or potential users of personal assistance services and Medicaid waiver services and who were residents of the District of Columbia. AED provided support and personal assistance services for meetings and travel time; local transportation to and from meetings; alternative format for print media; sign language interpretation; note takers; etc.

TennCare for Children Program (1999 – 2001)

Funding: Robert Wood Johnson Foundation

Location: Tennessee Center for Social Marketing and Behavior Change

AED provided social marketing training and technical assistance to the Tennessee Health Care Campaign. TennCare for Children Program (TFC), a three-year project of the Tennessee Health Care Campaign, has three core initiatives: (1) outreach: finding and enrolling eligible children in the TennCare health insurance program; (2) simplification: reducing barriers to enrollment and reverification; and (3) coordination: partnering with TennCare stakeholders to make TennCare more accessible.

Operation Sickle Cell Training and Technical Assistance (1999 – 2001)

Funding: Centers for Disease Control and Prevention

Location: North Carolina Center for Social Marketing and Behavior Change

AED worked with Operation Sickle Cell, Inc., in Fayetteville, North Carolina, to replicate HIV and

STD prevention programs for youth. AED provided training and technical assistance to Operation Sickle Cell in replication of a teen-oriented radio drama and skill-building workshops for teens and adults.

School Health Evaluation Support Project for Centers for Disease Control and Prevention Division of Adolescent School Health (1993 – 2001)

Funding: Centers for Disease Control and Prevention-Division of Adolescent and School Health
Location: Nationwide

Center for Applied Behavioral Research and Evaluation

The Division of the Adolescent School Health (DASH) within the Centers for Disease Control and Prevention (CDC) had a national program to help school and other agencies provide comprehensive health education to youth. As part of the program, CDC/DASH selected AED to provide technical assistance and evaluation consultation to state school departments and local school systems in their efforts to evaluate HIV/STD education programs. In providing

consultation support to state education departments and local school systems, AED focused on four areas of HIV/STD education programs: (1) policy development and implementation; (2) curriculum design and implementation; (3) staff development and implementation; and (4) program impact on student outcomes.

New York City School System: High School HIV/AIDS Education and Condom Availability Dissemination Project (1997 – 1998)

(See HIV/AIDS for more information)

RESEARCH & EVALUATION

Research and evaluation are the backbone of successful strategies and programs. With extensive expertise ranging from behavioral research to surveys to rapid needs assessments to program evaluation, AED helps ensure that the design and development of strategies and programs are firmly grounded in science and are effective tools in the effort to educate, promote social change, and improve lives. AED conducts behavioral and evaluation research in a wide variety of fields, including public health, school health, environmental education, community development, and youth development, working with local and state government agencies, federal agencies, and foundations. Our approach embodies a commitment to high-quality applied research and evaluation techniques to build the capacities of our partners and improve the lives of people in the United States.

AED's multilingual, multidisciplinary staff draws on approaches and techniques from the fields of psychology, sociology, anthropology, public health, epidemiology, economics, demography, education, statistics, communications, health education, health services, and international development. We use a full range of qualitative and quantitative methods to study the behaviors of individuals, communities, and organizations. AED designs and

conducts sponsored research studies, evaluates domestic programs and services, and provides technical support to public and private agencies.

CATEGORIES:

- Education
- Health
- Research, Studies, And Surveys
- Workforce Development
- Youth

EDUCATION

Institute for Student Achievement Evaluation (2004 – 2009)

Funding: Institute for Student Achievement

Location: New York and Virginia Center for School and Community Services

AED is conducting a five-year study of the Institute for Student Achievement's (ISA) high school reform initiative. The initiative supports small learning communities comprising a cohort of students and teachers in grades 9–12 and includes intensive counseling, college-prep instructional program, postsecondary planning, extended-day and -year programming, parent involvement, and on-site professional development. AED's longitudinal study will assess the initiative as two cohorts of students

proceeding through high school and beyond. It will focus on the program in seven schools—five in New York City and two in Fairfax, Virginia—that are using the six non-negotiable ISA principles as a framework for changing school climate, culture, and instruction.

Mississippi Learning Institute Evaluation (2004 – 2008)

Funding: Mississippi Learning Institute

Location: Mississippi Center for School and Community Services

AED is conducting a four-and-a-half-year study of the Mississippi Learning Institute, a collaboration of Jackson State University, the Jackson Public Schools (JPS), and the Mississippi State Department of Education (MSDOE) to improve

reading programs and reading outcomes in Jackson's public schools. AED is studying both the process through which the partnership achieves its goals and the following outcomes: (1) university curriculum and organization and student teacher knowledge of reading theory and practice; (2) the quality and impact of professional development developed by the university, JPS, and MSDOE; (3) changes in classroom practice related to the improvement of reading and changes in school outcomes; (5) the school district's efforts to support and sustain professional development and classroom practices emerging from this initiative; and (6) achievement of students in schools where these services are targeted.

National Writing Project Reading Initiative Evaluation (2003 – 2006)

Funding: Carnegie Corporation of New York

Location: Nationwide

Center for School and Community Services

AED is evaluating the National Writing Project (NWP) Reading

Initiative, which designs and fosters professional development in reading comprehension strategies focusing on teachers who work with students in grades 4–12 across all subject areas. The NWP Reading Initiative seeks to build the same commitment to, enthusiasm for, and knowledge of reading comprehension strategies that writing project teachers currently demonstrate in the teaching of writing. Teachers working with underprepared young people in urban and rural communities across the country need access to high-quality professional development in the teaching of reading comprehension, just as they do in the teaching of writing.

Mid-South Delta Initiative (1997 – 2006)

Funding: W. K. Kellogg Foundation

Location: Arkansas, Louisiana, and Mississippi

Center for Applied Behavioral Research and Evaluation

AED staff is designing and evaluating a new place-based approach to community economic development in the Mississippi Delta region of the United States,

which includes communities in Arkansas, Louisiana, and Mississippi. The Mid-South Delta Initiative (MSDI) seeks to strengthen and connect community and regional systems and structures to create positive economic impact in the region, especially for vulnerable populations. AED staff works at both the national and local levels. Nationally, AED provides foundation program officers with technical assistance to develop detailed program implementation plans and evaluation design. Locally, AED provides foundation grantees with technical assistance on designing program logic models, project evaluations, and data collection and analysis plans as well as helping identify and select local consultants.

Phase One Evaluation of Reserve Teacher Corps (2004 – 2005)
Funding: Pittsburgh Foundation; Reserve Teacher Corps
Location: Pennsylvania National Institute for Work and Learning

AED is working on an evaluation of the Reserve Teacher Corps

(RTC)—the final design and early implementation phases of the greater Pittsburgh community’s innovative effort to address the shortage of high-quality substitute teachers in urban and rural schools. Initial evaluation activities focus on generating the data needed for program revisions before broader piloting of the RTC concept and building the informational infrastructure needed for a more comprehensive assessment of the RTC initiative as it establishes a presence in the Pittsburgh area. AED’s formative evaluation of the prepilot phase of the RTC is centered on baseline data collection, documentation, assessment of the first cohort of reservists, and briefings.

Evaluation of Community Coalition of District 9 Lead Teacher Program (2004 – 2005)
Funding: New Settlement Apartments
Location: New York Center for School and Community Services

The Community Coalition Lead Teacher Program is an educational improvement program in 10

schools in the Bronx, New York, developed by a coalition of community-based organizations (CC9) representing parents and community members as well as representatives from the teachers' union and school administrators. The program introduces two to four exemplary teachers into each participating school to act as lead teachers. They teach half-time and support other teachers the rest of the time. NYC Chancellor Joe Klein has endorsed the program as a possible model for other districts.

The goal of the AED evaluation is to assess whether the 10 schools are able to improve teacher retention—a serious problem that undermines improvement efforts in these schools—and improve the quality of instruction and student achievement. AED's evaluation is measuring outcomes and comparing the 10 schools with similar schools in the region without a lead teacher program. To conduct the evaluation, AED developed a theory of change for the program with the CC9 committee, which sponsors and facilitates the program. This theory of change

includes mutually agreed-upon goals, objectives, and benchmarks of progress.

National Urban League/United Parcel Service Reading Information Centers (2004 – 2005)
Funding: National Urban League; United Parcel Service
Location: Indiana, Ohio, Oklahoma, and Texas
Center for Applied Behavioral Research and Evaluation

The National Urban League (NUL) is establishing Reading and Information Centers (RICs) in four cities across the country. AED is designing and implementing a monitoring and evaluation study of the four RIC sites. Its activities include designing and delivering training on the basics of monitoring and evaluation as they pertain to the RIC sites. AED calls sites monthly to track progress in the Centers' development and to provide technical assistance in monitoring and evaluation where necessary. AED conducts site visits, one at the start of the contract and one toward the end, to gather visual evidence of the Centers' effectiveness and conducts

focus groups with users of the Centers to identify areas for improvement and produce final reports.

GEAR UP-Pennsylvania State System of Higher Education Gaining Early Awareness and Readiness for Undergraduate Programs (2001 – 2005)

Funding: Pennsylvania State System of Higher Education

Location: Pennsylvania Higher Education Management Services Center

In 2001, AED wrote a successful six-year, \$12.5 million U.S. Department of Education GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) proposal for the Pennsylvania State System of Higher Education and the Commonwealth's Department of Education. GEAR UP is a discretionary grant program developed to increase the number of low-income students who are prepared to enter, and succeed in, postsecondary institutions. Grantees serve an entire cohort of students, beginning no later than the seventh grade; the cohort's progress is tracked through high

school.

AED collaborated with key stakeholders in Pennsylvania to design an early intervention college awareness and preparation program aimed at increasing academic success and college-going rates of disadvantaged middle and high school students in two failing school districts, Philadelphia and Harrisburg. The project also marshals faculty from local universities to provide extensive professional development of teachers in these school districts. AED is assisting the Pennsylvania GEAR UP Project with formative and summative evaluation; benchmark development; scholarship modeling; and data collection, reporting, and analysis using its GEAR UP Online Evaluation System (GOES). The quasi-experimental evaluation design will assess whether and to what extent GEAR UP participants succeed in raising their college-going rates and in closing their academic performance gaps compared to their more advantaged counterparts in the Harrisburg and Philadelphia school systems. GOES tracks over 8,000 GEAR UP participants in 30 middle and high

schools at the individual student level, including their demographic, program participation, perception (survey), and performance data.

GEAR UP-Kentucky Council for Postsecondary Education Gaining Early Awareness and Readiness for Undergraduate Programs (2001 – 2005)

Funding: Kentucky Council for Postsecondary Education

**Location: Kentucky
Higher Education Management Services Center**

The Kentucky Council for Postsecondary Education was looking for a means of tracking over 18,000 students, parents, and teachers from 54 middle and high schools for its six-year, \$10 million GEAR UP state grant. To meet the Kentucky Council's requirements, AED developed the GEAR UP Online Evaluation System (GOES), a secure, online, longitudinal data collection and reporting system that stores demographic, program participation, performance, and perception (survey) data on individual participants. GOES produced many benefits for

Kentucky Council staff. Online summary reports automatically completed most sections of their quarterly and annual performance reports, and the data export module facilitated longitudinal statistical analysis of the data using third-party tools such as SPSS. Data completion reports improved accountability of remote data entry staff, and helpdesk services saved time by integrating data from district student information systems into GOES. Features such as these freed up limited GEAR UP staff resources to concentrate on program priorities.

Conditions Supporting Effective Leadership for the Improvement of Student Achievement (2004)

Funding: Wallace Foundation

**Location: Nationwide
Center for School and Community Services**

AED facilitated a knowledge synthesis and dissemination project to identify the conditions that are most critical to support effective leadership for improved student achievement. Through an extensive data-gathering process, AED identified the conditions of

leadership essential to be an effective agent in improving the achievement of all students. AED also identified best practices in the work of improving conditions of leadership systematically and made recommendations to the Wallace Foundation. To carry out this study, AED conducted interviews with grantees, reviewed the literature, and convened expert consultants from various sectors—school systems, universities, educational intermediary organizations, advocacy and community-based organizations, unions, media, and organizations focused on diversity and equity issues. AED disseminated the findings through various venues, including making presentations at Wallace Foundation grantee meetings and at national conferences involving school leaders at every level.

Evaluation of University of Texas-Pan American Preparing Tomorrow's Teachers to Use Technology (2003 – 2004)

Funding: University of Texas

Location: Texas

Higher Education Management Services Center

AED evaluated the Preparing Tomorrow's Teachers to Use Technology (PT3) grant program at the University of Texas-Pan American. The primary goal of this project was to transform the teacher preparation program at the university into a 21st-century learning environment to meet the diverse needs of a rapidly growing community. AED created an online learning community, electronic portfolio system, action research model, and learner-centered professional development program to enhance the means of true partnership among Rio Grande Valley school systems, in-service and pre-service teachers, and the faculty of the University of Texas-Pan American Colleges of Education and Arts and Sciences. This project emphasized multilingual, multicultural education, given its location on the Texas-Mexico border.

ENLACE-Engaging Latino Students for Education (2002 – 2004)**Funding: Fund for the City of New York; Youth Development Institute****Location: New York****Center for School and Community Services**

In an effort to positively impact the educational needs of New York's Latino youth and families, five member colleges of the City University of New York (CUNY) collaborated to develop programs to bring about systemic change. The CUNY Engaging Latino Students for Education (ENLACE) initiative provided opportunities and resources to foster programmatic success. AED conducted an evaluation of the five sites—Brooklyn, City, Hunter, Lehman, and Queens colleges—over a 20-month period. The evaluation involved participating in meetings, collaborating with program administrators and evaluators, collecting and analyzing data, producing reports on four sites, and coordinating data and analysis with the evaluators of the fifth site. AED's evaluation team used a work plan that recognized the value of close documentation and analysis of

the program while also understanding the need to encourage reflective inquiry as a means of knowledge construction among program managers, staff, and participants. The evaluation included providing ongoing feedback and assistance with shaping program procedures, activities, and services as well as written summative reports and findings about the program's accomplishments and challenges.

U.S. Department of Education Performance Measures Initiative (2002 – 2004)**Funding: U.S. Department of Education****Location: Nationwide****National Institute for Work and Learning**

The Performance Measurement Initiative sought to develop and pilot a new generation of secondary and postsecondary performance accountability systems that improve the ability of schools, institutions, and state educational systems to assess and report accurately on attainment of academic and technical skills in a way that supported accountability for results,

facilitated continuous improvement at the institutional level, and provided relevant and useful information to educational leaders and policy makers. The project involved federal, state, and local representatives in a process to identify appropriate measures; design data collection and accountability systems that address those measures; and identify strategies and mechanisms to use these data for program management, improvement, and accountability.

National Urban League Campaign for African American Evaluation (2002 – 2004)

Funding: National Urban League; Lilly Endowment

Location: California, Colorado, Florida, Missouri, Illinois, New York, and Washington, D.C.

Center for Applied Behavioral Research and Evaluation

The National Urban League sponsored the Campaign for African American Achievement in 20 urban sites in the United States. The Campaign, which sought to mobilize African American parents and community residents to

become effective advocates for their children's academic achievement, was designed to make African American youth aware that academic achievement has a significant impact on their future and must therefore be pursued. The National Urban League selected AED to conduct a mixed-methods, multiyear, multisite evaluation of the Campaign to measure whether the initiative achieved its goals.

National Assessment of Vocational Education (2000 – 2004)

Funding: Westat; U.S. Department of Education

Location: Alaska, Arizona, Delaware, Idaho, Maryland, Minnesota, Montana, North Dakota, New Hampshire, Tennessee, Vermont, and Wyoming
National Institute for Work and Learning

AED conducted a study designed to examine state responses to funding and accountability changes reflected in Perkins III. AED designed survey instruments and protocols, analyzed quantitative survey data, and conducted case studies and telephone interviews.

Information was collected on: (1) state context for vocational education, vocational funding allocations and priorities, and performance standards, assessments, and reporting; (2) use of data for program improvement and alignment between vocational education and other systems; and (3) lessons learned about vocational funding and accountability under Perkins III. AED also prepared a final report as one volume of the National Assessment of Vocational Education. At the request of U.S. Department of Education staff, findings from this report were excerpted and presented in testimony to a congressional subcommittee considering reauthorization of the Perkins legislation.

Teacher Leader for Mathematics Success Evaluation (1999 – 2004)
Funding: City University of New York; Lehman College; National Science Foundation
Location: New York
Center for School and Community Services
AED conducted a five-year

evaluation of the Teacher Leaders for Mathematics Success (TL = MS) program, conducted by Lehman College in collaboration with the six Bronx community school districts. The project built the capacity of Bronx teachers who, and schools that, introduced rigorous, standards-based mathematics curricula in supporting continuous improvement in mathematics education for all students, aligned with city, state, and national curriculum, teaching, and performance standards. The project targeted 240 teacher leaders in 60 schools with grades 4–8.

AED documented activities to determine the impact of TL = MS on teacher, student, and school outcomes. With regard to teachers, researchers documented the impact of TL = MS on teacher knowledge; whether teachers found the professional development useful in their classrooms and schools; the extent that individual values and beliefs about mathematics content and assessment and performance standards changed; and the extent to which a formalized network of teacher-leaders was established.

With regard to students, researchers determined their reaction to the new instructional approaches in mathematics education and the extent to which these new approaches increased their engagement and improved their outcomes in mathematics. AED investigated these questions through surveys of teachers and administrators, in-depth interviews with administrators and selected teacher-leaders, focus groups with selected groups of students, and observations of selected classrooms and professional development activities. AED also consulted other standard instruments created to measure student engagement and authentic pedagogy and assessment.

Andrew College Evaluation of the Learn and Serve Program (2000 – 2003)

Funding: Corporation for National and Community Service

Location: Georgia

Higher Education Management Services Center

AED assisted Andrew College with the Changing Lives/Serving Communities Program (Learn and Serve Program) to help establish a

service leadership infrastructure to have a long-term impact on the communities surrounding the college, current students, and future generations of students. The overall goals of the program were to: (1) serve a significant portion of the need for public service unmet by local agencies; (2) create an expanded, sustainable, and replicable mechanism for service-learning community networks led by two-year institutions of higher education; and (3) expand the base of young leaders choosing to stay in the four-county area and serve the community upon graduation from a four-year college. AED assisted with the overall evaluation of the Learn and Serve Program initiative.

School-to-Work Progress Measures; Research and Evaluation Capacity Building (1999 – 2003)

Funding: MPR Associates; U.S. Department of Education

Location: Nationwide

National Institute for Work and Learning

AED teamed with MPR Associates to develop and implement the performance measurement system

mandated by the School-to-Work Opportunities Act. AED and MPR staff analyzed survey data submitted by school-to-work partnerships across the country to produce a series of annual reports on the status of school-to-work implementation. AED and MPR also delivered a variety of technical assistance activities designed to enhance state and local practitioners' capacity to evaluate school-to-work efforts and use evaluation data for program improvement. Formats used for capacity-building activities ranged from annual conferences and forums to customized technical assistance provided on-site in state and local partnerships. AED worked with MPR Associates to help several states analyze extant data and synthesize findings related to school-to-work efforts.

Constituency Building for School Reform (1998 – 2003)

Funding: Ford Foundation

Location: Nationwide

Center for School and Community Services

In collaboration with the Chapin Hall Center for Children at the University of Chicago, AED

conducted two studies of the Ford Foundation's Constituency-Building for Public School Reform Initiative. The Initiative Value-Added Study demonstrated changes in grantee work, as well as some of the results of this work, during the course of the initiative. Using participatory research methods, the Constituency and Coalition-Building Study focused on the knowledge accumulated by grantees and local practitioners about various ways to do that work. The final report, *Vital Voices: Building Constituencies for Public School Reform*, provided insight into some of the country's most promising efforts to develop, organize, and support strong, engaged constituencies for the reform of public schools.

Michigan Middle Start School Self Assessment Project (1998 – 2003)

Funding: W. K. Kellogg Foundation

Location: Arkansas, Louisiana,

Michigan, and Mississippi

Center for School and Community Services

AED helped middle-grade schools in Michigan to build a reflective culture focused on the improvement of teaching and learning as well as to increase the

capacity of school staff, parents, and community members to assess how well schools are addressing the learning needs of all students.

AED worked with Central Michigan University Michigan Schools in the Middle, Detroit Public Schools Office of School Transformation, the Michigan Coalition of Essential Schools, Northern Michigan University U. P. Center for Educational Development, and 15 schools in this project. AED worked in five areas: (1) providing assistance to the foundation in the overall design and management of Middle Start; (2) expanding the infrastructure of support for middle-grades education by establishing partnerships with other organizations and initiatives that could support and sustain the work of the schools; (3) refining a process of self-assessment for participating schools to improve instruction and student learning through schools' reflective, data-driven inquiry; (4) providing technical assistance and support to participating schools through on-site consultation, materials, and networking opportunities; and (5) documenting and evaluating the

progress of the initiative and assisting in local program assessment.

National Writing Project (1999 – 2002)

Funding: National Writing Project Corporation; University of California, Berkeley

Location: California, Mississippi, Oklahoma, Pennsylvania, and Washington

Center for School and Community Services

This project entailed a three-year outcome evaluation to determine the impact on student writing in classrooms of teachers who had participated in professional development at National Writing Project (NWP) sites. NWP has an outstanding 26-year record of providing professional development to teachers in writing process through its 156 sites around the country. AED's evaluation measured outcomes in 30 fourth-grade classrooms from five NWP sites around the country, with approximately 900 students each year. The five sites included California, Mississippi, Oklahoma, Pennsylvania, and Washington. The evaluation used a variety of

teacher, student, and school data to measure student outcomes in writing and to contextualize and explain the trends over time.

New York City Middle School Initiative (1996 – 2001)

Funding: New York City Board of Education

Location: New York

Center for School and Community Services

AED evaluated the New York City Board of Education’s Middle School Initiative (MSI), undertaken in approximately 200 schools in 18 school districts throughout the city. MSI fostered state-of-the-art strategies to promote exemplary middle-grades practices and ensure that the primary purpose of restructuring middle-grades schools was to promote healthier student development and increase academic learning and achievement. MSI emphasized collaborative approaches to middle-grades education, and participating schools worked with a university partner in their reform efforts. AED’s evaluation entailed development of a self-assessment process for participating schools

and an assessment of school staff awareness of middle-grades practices, student outcomes, and progress in the school-district-university partnership.

Bright Futures Evaluation Year 5 (2002)

Funding: Prevention Partners

Location: New York

Center for School and Community Services

In Monroe County, New York, AED assisted a middle school-based project designed to reduce the percentage of adolescents who initiated sexual intercourse. AED conducted a comprehensive evaluation, which included formative evaluation leading to the development of program enhancements. AED also evaluated the effectiveness of the enhanced curriculum and associated parent components using a pretest/post-test design and a survey measuring changes in attitudes, intentions, and behaviors. An evaluation found that, compared with students who received the Managing the Pressures before Marriage (MPM) curriculum alone, students in the

MPM-enhanced group showed significant improvements in intention to remain abstinent and greater self-efficacy for substance and sexual avoidance and refusal. There were also significant improvements in parent-child communication about prevention strategies, consequences of sexual intercourse, and MPM sessions. Materials designed to increase awareness of, access to, and appropriate use of emergency contraceptive pills.

Chicago Communities in Schools, Inc. Needs Assessment Initiative (2001 – 2002)

Funding: Chicago Communities in Schools

Location: Illinois

Center for School and Community Services

AED conducted a six-month technical assistance and capacity-building project to help the Chicago Communities in Schools (CCIS) Project strengthen its services to schools. AED worked to address how decisions were made about which services to bring into schools, who participated in this decision making, and which

students were targeted. AED developed the capacity of CCIS to work with schools in conducting a needs assessment that included the voices of students, parents, teachers, and administrators. AED fostered the capacity of CCIS and school staff to implement school-wide discussion of student and school needs using the results of surveys and evaluated the effectiveness of services being delivered.

Research and Evaluation Capacity Building (2000 – 2002)

Funding: MPR Associates, Inc.; U.S. Department of Education

Location: Nationwide

National Institute for Work and Learning

AED delivered a variety of technical assistance designed to enhance state and local practitioners' capacity to evaluate school-to-work efforts and to use evaluation data for program improvement. Formats used for capacity-building activities ranged from annual conferences and forums to customized technical assistance provided on-site in states and at local partnerships. AED

also fielded telephone research and evaluation inquiries from state and local practitioners.

South Carolina Advanced Technological Education Center of Excellence: Assisting with Systemic Educational Reform (1999 – 2002)

Funding: National Science Foundation

Location: South Carolina Higher Education Management Services Center

AED worked with the South Carolina Advanced Technological (SCATE) Center of Excellence in Engineering Technology as an external evaluator to improve its performance. The Center of Excellence was designed to provide a statewide institutional and long-term support structure for pedagogical, technological, and organizational reforms taking place at 16 community colleges in the state. AED evaluators assisted Center leadership and oversight teams in developing a comprehensive set of quantitative outcome measures and target levels of improvement based on the program evaluation objectives. AED used formative and

summative evaluations, and outcome data from both the qualitative and quantitative studies were used to answer a number of evaluation questions. The SCATE approach was adapted and replicated throughout the state, and in Texas, Connecticut, and Kentucky. AED provided a final evaluation report and survey results for the South Carolina program.

Project Hyperleap Evaluation (1999 – 2001)

Funding: Hinds Community College

Location: Louisiana and Mississippi Center for School and Community Services

AED evaluated Project Hyperleap, a three-year project to increase and enhance the way teachers, students, and other community residents in eight Mississippi counties and three parishes of Louisiana use technology. Project Hyperleap was based on the assumptions that if students are to use computers and the Internet effectively, teachers must learn how to use technology, and unless children from economically disadvantaged families are introduced to the value

of this technology, the capacity of this system to improve society will be limited. The main focus of the evaluation was the implementation and impact of Project Hyperleap in terms of its major goal: to enable teachers and others to use the Internet to maximum advantage. AED used a variety of techniques to collect data, including pre-post participant surveys, staff and participant interviews and focus groups, document reviews, site visits, and communication with project staff and administrator, supplemented by contextual findings about the implementation of Hyperleap.

Evaluation of the Friendship 21st-Century Community Learning Center (1999 – 2001)

Funding: U.S. Department of Education

Location: Washington, D.C.

Higher Education Management Services Center

AED designed an evaluation plan for an impact evaluation of the Friendship 21st-Century Community Learning Center (CCLC), a partnership of the Friendship House Association and the Edison-Friendship Public

Charter School. The partnership received the first grant awarded to the District of Columbia by the U.S. Department of Education's 21st-Century Community Learning Center grant program. AED's evaluation design included an assessment of how well Edison-Friendship Public Charter School students participated in the 21st CCLC-sponsored, after-school and summer programs compared to their peers in the same school who did not participate. Academic achievement data for the after-school and summer programs included not only grades and grade point averages, but also the percentage of participants at or above a proficiency level or standard.

A Bridge to Advanced Technological Education (1998 – 2001)

Funding: National Science Foundation

Location: Illinois and Michigan
Higher Education Management Services Center

AED evaluated a three-year, \$1 million model demonstration project that provided training and support services to bridge the gap

between educationally disadvantaged adults and the new economy. The program prepared immigrant, welfare-to-work, and other disadvantaged adults for entry-level employment as skilled technicians in manufacturing and other high-tech industries as well as for two-year college certificate and associate programs in manufacturing technology and lifelong learning. AED conducted a summative evaluation of the Bridge project's outcomes and impacts at its Chicago and Detroit pilot-test sites.

Evaluation of the National Helpers Network-Service Learning Helper Program (1998 – 2001)

Funding: National Helpers Network

Location: Michigan

Center for School and Community Services

AED evaluated the National Helpers Network (NHN)-Service Learning Helper Program in Michigan and developed a site self-assessment process and materials for service-learning projects. NHN established helper programs in as many as 35 Middle Start schools;

raised the level of awareness of service learning in school districts; and established an infrastructure for service learning in Michigan. Documentation and evaluation of the program addressed questions pertaining to (1) design and implementation of the program in Michigan; (2) progress and outcomes for schools and students; and (3) impact on the infrastructure to support service learning in Michigan. In addition, the documentation and evaluation contributed to the development of a site self-assessment process, including materials used in other service-learning programs. In addition, AED studied program implementation, progress, outcomes, and impact throughout the evaluation period.

Reimagining the Afterschool Program Initiative: A Cluster Evaluation (1998 – 2001)

Funding: Robert Bowne Foundation

Location: New York

Center for School and Community Services

The Bowne Foundation undertook a multiyear initiative to improve

the quality of selected New York City community-based afterschool programs, with a particular focus on their educational programming. The project involved mentoring by community-based agencies that sponsor exemplary afterschool programs, technical assistance, and participatory assessment, with an evaluator acting as coach in helping program staff document and assess the impact of programming on young people's development and learning.

AED performed a three-year cluster evaluation of the entire Initiative to assess its effectiveness in improving the quality of afterschool programming in participating community-based agencies. The cluster evaluation asked whether the Initiative had accomplished its overall goals, and, if not, how the goals changed and what outcomes were accomplished. In addition, AED helped to administer the initiative through its systematic documentation of all aspects of the Initiative and through regular communication among stakeholders about project activities and highlights.

Middle College High School Consortium Evaluation (1997 – 2001)

Funding: City University of New York

Location: Illinois and Tennessee Center for School and Community Services

The Middle College High School Consortium (MCHSC) evaluation was a three-year research project to determine how and if the schools hold onto, motivate, and educate the at-risk students they are designed to serve. Middle colleges are structured to address the academic needs of students who, for a variety of reasons, are considered to be at risk of school failure and of dropping out before high school graduation. Given the constraints of time and resources, AED selected a single cohort of students in two schools: Middle College High School at Olive Harvey City College in Chicago, Illinois, and Middle College High School at Shelby State Community College in Memphis, Tennessee. The subjects of the study included all students who enrolled during the 1997–1998 school year. Data collection for this study included a

collaborative effort involving AED researchers and members of each of the participating school communities. In each school, AED employed a school-based coordinator to take overall responsibility for collecting data, maintaining cohort student files, arranging site visit activities, and playing the role of liaison with AED.

Evaluation of the New Leaders Academy (1998 – 2000)

Funding: Wallace Foundation

Location: Nationwide

National Institute for Work and Learning

AED's objective was to document and assess the implementation and operation of the New Leaders Academy (NLA) pilot year and assess the effects of participation on individual participants and their sponsoring organizations. The NLA is a national leadership training program aimed at ensuring effective leadership of, and improved practices within, youth employment and development programs. Up to 30 participants per cycle, selected on a competitive basis, took part in two one-week

residential sessions separated by year-long, individually tailored, experiential assignments and small-group research projects examining critical issues confronting the field. Experts in the youth employment and youth development fields served as faculty and advisors.

AED conducted a three-phase examination of the newly launched NLA. Phase 1 examined the development of NLA by documenting and assessing the process and strategies used to design, plan, and initiate the NLA. Research activity identified and highlighted those processes and strategies that appeared to be effective and offered recommendations for refining and improving those that were not. Phase 2 described, documented, and assessed the implementation and operation of the New Leaders Academy pilot year. Four major components of program operation were examined: initial residential training session; topical work group activity; mentor relationship activity; and closing training session and report out. Phase 3 assessed post program outcomes,

especially the effects of participation in the New Leaders Academy on three constituency groups: (1) individual participants; (2) their sponsoring home organization; and (3) the NLA cohort as a whole. A series of interim research briefs was followed by a comprehensive evaluation report issued in 2000 that summarized the findings and recommendations.

**Parents Making a Difference
Evaluation and Technical
Assistance (1995 – 1998)
Funding: Providence Blueprint;
Providence Public Schools
Location: Rhode Island
Center for School and Community
Services**

AED documented and evaluated the first year of the Parents Making a Difference project in Providence, Rhode Island. Parents Making a Difference has established family centers in 15 schools run by parents trained as AmeriCorps volunteers. AED provided technical assistance to project staff in the development of instruments to document first-year activities and to help staff develop their capacity to measure

outcomes and document long-term implementation of the project. The program also provided educational benefits for the family center coordinators to help them enter the workforce.

HEALTH

Evaluation of the National Quality Improvement Center (2005 – 2009)

Funding: AIDS Institute

Location: Nationwide

Center for School and Community Services

AED is evaluating the process and outcomes of implementation of the U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA)-funded National Quality Improvement Center, which provides dissemination, education, and technical assistance to all Ryan White grantees related to continuous quality improvement. The goals of the project are to: (1) conduct a needs assessment to assist in the design of a National Quality Improvement Center (NQIC) that is responsive to the quality

improvement needs of HRSA grantees, and (2) conduct a comprehensive evaluation of the NQC that assesses the scope and quality of program delivery as well as the achievement of prescribed outcomes. In addition, AED is designing a needs assessment in collaboration with the AIDS Institute and HRSA.

Centers for Disease Control Division of Adolescent and School Health III (2001 – 2006)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

In 2001, AED was awarded a new five-year, \$3.66 million contract by Centers for Disease Control and Prevention, Division of Adolescent

and School Health (DASH). Under this contract, AED staff provides evaluation assistance to all 57 states and territories, 19 large urban school districts, and approximately 40 national health and education organizations funded to deliver school-based HIV prevention programs. AED staff provides evaluation assistance to 20 states and approximately 10 national health and education organizations funded by DASH to help local school districts implement multicomponent school and community child health programs (Coordinated School Health Programs, or CSHP). The aim of the contract is to help HIV prevention staff and CSHP staff in funded sites gather evaluation data that will help them make decisions about future program priorities and/or changes needed to improve program effectiveness. This new contract is a continuation of work AED completed for DASH under two previous contracts. A major change in the new contract is that some resources are devoted to assisting the 20 CSHP states and 10 national organizations in evaluating their child and youth

chronic disease prevention programs. The primary focus of this work is on programs designed to prevent obesity, cancer, and heart disease by addressing risk factors related to physical activity, nutrition, and tobacco use. Additionally, AED staff provides assistance with evaluating prevention programs in areas such as asthma, food safety, and skin cancer.

National Programs to Support Healthy Aging, Epilepsy, Prevention Activities, and Arthritis (2001 – 2006)

Funding: Centers for Disease Control and Prevention; American Association of Homes and Services for the Aging
Location: Nationwide
Center for Applied Behavioral Research and Evaluation

This five-year program calls for the development and assessment of consumer education tools and strategies that address health promotion and disease prevention issues for older adults. Activities include formative research regarding motivating and hindering factors and developing, designing,

and testing messages and images related to a variety of public health concerns for the aging. Recent formative research activities have focused on pneumococcal and influenza vaccinations.

Healthcare Workforce Development Initiative Report (2004)

Funding: California Endowment
Location: California
Center for Applied Behavioral Research and Evaluation

The purpose of the project was to produce a final report for The California Endowment (TCE) that presents accomplishments and lessons learned by the 22 programs supported by the Workforce Initiative of The California Endowment. The report was based on document reviews of interim and final reports submitted by grantees to TCE. The primary goal of the Workforce Initiative was to improve the delivery of health services to underserved communities and underrepresented populations in California. The Initiative targeted a continuum of participants, including high school and college students, medical

students, practicing physicians, medical residents, teaching physicians, patients, and health care advocates.

Evaluation of the District of Columbia TechNet Project: Building Community-Based Organizations' Capacity to Deliver HIV/AIDS Care (2003 – 2004)

Funding: RJ Myers Publishing Company; Washington, D.C., Department of Health
Location: Washington, D.C.
Center for Applied Behavioral Research and Evaluation

AED was chosen to evaluate the District of Columbia's TechNet Project. The District of Columbia's HIV/AIDS Administration (HAA) created the TechNet Project to enhance community-based organizations' (CBOs) capacity to provide effective HIV/AIDS care to HIV-infected persons living in the District of Columbia. AED's evaluation assessed the extent to which CBOs have the capacity to meet HAA's funding objectives to address HIV/AIDS care needs of DC residents who are HIV-infected, with a particular emphasis on persons of color.

AED's evaluation focused on CBOs' role in: (1) providing HIV/AIDS care to the local community; (2) collaborating with other CBOs to reduce duplication of efforts and maximize D.C.'s HIV/AIDS care resources; and (3) sustaining CBO's HIV/AIDS services. AED conducted primary and secondary data analysis to identify the gaps in and barriers to providing quality care to HIV-infected D.C. residents and performed a needs assessment to determine what technical assistance CBOs required to enhance their capacity to address their clients' care needs. AED designed and conducted a one-day training to enhance the capacity of HAA's grantees to evaluate the effectiveness of their HIV/AIDS services. The training was tailored to address the gaps in grantees' evaluation capacity distilled during the needs assessment site visits.

Program Support Center Contract for Program and Policy Assessment, Evaluation Design Studies, and Technical Assistance (2003 – 2004)

Funding: U.S. Department of Health and Human Services

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

AED housed the Program Support Center (PSC) Indefinite Quantity Contract, which provided services to PSC client agencies, including the Health Resources Services Administration, the Assistant Secretary for Planning and Evaluation, and the Substance Abuse and Mental Health Services Administration.

Preserving the Science-Base for Healthy Policy & Environmental Change (2003 – 2004)

Funding: Directors of Health Promotion and Education; Association for State and Territorial Health Officials

Location: Nationwide

Center for Social Marketing and Behavior Change

AED followed a seven-step process to create a searchable, user-friendly

database that contained a comprehensive set of research and evaluation reports that demonstrate best practices in health policy and environmental change. By making this database accessible to a range of audiences, the Directors of Health Promotion and Education were able to promote effective practices among state government programs.

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End Stage Renal Disease Patient Education Project (2002 – 2004)
Funding: Mid-Atlantic Renal Coalition; U.S. Centers for Medicare and Medicaid Services; U.S. Department of Health and Human Services
Location: Nationwide
Center for Social Marketing and Behavior Change

AED conducted formative and consumer research to inform education activities for dialysis patients and intermediaries. AED conducted a literature review and a review of Centers for Medicare and Medicaid Services (CMS) materials on how consumers use quality information and pulled findings and conclusions to inform the understanding of how quality

information should be communicated to patients with end-stage renal disease (ESRD). AED conducted a communications analysis to review the materials and assess how quality was explained and what messages around quality were conveyed. The Mid-Atlantic Renal Coalition (MARC) identified and recruited staff in dialysis units (such as head nurse, dietitian, social worker, and technician) and patient advocates to participate in interviews about best practices in patient education. Following its research, AED drafted a research report identifying the findings of the triads, summarizing the participant demographic data, and making initial recommendations for MARC and CMS review. AED worked with CMS and MARC on the final product for this project and helped develop an educational intervention that CMS could pilot-test at a future date.

**Cherokee Choices I and II
(2001 – 2004)**

Funding: Cherokee Nation; Centers for Disease Control and Prevention

Location: North Carolina
Center for Applied Behavioral Research and Evaluation

AED assisted Cherokee Choices with refining, implementing, and evaluating interventions addressing diabetes and diabetes-related health disparities within the Eastern Band of Cherokee Indians. AED evaluated the design for mentoring program participants, a qualitative survey of key community members to record the extent of environmental change, and a community-wide survey to measure any changes in knowledge and attitudes of public information activities. AED also provided research technical assistance.

Evaluation and Monitoring Technical Assistance Support for Prudential Foundation Greater Newark AIDS Initiative Grantees (2001 – 2004)

Funding: Prudential Foundation
Location: New Jersey
Center on AIDS & Community Health

AED managed a project to provide tailored evaluation technical assistance (TA) to the Prudential Foundation's Greater Newark AIDS Initiative grantees. The Greater Newark AIDS Initiative comprised 12 Prudential Foundation grantees providing HIV prevention services to diverse populations throughout the Newark, New Jersey, metropolitan area. To support implementation of program evaluation-related activities, Prudential awarded a three-year grant to AED to provide technical assistance in evaluation to assist grantees to better track program progress and effectiveness in their targeted communities.

AED's work under this initiative was guided by four primary objectives: (1) conducting a comprehensive needs assessment of

the evaluation capacity of 12 Prudential grantees; (2) identifying key programmatic issues and evaluation needs of individual Prudential grantees as they implement their programs; (3) determining common issues and training needs across all Prudential grantees and developing appropriate group-level training and facilitations to meet identified needs; and (4) providing customized TA through a variety of methods, including phone consultations, review and dissemination of materials, and on-site TA.

Short-term Assistance in Evaluation and Analysis: Category III, Strengthening Evaluation Capability and Developing Evaluation Designs (2000 – 2004)

Funding: U.S. Health Resources and Services Administration

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

AED produced focused, high-priority, short-term evaluation and information syntheses, policy and environmental assessments, and performance measurement tools

and systems in support of various divisions within the Health Resources and Services Administration (HRSA). Specifically, AED assisted HRSA by providing support in policy analysis, data analysis, and program evaluation to improve the design and performance of current programs and to develop alternatives. AED assisted HRSA in analyzing and assessing current and emerging health policy issues and developing data systems.

The Office of Women’s Health HIV/AIDS Evaluation Project (2003)

Funding: Research Evaluation Design and Assessment; U.S. Office of Women’s Health; U.S. Food and Drug Administration

Location: Colorado, Georgia, Louisiana, and Missouri

Center for Applied Behavioral Research and Evaluation

The Office of Women’s Health is part of the U.S. Food and Drug Administration within the Department of Health and Human Services. AED evaluated the office’s Formerly and Currently Incarcerated Women project and assisted the primary contractor in

evaluating the Rural South project. AED designed the evaluation methodology and tools and evaluated the effectiveness of the Formerly and Currently Incarcerated Women project through primary and secondary data analysis. AED conducted site visits to gather qualitative data reflecting the extent to which projects have increased the target population's access to quality HIV care and prevention. AED also conducted secondary analysis by examining each project's client data to assess increases in number of clients served, HIV-related services, including expansion of referrals, and culturally appropriate, gender-specific programs such as support groups.

The Leadership Campaign on AIDS Evaluation Project (2002 – 2003)

Funding: U.S. Office of HIV/AIDS Policy-U.S. Department of Health and Human Services

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

The Leadership Campaign on AIDS (TLCA) was a Minority AIDS Initiative-funded project

within the Department of Health and Human Services' Office of HIV/AIDS Policy (OHAP). AED was awarded TLCA's evaluation contract to galvanize and mobilize leaders within communities of color to place priority on addressing their respective communities' HIV/AIDS needs. The evaluation required an assessment of evaluation data and a framework for expanding design to include outcome evaluation approaches as well as to enhance existing process evaluation strategies.

HIV/AIDS Case Study (2001 – 2003)

Funding: DTI Associates; U.S. Department of Labor, International Labor Affairs Bureau
Location: Washington, D.C.

Center for Applied Behavioral Research and Evaluation

AED developed a paper for the Department of Labor's International Labor Affairs Bureau summarizing findings of two case studies conducted in India and Cambodia on HIV and sexual health prevention programs in the workplace in these countries. Based on programs operated in

Kerala, India, and in the garment industry in Phnom Penh, Cambodia, the case studies summarized qualitative and quantitative data on the supports and process that facilitated these workplace programs; needs assessment results that guided program development; program components, goals, and objectives; results related to program delivery and reach; achievement of outcomes related to positive change in the workforce as well as in management; and lessons learned.

Capacity Building and Evaluation of the Harlem United AIDS Center's HIV/STD Prevention Programs (2001 – 2002)

Funding: Harlem United Community AIDS Center, Inc.

Location: New York Center for Applied Behavioral Research and Evaluation

The Harlem United AIDS Center was a large community-building organization in New York City that ran several HIV/STD prevention programs. AED provided evaluation technical assistance and evaluated four major programs that target immigrant women, gay men

of color, substance users, and at-risk families. Training was conducted with program staff on the logic model and participatory evaluation to build internal capacity to articulate the program inputs, outputs, and outcomes they expect to achieve. Program evaluations for each of the four programs were designed collaboratively, and appropriate data collection instruments were designed with staff input. In addition, a Microsoft Access database was developed for data entry, allowing program staff to enter process data and AED to enter outcome data.

National Institute on Aging Evaluation Feasibility Study on the Exercise Guide and Videotape (2001 – 2002)

Funding: U.S. National Institute on Aging

Location: Nationwide Center for Health Communication

AED assessed whether an appropriate evaluation could be designed for the National Institute on Aging's guide on exercise for the elderly.

Wheeling Walks Storyboard Testing (2001)

Funding: West Virginia University; Robert Wood Johnson Foundation

Location: West Virginia
Center for Applied Behavioral Research and Evaluation

AED assisted with a media-based community demonstration project in Wheeling, West Virginia, by evaluating television ads to promote walking among sedentary adults 50–65 years of age. Two forced exposure experiments were conducted: one study tested draft television ads in storyboard form; the second study tested the final ads embedded in a television news broadcast. The purpose of the first study was to determine the messages conveyed in the ads to decide which draft to produce and to make recommendations for improvement. The purpose of the second study was to assess the impact of the ads on intentions and beliefs about walking and to supplement the community survey outcome evaluation.

Development of Immediate Indicators Project (2001)

Funding: Robert Wood Johnson Foundation

Location: Nationwide
Center for Applied Behavioral Research and Evaluation

AED worked with four teams at the Robert Wood Johnson Foundation to develop intermediate indicators that the teams could use to track overall the short-term progress of their grant-making portfolios toward the teams' respective strategic goals and objectives. The four teams collaborating with AED included the Alcohol and Illegal Drugs, Clinical Care Management, Health and Behavior, and Supportive Services. AED included a core and supplemental set of intermediate indicators of progress for each team, instructions on how to use the indicators for portfolio monitoring, and a compendium of data sources to support indicator measurement.

**Evaluation Consultation Center
Division of Adolescent and School
Health In-Depth Evaluation of HIV,
STD, and Pregnancy Prevention
Program (1993 – 2001)**

**Funding: Centers for Disease
Control and Prevention-Division of
Adolescent and School Health
Location: Colorado, Florida,
Massachusetts, Michigan, and
New Jersey**

**Center for Applied Behavioral
Research and Evaluation**

AED conducted five in-depth evaluations in two local and three state education agencies: the Dade County (Miami, Florida) and Denver public school systems, and the New Jersey, Michigan, and Commonwealth of Massachusetts departments of education. Each evaluation was unique and included assessments of the relationship between policy dissemination and employee compliance with HIV education or universal precautions provisos; HIV prevention in the context of coordinated school health programs; factors predicting adolescent risk behavior (e.g., self-esteem, life goals, peer and parental influences); local adoption and implementation of state-

recommended policies and programs; efficacy of a new, abstinence-centered HIV prevention curriculum and teacher training program; factors predicting implementation of skills-based curriculum following training; quality of prevention programs for special population students (e.g., bilingual, special education and gay, lesbian, or bisexual students). Meetings were held with key personnel to identify critical evaluation questions and decisions to be made in the next two to five years. AED analyzed data collected by local or state education agencies; wrote up findings in summary reports and manuscripts, and disseminated them through professional meetings and publications.

**Evaluation Consultation Center
Evaluation Assistance for the
Delivery of School-Based and
School-Linked Immunization
Services to Preschool-Age
Children in the Community
(1997 – 2001)**

Funding: Centers for Disease
Control and Prevention

Location: New York, South Dakota,
West Virginia, and Wisconsin
**Center for Applied Behavioral
Research and Evaluation**

The goal of the School-Based Demonstration Project was to increase immunization levels to at least 90 percent among children under two years of age. AED provided technical assistance with the evaluation of this demonstration project. The approach Evaluation Consultation Center (EC2) took to accomplish these activities included: (1) conducting an evaluators/data collectors' consensus meeting in Atlanta to assist sites with developing and using common data collection instruments and protocols and consistent cross-site report writing; (2) developing instruments, and databases for these instruments, in collaboration with

the sites; (3) analyzing data that were collected at the four sites and providing quality control and feedback to the sites through quarterly data reports; (4) providing technical assistance on the local use of the tools (including an immunization evaluation computer software package, called CASA, that was developed by NIP) and databases and on the sites' development of final reports on the demonstration projects; and (5) writing a final cross-site report. Personnel at each of the four sites are responsible for conducting data collection and data entry, developing quarterly data reports, and writing a site-specific final report with the assistance of EC2 technical advisors.

**Evaluation Consultation Center
Media Communications Technical
Assistance (1995 – 2001)**

**Funding: Evaluation Consultation
Center Media Communications
Technical Assistance**

Location: Nationwide

**Center for Applied Behavioral
Research and Evaluation**

AED provided media

communications assistance and support for state and local efforts to disseminate recommendations for best practices from the guidelines for coordinated school health programs, with special emphasis on programs to reduce tobacco use and promote physical activity and proper nutrition. The goal of the marketing plan was to disseminate the guidelines more broadly than they had been distributed in the past and to identify potential tools that could help states and localities adopt and implement the guidelines recommendations.

**Evaluation Consultation Center
Process Evaluation of Coordinated
School Health Program
Infrastructure Development
(1994 – 2001)**

**Funding: Centers for Disease
Control and Prevention-Division of
Adolescent and School Health**

Location: Nationwide

**Center for Applied Behavioral
Research and Evaluation**

AED developed process evaluation manuals for coordinated school health program (CSHP) infrastructure development and components and provided evaluation technical assistance to the Division of Adolescent and School Health (DASH) and 15 state education and health agencies to implement CSHP statewide. AED assisted both DASH and the state agencies in process evaluation of CSHP infrastructure development and in implementation of some CSHP components, such as comprehensive school health education and physical education. Technical assistance included providing guidance on development of evaluation plans, evaluation implementation, analysis of

evaluation results, and development of recommendations for program improvement.

School Health Evaluation Support Project for Centers for Disease Control and Prevention Division of Adolescent School Health (1993 – 2001)

Funding: Centers for Disease Control and Prevention-Division of Adolescent and School Health
Location: Nationwide
Center for Applied Behavioral Research and Evaluation

The Division of Adolescent and School Health (DASH) within the Centers for Disease Control and Prevention had a national program to help school and other agencies provide comprehensive health education to youth. As part of the program, DASH selected AED to provide technical assistance and evaluation consultation to state school departments and local school systems in their efforts to evaluate HIV/STD education programs. In providing consultation support to state education departments and local school systems, AED focused on four areas of HIV/STD education

programs: (1) policy development and implementation; (2) curriculum design and implementation; (3) staff development and implementation; and (4) program impact on student outcomes.

Evaluation of the African Community Prevention Campaign (2000)

Funding: New York AIDS Fund
Location: New York
Center for Applied Behavioral and Evaluation Research

AED provided evaluation training, technical assistance, and support to help the African Services Committee (ASC) to evaluate a prevention campaign in the immigrant African community in New York City. ASC's mission was to provide health, social, and legal services to all African immigrants, refugees, those seeking political asylum, and undocumented individuals living in New York City. The prevention program sought to stem the transmission of HIV/sexually transmitted diseases/tuberculosis (HIV/STD/TB), promote counseling and testing, and link

infected individuals into the service system. AED helped ASC to: (1) increase the evaluation capacity of community-based organizations serving the African immigrant community; and (2) assess the effectiveness of the intervention in increasing knowledge about infection and transmission of HIV/STD/TB, changing attitudes about prevention, and reducing risk behavior. AED conducted training for community leaders on the evaluation and worked closely with ASC staff on evaluation design, instrument development, data collection, analysis, and reporting. The resulting evaluation report and debriefing were designed to provide valuable feedback for program improvement.

RESEARCH, STUDIES, AND SURVEYS

Development Information Services (2001–2006)

Funding: U.S. Agency for
International Development

Location: Nationwide

Global Learning Group

The Development Information Services (DIS) project provides development information and analysis to USAID missions and USAID/Washington as well as USAID contractors and development partners. DIS staff assists development practitioners in clarifying their information needs and responds by identifying, analyzing, and disseminating appropriate information in a useful form. Products and services include analytical memoranda and papers, lessons learned analyses, reference, computerized database searches, bibliographies, interlibrary loans,

tailored information packages, referrals, a current awareness update service, and several regular publications. The project also provides a mechanism for selecting, acquiring, analyzing, providing access to, and disseminating economic and social statistical country trends and performance indicator data for USAID-assisted countries around the world. The DIS project staffs and manages the USAID Library and Learning Resources Center, specializing in providing ready reference responses and quick access to information resources. The library also serves USAID patrons with an active reference, referral, and USAID database search service. The library is open to development partners and the public as well.

The Wallace Foundation Customer Survey, Phase II (2004 – 2005)

Funding: Wallace Foundation

Location: Nationwide

National Institute for Work and Learning

AED conducted a two-part study with: (1) an assessment of the foundation's effectiveness in the three areas in which it works: arts participation, education leadership, and out-of-school-time learning, and (2) an assessment of the use and impact of the publications the foundation commissions. AED conducted two telephone surveys, one of recent grant recipients and others who reported in last year's survey that they have read and used foundation publications, and the second of leaders in philanthropy and the fields in which the foundation works.

Based on the findings from the surveys, AED prepared two reports for the foundation: (1) "Effectiveness and Knowledge Leadership: Findings from the Wallace Foundation Leadership Survey" and (2) "Use and Effectiveness of The Wallace Foundation Publications: Findings

from the Wallace Foundation Publication Survey."

Wallace Foundation Grantee Survey-Customer Survey Project (2004 – 2005)

Funding: Wallace Foundation

Location: Nationwide

National Institute for Work and Learning

AED surveyed recent grantees and other individuals knowledgeable about the foundation's work to elicit information about how key leaders assess the Wallace Foundation's effectiveness. Survey findings were reported to the foundation's Board.

Focus Funders Evaluation (2003 – 2004)

Funding: California Endowment

Location: California

Center for Applied Behavioral Research and Evaluation

The California Endowment (TCE) is a community-based philanthropic organization that seeks to strengthen the capacity of other smaller, community-based grant-making bodies to make awards leading to improved community health outcomes. A commissioned

study of The California Endowment's Focus Funders Program (FFP) reviewed the relationships among TCE, its current community fund partners, and the larger field of alternative philanthropy. AED conducted a study to explore how these relationships expand cultural interactions between organized philanthropy and underserved populations, expand civic engagement in targeted communities, and address historical disparities. Overall, the study created a knowledge base for improving grassroots philanthropic activity in underserved communities and in health-related arenas. AED also did a literature review of philosophies, reporting on best practices, including conducting key informant interviews, and provided a detailed summary report.

Grantmakers Evaluation Network (2001 – 2003)

Funding: Cleveland Foundation

Location: Nationwide

National Institute for Work and Learning

Grantmakers Evaluation Network (GEN) helped foundation staff and

trustees strengthen their ability to achieve desired outcomes by using evaluation to build a culture of critical thinking, informed decision making, and continuous program improvement. GEN engaged in a strategic planning process that resulted in an ambitious, multiyear road map for fulfilling its mission. AED provided coordination support and services to GEN through developing the 2001–2002 work plan; preparing resource development plans and materials; collaborating with the Council on Foundations and other affinity groups; and facilitating implementation of the 2001–2002 work plan.

Best Practices for Designing and Managing Partnership Activities (2000 – 2001)

Funding: U.S. Agency for International Development

Location: Nationwide

Center for Civil Society and Governance

AED created a guide to improving the effectiveness and sustainability of partnerships, "Designing and Managing Partnerships between U.S. and Host-Country Entities,"

for USAID staff, intermediary organizations that develop partnerships, and partners. The guide highlighted 27 case studies of partnerships: hospital to hospital, university to university, city to city, business to business, coalition to coalition, and U.S. private PVOs to commercial organizations; outlined points USAID staff should consider when determining whether the effort to achieve a specific result could be strengthened by a partnership program; and discussed different ways to select partners.

Gap Foundation Feasibility Study (2000)

Funding: Gap Foundation

Location: Nationwide

Center for Applied Behavioral and Evaluation Research

AED conducted a feasibility study and strategic planning process to identify how an evaluation funded by the Gap Foundation could be of greatest use to the foundation and its grantees. Specifically, the study sought to answer specific questions about programs funded under the foundation's Helping Youth Initiative. Activities included a review of Gap Foundation grantee

documents, interviews with Gap Foundation staff, grantee representatives, and a sample of local program directors. AED produced a five-page memo addressing the Gap Foundation's grant-making strategy and shared it in separate sessions with Gap Foundation staff and grantees to verify the accuracy of findings and determine priorities for evaluation design. AED produced an evaluation design presenting three evaluation options, each accompanied by a rationale, central questions, data collection and analysis strategies, and cost estimate.

Research and Reference Services I, II, III (1985 – 2001)

Funding: U.S. Agency for International Development

Location: Washington, D.C.

Development Information Services

AED provided information services related to development policies, programs, and experience to USAID and the development community. AED began Research and Reference Services (R&RS) in 1985 with USAID's Center for Development Information and

Evaluation. AED managed the USAID Development Information Center, providing access to development experience through its collection of reference, commercial, serial, microfiche, and CD-ROM resources and the reference service expertise of AED's full-time information professionals. In-depth analysis was performed by AED's team of researchers with expertise in USAID's strategic areas of emphasis: the environment and natural resources, economic growth, democracy, population and health, and human capital development. AED information service and technical assistance expertise led to the establishment of specialized information services for USAID. AED staff completed over 3,000 information service events per year, and the project encouraged expanded use of development information in USAID.

WORKFORCE DEVELOPMENT

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**Rural Community Facilities,
Community Economic
Development, and Job
Opportunities for Low-Income
Individuals Evaluation Initiative
(2004 – 2007)**

**Funding: U.S. Department of
Health and Human Services**

**Location: National
Center for Applied Behavioral
Research and Evaluation**

AED is evaluating selected grantees from three programs designed to ameliorate the effects of poverty by helping individuals and families become self-sufficient and create their own opportunities. AED's assessment will document performance and outcomes, identify lessons learned, and present recommendations for an evaluation strategy that meets congressional and executive objectives. While

AED is conducting an assessment that addresses questions in program purpose and design, strategic planning, program management, and results and accountability, it also provides workshops and technical assistance to build the evaluation capacity of grantees and helps Rural Facilities Community position itself for more comprehensive evaluation efforts in the future. AED is also developing a technical assistance system that local projects may use in assessing their own outcomes.

Workforce Investment Act Assisted Adult, Youth Programs Site Evaluation (2002 – 2004)

Funding: U.S. Department of Labor
Location: Nationwide
Disabilities Studies and Services Center

AED worked with the two national Technical Assistance Centers to ensure the case studies provided the Department of Labor with the maximum information about how practice can inform policy. These two centers—one managed by the Institute on Educational Leadership (IEL) that focused on the needs of youth and the other by the Institute for Community Inclusion (ICI) on the needs of adults—had key responsibilities for conducting needs assessments, providing technical assistance, and promoting promising practices about what works best to meet the needs of persons with disabilities within an emerging new workforce development system in the country. Data were collected using a variety of methods, including, but not limited to, review of site documents such as marketing/advertising/out-reach materials, training/procedural manuals/strategic plans or related documents, site performance

reports, tracking data, and forms and information. Needs assessments of key participants and face-to-face interviews with selected site participants also provided data for the case study. Case study findings were summarized and analyzed to identify what skills and knowledge were needed to effectively include individuals with disabilities in workforce development systems as well as emerging promising practices.

Detroit Manufacturing Partnership Evaluation (2000 – 2002)

Funding: United Auto Workers; General Motors Center for Human Resources

Location: Michigan
National Institute for Work and Learning

As part of the Lansing Area Manufacturing Partnership, the first replication site selected for national roll-out was Detroit, Michigan. More significant, Metro Detroit needed assistance to improve the quality and efficacy of its public education system. AED used a case study evaluation deliberately designed to aid in the initiative's development and growth.

Evaluation of the National Building Exemplary Systems for Training Youth Workers Initiative Phase III (1999 – 2002)

Funding: Wallace Foundation

Location: California, Connecticut, Florida, Illinois, Massachusetts, Minnesota, Missouri, New York, Pennsylvania, Virginia, Washington, D.C., and Wisconsin
Center for School and Community Services

The BEST (Building Exemplary Systems for Training Youth Workers) Initiative helped communities build comprehensive systems for youth worker staff development. BEST training was based on AED's Advancing Youth Developing curriculum, which was used to train thousands of workers in youth agencies and programs nationwide. AED conducted an evaluation of the BEST Initiative that included a survey of 500 youth workers from the 14 sites participating in the project to document the nature and extent of their participation in staff development. AED conducted a study of logs kept by 20 participants who participated in all 28 hours of training and interviews with agency

or program directors and supervisors of youth workers to learn more about the delivery of training to youth workers.

AED met with program staff at their annual conference to present the evaluation plan and seek input into the design and administration of the instruments and data collection processes. AED presented preliminary findings and sought the input of participants in interpreting them. In addition, AED conducted focus groups with staff from four organizations that represent a diversity of organizations to further document the nature of organizational changes undertaken to support youth workers in youth development approaches. AED presented the findings at the BEST annual conference and used participant feedback to complete the final report documenting the effectiveness of BEST approaches to staff development.

Lansing Area Manufacturing Partnership Longitudinal Study (1998 – 2002)

Funding: United Auto Workers; General Motors Center for Human Resources

Location: Michigan

National Institute for Work and Learning

AED examined a business/union-driven, school-to-work (STW) initiative known as the Lansing Area Manufacturing Partnership (LAMP). LAMP was an innovative program that combined classroom instruction with work-based learning. AED assisted in the development, implementation, evaluation, and replication of this initiative and designed a follow-up system to track LAMP participants through their early postgraduation careers. AED undertook a five-year, longitudinal study of LAMP graduates to determine the program's long-term effects on students' academic achievement and career progression. A comparative research design was used to statistically test the effects of program participation.

Lansing Area Manufacturing Partnership Evaluation (1998 – 2000)

Funding: United Auto Workers; General Motors Center for Human Resources

Location: Michigan

National Institute for Work and Learning

AED examined an employer-driven, school-to-work (STW) initiative known as the Lansing Area Manufacturing Partnership (LAMP). LAMP provided selected high school students with skills that prepare them for a career in manufacturing, while also giving participants the tools to gain lifelong learning skills that offer them an advantage in the labor market. AED conducted a case study and evaluation of this partnership based on its expertise concerning STW. A team of field researchers collected data through site visits, interviews, focus groups, and document review. AED aided in the program's development and growth. After data were collected, organized, and interpreted by the evaluation team, LAMP coordinators used the information to modify the

curriculum, improve program design, solve logistical problems, or make course corrections as needed.

YOUTH

Youth Capacity-Building Evaluation Initiative (2003 – 2006)

Funding: Fund for the City of New York, Youth Development Institute
Location: New York

Center for School and Community Services

AED is evaluating the Youth Development Institute at the Fund for the City of New York's Youth Capacity-Building Initiative, which focuses on the organizational capacity building of 14 organizations funded to address the needs of youth age 16–24 who are disconnected from family, school, employment, and other essential supports. The funded organizations provide a wide range of supports and opportunities for helping youth build relationships and develop social, academic, and career-related skills. The evaluation includes

quantitative and qualitative methods to be used at five of the sites. The reports are formative for the Initiative in the first two years, and summative in the third year, regarding implementation of the program at five sites, youth outcomes, and the capacity-building impact of the initiative on participating programs.

Cal Ripken Senior Foundation Best Practices Report (2004)

Funding: Cal Ripken Senior Foundation; U.S. Department of Justice Office of Juvenile Justice and Delinquency

Location: Nationwide

Center for Youth Development and Policy Research

AED worked with the Cal Ripken Sr. Foundation (CRSF) to collect data on its youth baseball and

softball and youth coaches training programs and write a best practices report to articulate the work done by CRSF through a federal grant from the Department of Justice. The report also identified the best practices of the CRSF grant program.

Recreation Assessment of the Youth Services Administration (2004)

Funding: Washington, D.C., Government

Location: Washington, D.C. Center for Youth Development and Policy Research

AED and the DC Department of Parks and Recreation developed recreation assessment and recommendations for Oak Hill Youth Center and the new diagnostic center on Mt. Olivet Road in the District of Columbia. The assessment included a review of related materials, site visits to Oak Hill, and group interviews with committed and detained youth at Oak Hill, Youth Services Administration (YSA) management, YSA recreation staff, and YSA social services, mental health, and education staff.

Five Promises Meta-Evaluation Study (2004)

Funding: America's Promises

Location: Nationwide

Center for Youth Development and Policy Research

AED investigated how others, including key researchers and youth development theorists, discussed and used the Five Promises. Report One compared and contrasted 17 youth development frameworks or organizations to the Five Promises of America's Promise. Reports Two and Three systematically analyzed the Five Promises, while examining how key youth-serving organizations, which were profiled in Report One, integrated the Five Promises in relation to their positive youth development frameworks. Reports Two and Three examined the efficacy of the Five Promises and addressed two key research questions for America's Promise, focusing on how the Five Promises can be used in the U.S. youth development field.

Perry School-Youth Development Milestones (2004)

Funding: Perry School Community Services Center, Inc.;

Commonwealth Foundation

Location: Nationwide

Center for Youth Development and Policy Research

To create a developmental matrix, AED searched and reviewed published literature to identify ages 0–18 developmental milestones. AED synthesized the findings and developed a user-friendly matrix in consultation with Perry School staff. AED also developed a Promising Practices document by meeting with Perry School staff to analyze the developmental matrix and identify the most critical developmental milestones and relevant promising practices for programming and services.

Evaluation Services for the D.C. Children and Youth Investment Trust Corporation (2003)

Funding: D.C. Children and Youth Investment Trust Corporation

Location: Washington, D.C.

Center for Applied Behavioral Research and Evaluation

AED assisted the D.C. Children and Youth Investment Trust Corporation (CYITC) with the evaluation of the last phase of the Washington Area Youth (W.A.Y.) Too Cool to Smoke Leadership Initiative. With an overall goal to reduce tobacco use and build youth leadership through neighborhood-based antitobacco activities, this program connected youth across all eight wards of Washington, D.C. AED assisted CYITC in designing and implementing an outcome evaluation of this program and proposed a quantitative pretest/post-test quasi-experimental design. AED assisted CYITC in collecting an initial assessment of participants who attended the Re-Activate Retreat.

**I HAD: Chelsea/Elliott Program
Technical Assistance (2002 – 2003)**

**Funding: I Had A Dream
Foundation**

**Location: New York
Center for School and Community
Services**

AED provided evaluation technical assistance to the Chelsea/Elliott I Have a Dream (IHAD) Program in New York City. In line with the goals of the National IHAD Foundation, the Chelsea/Elliott IHAD Program was committed to supporting participating youth, called “Dreamers,” through elementary and secondary school and into postsecondary institutions. This multiyear project sought to increase student chances for success by providing specific services such as counseling, sports, academic assistance, life-skills education, career awareness, and college preparation to enhance their lives in ways that will help them make a successful transition to adulthood. AED worked to conceptualize, design, and review the program and guided the program in its evaluation efforts.

**Our Piece of the Pie Evaluation
(2001 – 2003)**

**Funding: Southend Community
Services**

**Location: Connecticut National
Institute for Work and Learning**

AED provided technical assistance to Our Piece of the Pie (OPP), a youth business incubator and youth employment program in Hartford, Connecticut. The program used work and entrepreneurial experiences to engage at-risk youth in school-based learning. AED helped OPP set goals, design and implement strategies for data collection, document best practices, and develop and pilot a longitudinal survey process.

**Evaluation of Adolescent
Pregnancy Program (2002)**

**Funding: Washington, D.C.,
Government**

**Location: Washington, D.C.
Center for Youth Development and
Policy Research**

AED conducted a formative evaluation of the D.C. Department of Parks and Recreation’s (DPR) Adolescent Program, a pilot youth program to prevent adolescent pregnancy and the transmission of

HIV/AIDS and other sexually transmitted diseases (STDs). The program included implementation of a written curriculum in all of DPR's recreation center-based "teen clubs." AED conducted site visits; observed program activities; and conducted interviews with staff, staff from partner organizations, youth, parents, and administrators. The final report provided DPR with an assessment of the program's strengths and weaknesses and included specific recommendations for strengthening its programming for young people age 12–18.

Evaluation of Summer Programs Initiative (2002)

Funding: D.C. Children and Youth Investment Trust Corporation

Location: Washington, D.C.

Center for Applied Behavioral Research and Evaluation

The D.C. Children and Youth Investment Trust Corporation (CYITC) provided grants to local organizations for free summer programs for youth in a majority of the city's wards. CYITC funded programs at 85 sites across the District and was interested in evaluating the program, with

special emphasis on identifying the merits of community-building organizations in providing summer programming. AED conducted this evaluation to assess the overall effectiveness of the summer programming initiative and to identify actions that could be taken to improve the program in the future. AED worked directly with CYITC staff to develop specific evaluation objectives. To conduct the evaluation, AED performed and analyzed on-site, semistructured interviews with program directors and the person in charge of day-to-day program implementation at 17 sites across the city. The evaluation also entailed surveying college interns, who played a key role in program implementation. AED completed the evaluation and a comprehensive report detailing the process, findings, and recommendations.

America's Promise-Phase II Self-Assessment (2002)**Funding: America's Promise****Location: Nationwide****Center for Applied Behavioral Research and Evaluation**

America's Promise is a program that focuses on the support young people receive from their community. AED conducted formative research focused on America's Promise Local Efforts and assisted America's Promise with the model development process by identifying opportunities to test and use a self-assessment tool with the model, Local Efforts. Identifying the self-assessment tool as part of the initial phase of the model project provided America's Promise with start-up information and avoided duplicating efforts between the self-assessment process and future model evaluation activities.

New York City Beacons Initiative (1997 – 2002)**Funding: Annie E. Casey Foundation****Location: New York****Center for School and Community Services**

AED conducted an extensive study

of the New York City Beacons Initiative, an ambitious model of school-community-family partnerships begun in 1991. As of 2003, there were 80

Beacons—school-based community centers run by not-for-profit agencies providing a range of activities for children, youth, and families. AED studied the historical evolution and development of the Beacons initiative, its core theory of change, and how the vision and theory of change have been transformed into action in 40 sites. In addition, an outcome study examined a sample of Beacon sites to augment understanding of how the Initiative affected youth and their parents, host schools, and the surrounding communities. The evaluation was conducted collaboratively by staff from AED, the Hunter College Center on AIDS, Drugs and Community Health, and the Chapin Hall Center for Children at the University of Chicago. The final report and executive summary, *A Place to Grow: Evaluation of the New York City Beacons* (New York: AED, 2002), describe the evaluation's major findings.

Kellogg Youth Initiative Partnerships Project (Phase I & II) Evaluation (1996 – 2002)**Funding:** W. K. Kellogg Foundation**Location:** Michigan**Center for School and Community Services**

AED completed a long-term evaluation of Kellogg Youth Initiative Partnerships Project (KYIP), a comprehensive initiative in three geographic areas in Michigan designed to assist communities in strengthening and mobilizing their resources on behalf of children and youth. The evaluation addressed progress and impact associated with community changes, changes in adults, and changes in youth. AED's evaluation was formative and summative, and evaluation activities included document review, intensive site visits, and interviews with youth, youth workers, and community residents. AED also worked closely with local evaluators throughout the evaluation to build the capacity of individual sites to undertake their own continuous self-assessments.

National Scan of Organizations Focused on Child and Youth Well-Being (2000 – 2001)**Funding:** Center for Child Well-Being**Location:** Nationwide**Center for Youth Development and Policy Research**

AED conducted a national scan of organizations focused on child and youth well-being. The Center for Child Well-Being (CCW) requested a national environmental scan of child and youth well-being organizations. Through this scan, AED identified and filled gaps in this field; identified individuals to add to the CCW's network of experts; and gained further insight into child and youth well-being issues.

New Jersey School-Based Youth Services Program Evaluation (1995 – 1998)**Funding:** Annie E. Casey Foundation**Location:** New Jersey**Center for School and Community Services**

AED undertook an in-depth evaluation of the New Jersey School-Based Youth Services

Program (SBYSP), which provided a comprehensive range of support services, including health, mental health, recreational, and cultural activities; crisis intervention; case management; and academic supports to youth and their families. There were 29 SBYSP centers throughout the state, all of them school-based. AED used a phase-in approach to the evaluation. During the first phase, key players at all 29 sites, including program directors and staff from different partner agencies, teachers, parents, and students, were surveyed through the use of interviews, focus groups, and paper and pencil surveys to discover what short- and long-term outcomes they thought SBYSP projects should seek to achieve. These data were shared with the projects in a feedback conference where the goals and outcomes were explored and refined. In addition, AED trained site personnel in the sites to assist in data collection and analysis in the second phase of the evaluation. The evaluation entailed site visits across the three years to all SBYSP centers and in-depth studies of approximately eight of

them. The project produced case studies of approximately eight SBYSP centers; a cost-benefit analysis of the whole program; and a final report documenting findings and analyzing state policy as it evolved at the local level.

Project Choice Evaluation (1992 – 1998)

**Funding: Ewing M. Kauffman
Foundation**

**Location: Missouri
Center for School and Community
Services**

AED conducted a five-year evaluation of Project Choice, an “I Have A Dream”-type program funded and administered by the Kauffman Foundation. Project Choice offers qualified students in six Kansas City high schools the opportunity to attend a vocational or technical school in the Kansas City area, a college in Kansas or Missouri, or another postsecondary institution through the provision of tuition and other expenses. The project also offered counseling, academic support, activities, and other support services to help students persevere and succeed. AED’s evaluation documented the

points of view of students, parents, and staff to determine the extent to which the project achieved its goals. AED also conducted longitudinal and follow-up studies of case-study students to document long-term benefits for participating students.

**Urban Girls Initiative
(1996 – 1997)**

**Funding: Girls Incorporated of
New York City**

**Location: New York
Center for School and Community
Services**

This project entailed a one-year evaluation of the second phase of Girls Inc.'s Urban Girls Initiative in New York, which worked to improve the educational achievement and life skills of adolescent girls, with a special focus on math and science. The program used several Girls Inc. curricula, including its family life education curriculum, Will Power/Won't Power, and its math and science curriculum, Operation Smart. AED's evaluation documented the initiative to assist Girls Incorporated staff in analyzing lessons learned through

implementation of the Initiative in various settings; assessed the extent of institutional change made by partner agencies and progress toward spinning off an independent Urban Girls Initiative in New York City and in affecting programming for girls in New York City; and strengthened Girls Inc.'s internal capacity for documentation and assessment of its various programs as implemented by partner agencies, with a focus on the greater participation of girls and local staff in assessment.



Nobody can read your mind.



SAY what you feel.

SOCIAL MARKETING, COMMUNICATIONS, AND BEHAVIOR CHANGE

Action produces change. Change in systems, policies, and what individual people do to protect their health or improve the quality of education is at the heart of AED's programs in behavior change, social marketing, and communication.

Social marketing is a broad and practical framework that helps us keep our eye on all the factors that affect human behavior. To make meaningful change it is often necessary to create new products, improve existing services, change outdated policies, increase the benefits that people care about, and reduce the barriers that make it impossible for them to adopt new behaviors. It is the role of social marketing to help our clients assess where the real problems are and address them comprehensively.

Behavior change is the target of all our programs, but it is also an approach that draws on the best of modern behavioral science, psychology, anthropology, and sociology. Our behavior change approach helps us define new practical research tools that improve our understanding of people and institutions, and it gives us a basis in solid theory against which to measure the practical application we are asked to make to real-life social problems.

Communication is the process of informing, persuading, and creating credibility for the change that is being promoted. Communication is a highly specialized part of our work, which brings together writers and designers, consumer researchers, and program experts to define targets of opportunity, select channels that reach the right audience, craft compelling messages, break through the clutter of media overload, and address the cultural needs of many diverse audiences across America.

202 AED does not promote any one lockstep methodology. Our approach is to be eclectic, adapting new science to the practical needs of changing institutional and human behavior. Our work is grounded in the belief that to change people and institutions, you must first listen to them, then involve them, then empower them. Our work is rooted in an understanding of the populations with which we work and our knowledge of effective strategies and intervention in the areas of:

CATEGORIES:

- Education
- Environment and Transportation
- Health
- Cancer
- Diabetes
- HIV/AIDS
- Tobacco
- Training and Tools
- Youth

EDUCATION

School Food Plus Initiative (2004 – 2005)

Funding: FoodChange

Location: New York

Center for Health Communication

The New York City Department of Education's Office of School Food and Nutrition Services (OSFNS) is reforming to serve more children better-quality food at a lower cost. OSFNS has begun to revamp its school food infrastructure through comprehensive industry research, business analysis, and financial modeling. OSFNS serves 800,000 meals per day in a city where children appear to be substantially more overweight than children of similar ages are in other parts of the country. AED is providing social marketing expertise to the project to improve the eating habits, health, and academic performance

of youth within reach of the New York City school meals program.

Keys to Excellence in School Food and Nutrition (2003 – 2004)

Funding: Child Nutrition
Foundation

Location: Nationwide

Center for Health Communication

AED applied its expertise in social marketing and science-based communications to the revision of the educational tool, "Keys to Excellence." "Keys" is a self-assessment tool designed to help schools achieve nutrition integrity goals throughout the total educational program. With its standards of practice and indicators, the tool identifies the elements of a quality school nutrition program. AED worked with the Child Nutrition Foundation (CNF) to

revise and market its Keys to Excellence, a management tool for district school food service directors. AED rewrote and reorganized the tool and developed attractive and easy-to-use formats for the resource, including an online interview process, and conducted formative research to develop a launch and marketing plan for the tool that includes outreach to allied organizations, food vendors, and trade publications.

General Educational Development Testing Service of the American Council on Education: Messaging, Positioning and Materials (2001 – 2004)

Funding: American Council on Education

Location: Nationwide

Center for Social Marketing and Behavior Change

In 2002, GED launched the next generation of General Education Development (GED) Tests. AED assisted the GED Program in increasing the value of the test to policy makers, employers, and potential test-takers while increasing the number of test-

takers. AED provided communications and social marketing services, including counsel, research, and material development, to the GED Testing Service (GEDTS) and developed informational products to accompany the new series of tests. AED provided the core messages and brand value platform for use in additional materials and facilitated the review of these messages with an internal and external partner and staff meeting. In addition, AED delivered a planned communications document that laid out the strategy and tactics for meeting GEDTS's priority goals.

Federal Resource Center for Special Education I (1993 – 2003)

Funding: U.S. Department of Education-Office of Special Education and Rehabilitative Services

Location: Nationwide

Disabilities Studies and Services Center

Guided by the concepts of social marketing, AED staffed and managed implementation of the Federal Resource Center (FRC) for Special Education. The Center

facilitated, coordinated, and linked the six Regional Resource Centers (RRCs) and other Office of Special Education Programs-funded projects so that states could use the RRC technical assistance network more effectively. AED provided support in monitoring issues and trends; in applying social marketing principles and reporting on significant issues related to children and youth with disabilities; in fostering linkages to strengthen coordination and information exchange; to provide information on educating children and youth with disabilities; and in implementing a Performance Measurement System and report on the effectiveness and impact of the FRC.

Council of Chief State School Officers School Health Marketing, School Health Starter Kit (2000 – 2002)

Funding: Council of Chief State School Officers School Health Marketing; Association of State and Territorial Health Officers; Centers for Disease Control and Prevention

Location: Nationwide
Center for Health Communication

AED produced a practical, user-friendly School Health Starter Kit for use by chief state school officers, state health officials, and their staff to help build support in communities and schools for coordinated school health (CSH). The kit includes: (1) booklet for policy makers and opinion leaders; (2) posters and ad slicks; (3) various resources to increase community awareness of the importance of school health; (4) a CD-ROM containing all the material, graphics files, and text that were used to create the kit for states to use in adapting the material for their state or community. AED developed training to assist in teaching the principles of social marketing,

development of a marketing plan, and use of the kit materials, including the CD-ROM. AED staff developed and presented a two-day training to apply principles of social marketing to the promotion of coordinated school health.

ENVIRONMENT AND TRANSPORTATION

Virginia Chesapeake Bay Media Campaign (2004 – 2005)

Funding: State of Virginia
Department of Conservation & Recreation

Location: Virginia
Center for Social Marketing and Behavior Change

AED won a competitive bid from the Chesapeake Bay Program (a partnership of regional state and federal government entities) and the State of Virginia to conduct a communications campaign on water pollution in the Chesapeake Bay. “Save the Crabs ... then eat ’em” is the theme of AED’s media campaign and marketing effort to prevent spring fertilizer use in the metro Washington, D.C., area. Newspaper and TV ads on local network affiliates were a key part of the campaign, which targets

homeowners in the greater metro area and focuses on changing lawn care and other behaviors that contribute to poor water quality in the bay.

Older Driver Social Marketing Research and Development (2002 – 2004)

Funding: National Highway Traffic Safety Administration

Location: Nationwide
Center for Social Marketing and Behavior Change

AED developed a survey instrument for communities to measure the needs and attitudes of older drivers regarding their mobility choices in light of their advancing age and potential physical limitations. A community action kit was designed to help communities win local exposure for

their survey results; it included example press releases, fact sheets, and pitch strategies. AED assisted the American Society on Aging (ASA) in developing a final report on the project for the National Highway Traffic Safety Administration (NHTSA) and worked to develop a report based on focus group results to refine the messages and collateral materials. The report identified communication channels and openings for best use of the public information and education materials that were subsequently developed.

Commuter Choice (2002 – 2004)
Funding: Environmental Protection Agency
Location: Nationwide
Center for Social Marketing and Behavior Change

AED drew on its three decades of social marketing experience to encourage employers to offer commuter choice benefits and to join the Commuter Choice Leadership Initiative. AED created a social marketing plan, oversaw media events, created and disseminated materials, and

provided social marketing assistance to the project during the course of this contract.

Buckle Up America Social Marketing Campaign (2000 – 2004)
Funding: National Highway Traffic Safety Administration; U.S. Department of Transportation
Location: Nationwide
Center for Social Marketing and Behavior Change

AED provided overall marketing and communications planning and implementation. AED implemented a marketing and communication plan, including creating national media events, placing earned media, and developing public service announcements (PSAs). To design the campaign, AED analyzed National Highway Traffic Safety Administration (NHTSA's) existing research, in addition to conducting primary formative research. AED produced a marketing strategy, quarterly media events, media advocacy training, a quarterly newsletter, and PSAs and developed and produced campaign collateral.

**Boosting the Marketing Capacity
of the National Highway Traffic
Safety Administration
(1999 – 2000)**

**Funding: National Highway Traffic
Safety Administration**

Location: Washington, D.C.

**Center for Social Marketing and
Behavior Change**

In the interest of developing competency in social marketing, the National Highway Traffic Safety Administration's Office of Communications and Outreach received the first of AED's seven intensive half-day training sessions. This method, the BEHAVE model for designing social marketing interventions, was used in AED's work with the Centers for Disease Control and Prevention and included a combination of presentations, exercises, and problem-solving discussions facilitated by AED staff. Graduates left with a better understanding of commercial marketing tools used for audience segmentation, media buying, consumer research, earned media, and the advertising creative process. In addition, graduates knew more about approaching problems as social marketers, using

research to uncover barriers to targeted behaviors, and relying on tools outside of messages and advertising, such as youth empowerment, system changes, and community planning.

**Let Kids Lead-Vehicle Miles
Traveled Youth Initiative
(1998 – 2001)**

**Funding: Environmental Protection
Agency**

**Location: Florida, Kansas,
Massachusetts, and Missouri
Center for Environmental
Strategies**

AED assisted community-based environmental groups to involve youth and families in reducing vehicle miles traveled (VMT). This youth-based initiative was designed to create a voluntary program to provide effective application in three communities: Kansas City, Missouri; Boston, Massachusetts; and Tampa, Florida. AED created a blueprint and program tools to conduct an effective, community-based, sustainable approach to involve youth in reducing VMT. AED used social marketing, experience with prevention campaigns and youth,

and an intervention design framework, called Applied Behavior Change (ABC) Framework, to increase social consciousness of air pollution and practices families and individuals can follow to reduce it.

“Let Kids Lead: Involving Youth in Transportation Choices” in Missouri had seventh graders survey sixth graders and present the results to their local planning commission. They reported that 77 percent of the students would like to bike to school, but only 10 percent do so. The lack of sidewalks, a significant barrier to riding bicycles or walking to school, needs to be addressed. The planning commission was so impressed with the information the students provided the young people were invited to participate on the long-range planning committee. In Roxbury, Massachusetts, as part of the Boston pilot site, youth successfully rallied to enforce a state idling law for buses by issuing their own “tickets” to diesel buses idling for more than five minutes. In Tampa, Florida, youth participants created YEA (Youth Environmental Associates).

Students in YEA clubs have produced radio spots played on local radio stations and created their own Web site promoting the benefits of carpooling.

Social Marketing to Reduce Emissions from Use of Lawn and Garden Equipment (1993 – 1994)
Funding: Environmental Protection Agency
Location: Nationwide
Center for Environmental Strategies

Under the Clear Air Act Amendments of 1990, the Environmental Protection Agency (EPA) was mandated to reduce air pollution emitting from nonroad sources, including small, spark-ignition engines. EPA’s Office of Mobile Sources (OMS) developed emission regulations for manufacturers of nonroad engines and vehicles. Consequently, OMS wanted to devise a social marketing program to promote: (1) broad public awareness about such equipment and its associated environmental and public health threats, and (2) voluntary behavior changes among lawn and garden equipment users to reduce engine

emissions, fuel evaporation, and spillage. Most Americans were unaware of, and consequently unconcerned about, how their chain saws, lawn mowers, and weed whackers were adding to unhealthy ozone and carbon monoxide levels in nearly 100 cities across the country. AED assisted OMS in formulating a strategic planning framework for developing its national public awareness and behavior change program. During the iterative social marketing planning process, AED also assisted OMS in preparing a formative audience research plan to identify strategic communication options and associated resource implications.

HEALTH

**National Institutes of Health:
Federal Information
Communication Services Indefinite
Quantity Contract (2001 – 2006)**

Funding: National Institutes of Health

Location: Nationwide

Center for Health Communications

Federal Information and Communication Services is an umbrella agreement between AED and the federal government to procure medical, scientific, and health information and communication services. AED's Center for Health Communication has been awarded task orders under this agreement:

Task Order: Planning, Developing, Implementing, and Evaluating National Heart, Lung, and Blood Institute, an Institute Healthy Weight Initiative (2003 – 2006)

The purpose of this program is to plan, develop, implement, and evaluate a national public education outreach effort on overweight and obesity for the National Heart, Lung, and Blood Institute, within the National Institutes of Health. The primary objectives of the program are to increase awareness that overweight and obesity increase the risks for heart disease and stroke as well as other serious health problems; motivate the public to take overweight and obesity seriously as a health issue; engage the public in recognizing factors that influence their attempts to achieve and

maintain a healthy weight; motivate health professionals to provide their patients with clear messages about weight control and prevention of inappropriate weight gain; and engage communities to take an active role in creating healthier hometown environments that promote a healthy weight.

Task Order: Youth Health and Fitness Media Literacy Campaign Media Smart Youth Initiative (2001 – 2006)

AED is assisting the National Institute for Child Health and Human Development (NICHD) at the National Institutes of Health with the planning, development, implementation, and evaluation of a three-year Youth Health and Fitness Media Literacy Campaign. AED has formed a project team to help NICHD generate awareness among youth audiences of the role media play in shaping values concerning physical activity and nutrition and build skills among youth participants that encourage critical thinking, healthy lifestyle choices, and informed decision making for their future. AED is working to develop and implement

an interactive media-literacy curriculum specifically designed for after-school programs. Drawing on its breadth of experience in social marketing and behavior change, AED has developed a first-of-its-kind curriculum that helps young people ages 11–13 to interpret the messages they receive from the media about nutrition and physical activity. After piloting the program in seven different sites around the country, AED has received positive feedback from both the adults who facilitated the lessons and the students who participated.

Task Order: Age Page Revisions (2001 – 2002)

The National Institutes of Health (NIH) produces approximately 40 Age Pages—short, page-long, basic information for the elderly population, printed in large quantities and distributed free of charge to requesters. These Age Pages are also available for viewing on the Internet. AED was responsible for revising five of these Age Pages: Constipation, Arthritis, High Blood Pressure, Prostate Problems, and Taking Care of Your Teeth & Mouth. AED produced

these pages through formative research, strategic planning, extensive translating of complex research information into easily comprehensible facts, and using knowledge of the target audience. Basic readability tests were performed on the final products to ensure that the drafts conformed to NIH and National Institute on Aging reading levels and standards.

Task Order: Medical Students, Older People, and the Arts (2003 – 2004)

Funding: National Institute on Aging; US National Institutes of Health; American Visionary Art Museum

This program sought to help improve attitudes toward aging and older people by providing positive role models, as exemplified by American Visionary Art Museum's (AVAM's) featured senior artists and their artwork. The program encouraged interaction between first- and second-year medical students and older people from nursing homes and senior centers.

Planned Parenthood Federation of America: Social Marketing Campaign to Promote Sexual Health (2001 – 2005)

Funding: Planned Parenthood Federation of America, Inc.

Location: Florida, Illinois, and New York

Center for Social Marketing and Behavior Change

AED developed a social marketing initiative designed to change the social climate about sexual health in the United States to become supportive of healthy sexual attitudes and behaviors. AED developed campaign goals and a long-range plan for implementation of the social marketing plan to promote sexual health. AED's approach focused on bringing to light the moderate, supportive beliefs that the majority (silent middle) of Americans held about sexual health.

AED convened expert panels and conducted an extensive literature review and analysis in support of the campaign's construction. AED identified promising pathways to reach the Planned Parenthood Federation of America's (PPFA)

goal. AED guided PPFA's team of 30 chapter representatives through a social marketing planning process, culminating in a social marketing plan that reflected the diverse capabilities and needs of the organization. The result was a strategic social marketing plan, entitled "Real Life, Real Talk," whose strategies and tactics focus on improving the social climate through increasing open, honest, and positive communication about issues related to sex and health.

In a second phase, AED worked with PPFA to develop Real Life Real Talk (RLRT) social marketing programs for each of the four test markets. AED first carried out extensive audience research through focus groups with parents and teens and in-depth interviews with community influentials in the test markets where the RLRT program will be first implemented (one of which will be focused on a Hispanic audience, in Spanish and English language.)

AED distilled those research findings and carried out a 2-day strategic planning summit with PP national and test market staff.

Following the planning summit AED developed the RLRT Research Summary and Strategic Plan for PPFA's use as a guiding document for the national and test market programs. AED and PP are planning the next phase of work that will include development and pre-testing of creative materials including advertising and collateral materials.

Centers for Medicare and Medicaid Services Communication and Social Marketing Indefinite Quantity Contract Project (2000 – 2005)

Funding: Centers for Medicare and Medicaid Services

Location: Nationwide

Center for Social Marketing and Behavior Change

AED provides a range of communication, social marketing, and consumer research support to the Centers for Medicare and Medicaid Services (CMS), the federal agency that administers Medicare and Medicaid. In 2001 and 2002, AED developed and implemented two national media campaigns totaling \$50 million to promote 1-800-MEDICARE and

www.medicare.gov. AED worked with two research firms and three advertising firms to design, create, and place the television, radio, and print ads across the country. In addition, AED managed the evaluation of the campaign.

Centers for Disease Control and Prevention Health Communication Indefinite Quantity Contract Project (1999 – 2004)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center for Health Communication

The purpose of this multiple award task order contract was to assist the Centers for Disease Control and Prevention (CDC) in planning, development, production, and distribution of health communication strategies, programs, and materials. AED worked with CDC on a variety of program topics targeted to diverse audiences.

Task Order: Communications and Social Marketing Capacity-Building Assistance to Support the READ II Project (2002 – 2004)

States, communities, and partners are voicing their concern about this upward trend in use and looking to the Centers for Disease Control and Prevention’s (CDC) Office of Smoking and Health (OSH) for guidance. AED worked with OSH to gain a better understanding of tobacco use among young adults and developed information to assist states and other organizations in investing their resources in methods that effectively reach and reduce tobacco use among this at-risk population.

Task Order: Best Practices for Tobacco Control Among Young Adults (2002 - 2004)

Based on insights gained through formative research, AED came up with a new approach: getting parents involved. The “Got a Minute? Give It to Your Kid” social marketing campaign was based on the findings that certain parenting behaviors build children’s ability to resist using tobacco and other drugs. This insight was developed

by campaign research that included literature reviews, analysis of lifestyle data, expert interviews, and focus groups with the target audience and focused on low self-efficacy and lack of skills among parents as the major barriers to becoming more involved with their children's lives. The messages remind low-involvement parents to take time out of their busy schedules and give these parents specific tactics to facilitate parent-child involvement. Campaign materials include print ads, radio spots, a presentation, a brochure, and a poster.

Task Order: National Cable Television Program on Women & Tobacco (2001 – 2004)

AED assisted in the planning, preparation, and roll-out of the Surgeon General's Report, the first to focus on women and smoking in more than 20 years. In preparation for the release of *Women and Smoking: A Report of the Surgeon General* from 2001, AED researched, wrote, and produced an original video program, entitled *Women and Smoking: Seven Deadly Myths*, that takes on the tobacco

industry using cover model, entrepreneur, ex-smoker, and anti-tobacco activist Christy Turlington to tell women the truth about smoking. The broadcast version of *Seven Deadly Myths* aired on several of the Oxygen Network's "Pure Oxygen" cable television shows. AED assisted in providing technical assistance and information and in booking on-air talent for the series. In addition, a separately edited version of the program was licensed to Oxygen without limitation for video streaming on the women's health Web site, www.thriveonline.com. Within the first two months, the video stream received more than 100,000 hits. During production of these video and video stream programs, AED also assisted ABC News in its production of *Women and Smoking: A Fatal Attraction*, which aired on the ABC network television. AED planned and executed a variety of outreach and dissemination efforts, including a briefing to health and women's groups in Washington, D.C. AED put the *Seven Deadly Myths* video through consumer testing to identify its strengths and shore up

its weaknesses. The information gleaned from consumer testing was used to draft collateral materials to supplement the video program. AED researched, wrote, designed, and produced a companion “Community Toolkit for Reducing Tobacco Use Among Women.”

Task Order: Physician Education and Training Programs: Traumatic Brain Injury Tool Kit (2001 – 2004)

AED developed a resource toolkit and training for health care providers for diagnosing and treating mild traumatic brain injury (MTBI). AED oversaw formative research efforts to elicit essential information on physicians’ level of awareness about MTBI; appropriate target audience specialties; product content, messages, and format; delivery mechanisms; promotion and dissemination strategies; and potential partners. Research included input from CDC officials; review of available literature and reports; expert panel findings; and two telephone focus groups with physicians in the target audience (internists, pediatricians, and primary care physicians). AED then developed a communication plan

and subsequent toolkit materials that incorporated research findings, followed by focus group testing of a prototype kit to determine appropriateness for the intended target audiences. In conjunction with kit development, AED conducted trainings, workshops, and presentations for professionals about the initiative. AED also established a solid partnership network of 11 professional, voluntary, and government organizations that supported this effort with materials review and feedback; promotion to constituencies; mailing labels; opportunities for presentations and trainings; and follow-up assessment of user satisfaction.

Task Order: Social Responsibility and Health Education through Collaboration with Members of the Entertainment Community (2002 – 2003)

AED was a partner in an initiative to provide information to youth, health professionals, and future leaders in the creative community so that they will make more educated, informed decisions regarding the depiction of smoking

(or other health hazards) in movies and on television and radio. This program had two components: collaboration with the entertainment community and radio outreach. AED provided editorial and promotional support for a preproduced documentary about smoking in the movies and created and produced a Spanish-language TV spot. In addition to these tasks, AED was responsible for postproduction and distribution of a TV spot, public relation activities for promotion of OSH materials, and collaborative outreach with nonprofit organizations and other government agencies and partners. Through radio outreach, AED provided promotional support for a well-rehearsed and -disseminated radio outreach to a variety of populations.

Task Order: Skin Cancer and Education Organizational Activities (2001 – 2003)

The CDC's National Skin Cancer Prevention Education Program was aimed at children and adolescents and their parents and caregivers. The purpose of this task order was

to provide the CDC with a mechanism to assist in planning and convening a Skin Cancer and Education Organization Meeting sponsored by the American Cancer Society (ACS) and CDC. The nature of support was related to skin cancer knowledge and partnership experience. AED prepared a series of tools, including newsletter articles and formal presentations for use at individual education/school organizations member meetings and other venues. A stakeholder analysis was conducted at the meeting as the basis for a strategic plan document that incorporated the recommendations and feedback from the various education/school organizations.

Task Order: Health Communication Courses-Managing Health Care Programs (2000 – 2003)

AED developed and conducted seven one-day health communication courses to train CDC staff at its headquarters in Atlanta, Georgia. AED also worked with CDC's Office of Communication to develop Web-based courses on social marketing

and health communication that can be accessed by CDC partner organizations.

Task Order: Health Communication Initiative on Fluoride Use and Young Children (1999 – 2003)

AED developed a communication plan to assist parents in maximizing the benefits of fluoride to prevent cavities and minimize the risk of enamel fluorosis. AED's communication plan recommended that CDC promote appropriate use of fluoride by reinforcing already existing correct behavior by parents (such as brushing children's teeth twice a day with fluoride toothpaste, bringing children to the dentist, etc.), while also including new information for parents (such as using only a pea-size portion of toothpaste, making sure children do not swallow toothpaste, etc.). In developing the communication plan, AED produced brochures, posters, news articles, and a video news release to implement the campaign. AED also analyzed findings from CDC-commissioned reviews of the secondary literature, primary audience research, and a media analysis and recommended

media and partnership strategies that CDC can undertake to achieve its objectives.

Task Order: Marketing Distance-based Learning Program: "Keys to Environmental Health in the Community" (2001 – 2002)

AED was selected to provide marketing services in support of a satellite broadcast program ("Working with Communities for Environmental Health") originally aired in 2001 on the Public Health Training Network. AED was in charge of securing planning, development, and implementation support for marketing the program. The work consisted of identifying prospective audiences and marketing channels, developing a plan for comprehensive marketing of the program, implementing the plan, and follow-up summary assessment of marketing results. Deliverables included a written marketing plan, one or more color marketing brochures, a color program announcement poster, and a summary assessment report.

Task Order: Best Practices for Parenting Healthy, Tobacco-Free Youth (1999 – 2002)

As part of an adolescent antismoking campaign targeting parents, AED created a social marketing campaign, called “Got a Minute? Give It to Your Kid.” The campaign was based on the findings that certain parenting behaviors build children’s ability to resist using tobacco and other drugs. The campaign kit was designed to encourage less-involved parents to become more involved in their preteens’ lives. AED involved the state tobacco-control staff, a key partner, early in the formative research as well as in the product testing phase.

Task Order: Development of Prevention Research, Communication Marketing Plan and Material Development (1999–2002)

AED developed a marketing and promotion strategy to promote CDC as an institution that supports extramural research. Program objectives were to raise researchers’ awareness of and participation in the Prevention Research

Extramural Grants Program and to foster a collaborative environment between researchers and local health agencies for effective translation components at the state and community level.

Communication Planning for the National Institute on Aging-Delivering Health Messages to Native American Elders; Working with Physicians (2003)

Funding: National Institute on Aging; National Institutes of Health; Johnson Bassin Shaw Inc.
Location: Nationwide

Center for Health Communication

AED provided communication services to increase physician influence on exercise behaviors among older adults and, separately, to effectively deliver health messages to Native American older adults. In working to increase the influence of physicians on older adults, AED conducted a background assessment of exploratory focus groups with a mix of primary care physicians (internists and family practitioners) to learn about critical issues that informed the design and development of materials. In

working to design effective health messages for Native American older adults, AED developed a communication plan with recommendations that address how to disseminate health messages and materials to this audience and how to identify and establish effective partnerships.

CANCER

Promoting Comprehensive Cancer Control (2004 – 2006)

Funding: Centers for Disease Control and Prevention's Division of Cancer Prevention and Control

Location: National

Center for Social Marketing and Behavior Change

AED is in the final phase of a four-phase marketing initiative to make a comprehensive approach to cancer prevention and control more visible, understandable, meaningful and valuable to the initiative's target audiences, on behalf of the Centers for Disease Control and Prevention's Division of Cancer Prevention and Control (CDC/DCPC).

- In Phase I, AED designed and implemented a two-day marketing strategy workshop for

approximately 50 targeted leaders and representatives in cancer prevention and control to lay the foundation for developing a marketing plan to promote the integrated approach. Following the workshop, AED prepared a final meeting report that was distributed to attendees. The Phase I workshop elicited the necessary information on which to base the marketing plan.

- Following the first workshop and in Phase II of the marketing initiative, AED worked with CDC/DCPC to develop a draft marketing plan and collateral materials, based on the outcomes of workshop.

- The marketing plan and materials developed in Phase II were introduced to workshop participants at a second marketing strategy workshop in Phase III of the marketing initiative. AED designed and implemented the second two-day workshop using many of the successful elements from workshop 1.
- AED is currently assisting CDC/DCPC with the final phase of the marketing initiative, Phase IV, which involves finalizing the marketing plan and a launch event.

**Increasing Information-seeking
about Prostate Cancer Among
African American Men
(1998 – 1999)**

Funding: American Cancer Society

Location: Nationwide

Center for Health Communication

AED designed and developed a prostate cancer awareness program to educate African American males about prostate cancer so they could make informed decisions about screening and treatment options.

The program established a model partnership between the American Cancer Society (ACS) and 100 Black Men of America, Inc. AED conducted formative research to inform program development and designed a comprehensive, rigorous program evaluation. As part of this effort, AED conducted a literature review, designed and implemented focus groups, and conducted in-depths interviews with groups of African American men and key staff members from ACS and the 100 Black Men local chapters. Following the formative research stage, AED designed a kit, called “Let’s Talk About It,” for 100 Black Men chapter volunteers to reach out to local communities.

**Cervical Cancer Screening-Early
Detection or Survivorship of
Cancer in Underserved
Populations-Working Women
ROCC!-Reaching Out against
Cervical Cancer (2003 – 2005)**

**Funding: Centers for Disease
Control and Prevention; U.S.
Department of Health and Human
Services**

**Location: National
Center for Social Marketing and
Behavior Change**

Working in collaboration with the Coalition of Labor Union Women's Center for Education and Research (CLUW), AED assists national organizations in developing health programs and cancer prevention and control infrastructure enhancements to deliver cancer education and awareness activities to individuals who may be underserved, uninsured or underinsured, at risk, or racial/ethnic minorities.

DIABETES

STOPP-T2D-Studies to Treat or Prevent Pediatric Type 2 Diabetes (2003 – 2005)

Funding: George Washington University; National Institute of Diabetes & Digestive & Kidney Diseases

Location: Nationwide
Center for Social Marketing and Behavior Change

AED is promoting physical activity and good nutrition to middle-school students to prevent early onset of type 2 diabetes. AED provides social marketing and consumer research expertise to a major diabetes prevention trial funded by the National Institute of Diabetes & Digestive & Kidney Diseases (NIDDK). The STOPP-T2D studies are implemented by university researchers in seven sites

around the country and coordinated by GWU. The prevention sites are working with AED and local schools to develop, pilot-test, and implement a three-year diabetes prevention intervention for middle-school students. The evaluation will track clinical changes and reduction in risk factors. Specifically, AED staff is assisting the coordinating committees to plan and implement the interventions, including behavior change communications, a new physical education curriculum, and improved food service choices. AED is designing an in-school social marketing component to promote awareness, raise appeal and ensure student participation in the interventions. AED is also designing

communication materials and tools for a full pilot intervention with 6th-grade students.

**Cherokee Choices I and II
(2001 – 2004)**

Funding: Cherokee Nation; Centers for Disease Control and Prevention

**Location: North Carolina
Center for Applied Behavioral
Research and Evaluation**

AED assisted Cherokee Choices with refining, implementing, and evaluating interventions addressing diabetes and diabetes-related health disparities within the Eastern Band of Cherokee Indians. AED evaluated the design for mentoring program participants, a qualitative survey of key community members to record the extent of environmental change, and a community-wide survey to measure any changes in knowledge and attitudes of public information activities. AED also provided research technical assistance.

HIV/AIDS

**Supporting Networks of HIV CARE
National Training Year 2
(2004 – 2005)**

**Funding: Health Resources and
Services Administration**

**Location: Nationwide
Center for Social Marketing and
Behavior Change**

AED hosted two Learning Communities in Las Vegas for nonprofit, faith-based, and community-based organizations. Learning Communities are capacity-building opportunities designed for organizations that provide or plan to provide HIV/AIDS primary care and support services to communities of color. Learning Communities are a component of the Supporting Networks of HIV Care (SNHC) Project, a national technical assistance and capacity-building

project designed to expand the availability and quality of HIV primary health care and support services to people living with or at risk for HIV infection in communities of color. As a component of the SNHC technical assistance and capacity-building activities, Learning Communities enable participants to build skills, develop peer networks, and share program experiences to help enhance their ability to meet the needs of people of color living with HIV/AIDS in their community. Attendees at Learning Communities participate in a series of interactive trainings on-site and in skill-building activities that increase their capacity to provide new or enhanced services collaboratively and to develop potential solutions for their mutual

technical support needs. AED is a primary partner assisting Communities Advocating Emergency AIDS Relief Coalition Foundation with the delivery of services. AED coordinates the management of consultants, assists with the development of plans for delivery of technical assistance activities, created and monitors the SNHC database, and executes Learning Communities around the country.

Supporting Networks of HIV Care-AIDS Education and Training Centers Technical Assistance (2002 – 2005)

Funding: Health Resources and Services Administration

Location: Nationwide

Center on AIDS & Community Health

AED helped build the capacity of community- and faith-based organizations working with communities of color to provide technical assistance and resources to organizations to enhance or expand provision of primary HIV/AIDS care. The purpose of the project was to provide training, resources, and assistance to faith

and community organizations that want to develop, improve, or expand HIV/AIDS primary health care and support services in racial and ethnic minority communities.

HIV Stigma Project (2002 – 2005)

Funding: Ford Foundation

Location: Nationwide

Center on AIDS & Community Health

Stigma is one of the major barriers to HIV prevention and care. In an effort to address HIV stigma, the Ford Foundation awarded the AED a grant to implement its HIV/AIDS Anti-Stigma Initiative. AED examines the impact of HIV/AIDS-related stigma in the United States and works with community-based organizations to create strategies to combat it. AED is developing an HIV/AIDS Anti-Stigma Request for Proposal (RFP) Process to provide grants to a total of five community and national nonprofits. The RFP will go to a targeted group of nonprofits sometime in spring 2005. The 18-month, \$200,000 grants will support programs addressing HIV/AIDS-related stigma. Once the grants have been awarded,

AED documents and evaluates what worked and what did not from the grantees' experiences. Grantees also participate in a meeting at AED headquarters at the beginning and end of their grant cycles, the first of which involves planning how to document results, and the second to share lessons learned and best practices.

230 AED and the Ford Foundation sponsored the Promising Approaches to Fighting HIV Stigma & Discrimination Satellite at the XV International AIDS Conference in Bangkok, Thailand. The session explored existing research about HIV/AIDS stigma, the intersection points between the research and programmatic responses and interventions, and the interventions and programs that are working to combat stigma.

Centers for Disease Control and Prevention Technical Support for HIV/STD/TB Prevention (1997 – 2005)

Funding: Centers for Disease Control and Prevention

Location: Nationwide

Center on AIDS & Community Health

This initiative provides technical, logistical, and managerial support and assistance to CDC's National Center on HIV, STD, and TB Prevention (NCHSTP) and its organizational divisions as needed. NCHSTP divisions include: Division for HIV/AIDS Prevention (DHAP), Division of Sexually Transmitted Diseases (DSTD), Division of Tuberculosis Elimination (DTBE), and the Global AIDS Program (GAP). Support to the Center and its four divisions is provided through implementation of several processes, including, but not limited to: identification of needs, planning, evaluation, data management, materials production, training, technical assistance, and formative research. AED provides technical support services to CDC staff in some key areas for which it has developed a reputation of

expertise, including health communications and social marketing strategies, institutional and organizational development, and diffusion of effective interventions.

Some included tasks were:

Task Order: Public Health Alert on Prevention Services for Men who Have Sex with Men (2000 – 2005)

AED provided support in the design and development of a Public Health Alert bulletin and meetings to alert the HIV and STD prevention community to the emerging issues of the epidemic among men having sex with men (MSM); review and discuss local challenges and barriers to programs; and suggest interim strategies for effective intervention.

Task Order: Prevention for Persons with HIV/AIDS (2002 – 2004)

AED supported CDC in planning for a social marketing program to be implemented on the local level. AED analyzed previous government-supported social marketing endeavors; assessed the readiness of HIV prevention programs to conduct social

marketing programs; and developed a formal report.

Task Order: Design, Typeset, Print, and Disseminate a Booklet Featuring African American Capacity-building Programs (2001 – 2004)

The booklet highlights the best practices of the 18 CDC-funded African American programs to provide capacity-building activities in HIV prevention.

Task Order: Communications Planning for HIV Prevention (2001 – 2003)

AED provided formative research for Division for HIV/AIDS Prevention- Intervention, Research, and Support in the design and implementation of a communication plan to serve as an implementation companion to CDC's strategic planning efforts.

Task Order: Needs Assessment and Development of Social Marketing Messages and Materials Targeting Individuals with Recent and Previously Undiagnosed HIV Infection (2001 – 2003)

AED conducted a needs assessment to develop social marketing

materials (for recently infected or recently diagnosed individuals not identified through other study methods) to contact project personnel for participation in a characterization study. AED worked with grantees to determine target populations, locations, and content for messages.

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Task Order: Prevention Marketing Initiative Demonstration Project Video Tape (1999)

CDC produced an educational video to communicate the principles, process, and outcomes of prevention marketing as demonstrated by the Prevention Marketing Initiative Demonstration Project. AED provided the professional services of a producer/writer to complete production of the videotape.

HIV/AIDS Prevention Program (2004)

Funding: United Way of Metropolitan Nashville; Middle Tennessee Regional Advisory Committee

Location: Tennessee Center for Social Marketing and Behavior Change

AED provided HIV prevention education in community settings and through mass media serving 39 counties in Middle Tennessee. Activities included group-level intervention (multisession workshops) for teens, one-time presentations for adults and teens, and mass media activities, including a public service announcement and an HIV prevention radio drama in English and Spanish.

California Office of AIDS Technical Assistance (2002)

Funding: California Office of AIDS

Location: California Center for Social Marketing and Behavior Change

AED helped develop a framework and tools for technical assistance to seven HIV prevention program grantees. AED interviewed Office

of AIDS staff and reviewed grantee program plans. AED then provided the Office of AIDS with a technical assistance plan for supporting the grantees, along with five different draft tools to help grantees with current or upcoming program challenges.

Utilizing the Strength of African American Community-based Organizations in Nashville through the IMANI Coalition (1999 – 2000)

Funding: IMANI Coalition

Location: Tennessee

Center for Social Marketing and Behavior Change

The IMANI Coalition seeks to reduce the incidence of HIV/AIDS, STDs, TB, and substance abuse among African Americans and others disproportionately affected in Nashville and Davidson County, Tennessee. The Coalition has developed a “linked network of services” that provides a continuum of services through integration of prevention, education, and care services supplied by long-standing, certified, and committed partnerships and collaborations. AED was one of the original members of the IMANI Coalition,

which came together to address the area HIV/AIDS, syphilis, and TB problem. AED provided input and expertise in social marketing, program planning, and community capacity building through community collaboration and also provided HIV/STD/pregnancy prevention services to youth of the community as part of a linked network of services.

Prevention Marketing Initiative Community Demonstration Sites (1994 – 1998)

Funding: Centers for Disease Control and Prevention

Location: Arizona, California, New Jersey, Tennessee, and Virginia
Centers for Health Communication and Social Marketing and Behavior Change

The Prevention Marketing Initiative (PMI) Community Demonstration Sites assessed whether prevention marketing—an integration of social marketing, behavioral science, and community participation—could be applied effectively by community practitioners to influence teens’ sexual risk behaviors. AED provided overall program

management support and extensive technical assistance to multiple demonstration sites in the design, implementation, maintenance, and evaluation of HIV prevention programs. AED also conducted case studies and survey research.

In Sacramento, California, AED assisted local staff and the PMI Community Council in the development of a multicomponent prevention program, including: teen skills workshops; four paid radio spots; transit ads on bus sides; posters in high school classrooms; small promotional materials such as condom packets, hats, T-shirts, and temporary tattoos; a toll-free automated helpline from which teens could get HIV facts, information on PMI services, and referrals; and peer outreach discussions initiated by workshop graduates.

AED assisted both the Nashville and Sacramento PMI teams in the development and implementation of multisession, skill-building workshops offered to teens in small groups. Both sites adopted the Jemmotts' "Be Proud! Be

Responsible!" curriculum (approved by CDC as scientifically sound and effective). With AED's assistance, the sites adapted and altered the curriculum to meet the needs of the target audiences and the respective marketing plans. All changes were tested with the audiences to ensure appropriateness and understandability.

TOBACCO

Study of Tobacco Industry Documents from Marketing to Countermarketing: Analysis of Strategies for Women (2003 – 2007)

Funding: National Cancer Institute

Location: Nationwide

Center for Applied Behavioral Research and Evaluation

With experts in tobacco control, document analysis, behavioral science, marketing, and countermarketing, AED is analyzing behavioral and consumer research and other marketing documents to improve our understanding of how the tobacco industry markets to women. The goal of this research includes informing and improving countermarketing efforts. The research seeks to: (1) conduct a comprehensive, systematic search

for tobacco industry documents relevant to behavioral and consumer research on women and marketing to women; (2) create a user-friendly, well-indexed database of these documents and make it widely available through tobaccodocuments.org; (3) review, analyze, and interpret key documents to address questions to develop and test countermarketing concepts that might be effective; and (4) disseminate the findings on marketing and countermarketing to academic and applied audiences.

**Secretariat for Tobacco-Use
Cessation Blueprint (2004 – 2006)**

**Funding: Robert Wood Johnson
Foundation**

**Funding: National
Center for Social Marketing and
Behavior Change**

AED serves as the secretariat for coordinating the nation's tobacco cessation activities. Funded by the Robert Wood Johnson Foundation, National Cancer Institute, Centers for Disease Control and Prevention, National Institute for Drug Abuse, and American Legacy Foundation, AED manages the collaborative efforts described in "A National Blueprint for Disseminating and Implementing Evidence-Based Clinical and Community Strategies to Promote Tobacco-Use Cessation" (adult blueprint) and the Youth Tobacco Cessation Collaborative (youth blueprint). The secretariat provides leadership, coordination, and oversight for the adult and youth blueprint efforts.

For the adult blueprint, which has a well-established science base, the secretariat is working with national and federal agencies and partners to

develop an implementation plan that identifies priority cessation activities, such as creating consumer demand for cessation products. For the youth blueprint, AED is reviewing the science base of effective approaches to youth cessation and identifying the direction on which efforts and resources should be focused.

**"Call It Quits" Media Campaign to
Support, Launch, and Promote the
Use of Colorado's Statewide Toll-
free Tobacco Quit Line
(2001 – 2002)**

**Funding: Colorado Department of
Public Health and Environment**

**Location: Colorado
Center for Social Marketing and
Behavior Change**

AED launched the promotion of Colorado's smoking cessation hotline for the Colorado Department of Public Health and Environment. AED also coordinated the year-long campaign in Denver launched under the banner, "You can quit. We can help."

SmokeLess States (2001 – 2002)**Funding: Robert Wood Johnson Foundation****Location: Nationwide****Center for Social Marketing and Behavior Change**

SmokeLess States devoted approximately \$40 million to statewide coalitions working with community groups in 36 states and the District of Columbia. AED's role was to strengthen statewide coalitions and diversify their active membership base; develop a plan to improve the tobacco policy environment within their state with the goal of reducing the use of tobacco; and educate the public about the need for stronger tobacco control policies.

Wisconsin Tobacco Control Board Project (2001)**Funding: Wisconsin Tobacco Control Board****Location: Wisconsin****Center for Social Marketing and Behavior Change**

AED staff served as consultants to the Wisconsin Tobacco Control Board, advising its members on implementation of Wisconsin's statewide countermarketing

campaign. AED staff was part of the proposal review committee that recommended which media firm the state of Wisconsin should hire to design the campaign. AED staff also provided board members with an overview of social marketing concepts and gave feedback and direction on the marketing plans developed for the program. AED assisted the Wisconsin Tobacco Control Board in selecting ads to run in Wisconsin and developed a comprehensive public relations plan. In addition, AED assisted Wisconsin in reviewing its first-year activities and made marketing recommendations for the campaign's second year.

Tobacco Control Training and Technical Assistance Project (2000 – 2004)**Funding: Northrop Grumman Information Technology; ROW Sciences; Centers for Disease Control and Prevention****Location: Nationwide****Center for Social Marketing and Behavior Change**

AED worked with the Centers for Disease Control and Prevention's Office on Smoking and Health

(CDC-OSH) in planning, implementing, coordinating, and evaluating a variety of training and technical assistance activities related to comprehensive tobacco use prevention and cessation. CDC-OSH sought to prevent tobacco use, promote cessation among youth and adults, eliminate exposure to environmental tobacco smoke, and identify and eliminate disparities among population groups. AED assisted CDC-OSH with the provision of training and technical assistance to state departments of health, territories, national organizations, tribal organizations, youth groups, and other domestic and global partners in tobacco control. AED designed tobacco control training materials, provided technical assistance, planned distance-learning activities, and established and maintained communication networks and provided content for approximately 20–25 tobacco control meetings annually, including the 2001 National Conference on Tobacco or Health.

Massachusetts South Shore Boards of Health Collaborative: Tobacco Control Program (2000)

Funding: Massachusetts South Shore Boards of Health

Location: Massachusetts Center for Health Communication

The Massachusetts South Shore Boards of Health Collaborative Tobacco Control Program (TCP) developed a poster campaign aimed at high school youths using tobacco products. The primary objectives of the campaign were to: (1) increase youth compliance with school tobacco policies, and (2) encourage tobacco cessation among high school smokers. The formative research elements of the campaign included conducting an open-ended survey with youth smokers to identify the barriers to and benefits of smoking as well as complying with school policies. AED assisted TCP with the survey assessment and organization of focus groups with teen smokers and advised regarding the impact evaluation process.

TRAINING AND TOOLS

Popular Opinion Leader Training (2004 – 2005)

Funding: Alliance for AIDS Services

Location: North Carolina

**Center on AIDS & Community
Health**

Popular Opinion Leader (POL) is an intervention based on a program that identifies, trains, and enlists the help of key opinion leaders to change risky sexual norms and behaviors in the gay community. The program is based on diffusion of innovation/social influence principles that state that trends and innovations are often initiated by a relatively small segment of opinion leaders in the population. Once innovations are modeled and accepted, they then diffuse throughout a population, influencing others.

AED was awarded a contract to provide training and technical assistance on the Popular Opinion Leader (POL) HIV prevention intervention for the North Carolina state health department's HIV/STD Prevention & Care Branch. North Carolina's Division of Public Health received CDC funding to implement the science-based HIV prevention intervention POL as a means to address the rising rates of HIV among African American men who have sex with men on college campuses and similar venues. North Carolina contracted with AED to train the local community-based organizations that will implement this intervention and to provide ongoing technical assistance.

GlaxoSmithKline Health Literacy Training (2004 - 2005)

Funding: GlaxoSmithKline

Location: Nationwide

Center for Social Marketing and Behavior Change

AED is assisting GlaxoSmithKline (GSK) in addressing the challenge faced by 90 million Americans who have trouble understanding health care information. To enhance the accessibility of GSK's print materials, AED is assessing a representative set of print materials focusing on asthma and diabetes, developing a style recommendation manual for use in future development of consumer materials, and providing guidance in creating health literacy training for GSK staff. Now, AED is systematically training GSK brand teams to apply the company's new health literacy standards.

CDCynergy Social Marketing (2004)

Funding: Medical Care Development

Location: Nationwide

Center for Social Marketing and Behavior Change

AED created a curriculum for the training of trainers on the use and instruction of CDCynergy-SOC, a tool for planning, implementing, and evaluating social marketing programs. The curriculum included instructions on training adult learners and strategies for reinforcing key concepts in social marketing best practices in the context of training end users in the use of CDCynergy-SOC.

Facilitator's Guide for the BEHAVE Framework (2003 – 2004)

Funding: U.S. Agency for International Development; Child Survival Collaborations and Resources

Location: Nationwide

Center for Social Marketing and Behavior Change

AED trained 102 private volunteer organization (PVO) field staff and 21 headquarters staff to develop strategic behavior change programs

for child survival, using AED's BEHAVE Framework. The BEHAVE Framework guides program planners in making practical applications of behavioral science and social marketing. AED wrote a facilitator's guide so PVO members could conduct their own training workshops, spreading use of this popular tool further.

Consumer Assessment of Health Plans Study II (2002 – 2004)

Funding: Harvard Medical School; Harvard University; U.S.

Department of Health and Human Services; Agency for Healthcare Research and Quality

Location: Nationwide

Center for Health Communication

The Harvard CAHPS II

Consortium included a team of researchers led by Harvard Medical School and funded by the Agency for Healthcare Research and Quality. The overall goal of the Consortium's effort was to improve the quality of health care offered to consumers through the reporting and dissemination of health care quality information for consumers, purchasers, and providers. As part of the Consortium's research efforts,

AED applied the principles of social marketing to learn more about and improve consumer choice. Specifically, AED created a social marketing framework to guide the development and testing of CAHPS reports. AED also conducted formative research specifically designed to answer questions posed by a social marketing analysis.

Turning Point Social Marketing Project I & II: Adaptation of CDCynergy for Social Marketing (2002)

Funding: Turning Point Collaborative; Robert Wood Johnson Foundation

Location: Nationwide

Center for Social Marketing and Behavior Change

AED developed the content for a social marketing program-planning tool on CD-ROM. The tool was an adaptation of the CDCynergy health communications tool, developed by the CDC. AED wrote the content, and CDC programmed, beta-tested, and produced the CD. CDC brought together a panel of social marketing experts to review CDCynergy and

make recommendations to enhance its usability for social marketing purposes. AED compiled a summary of the findings of this panel and conducted interviews with five of the Collaborative's stakeholders to clarify audience needs. AED also outlined the best-known social marketing models in the published literature, and a team of in-house social marketers worked together to review these models and build one that would work for an online planning tool.

Innovations in Social Marketing Conference (1999 – 2004)

Funding: Social Marketing Institute

Location: Nationwide
Center for Social Marketing and Behavior Change

AED coordinated logistics for the annual Innovations in Social Marketing (ISM) conference, sponsored and organized by a consortium of leading U.S. and Canadian social, academic, governmental, and private sector organizations working to promote excellence in social marketing programs. The conference was small (limited to 100 participants,

by invitation only) to allow interaction among participants and feedback for presenters. ISM offered special sessions interspersed with small- and large-group discussion. Presentations addressed development and testing of emerging theories, innovative conceptual frameworks, and new approaches to local, national, and international social marketing problems. AED coordinated all logistics, including site selection and negotiation, processing registrations, coordinating steering committee conference calls and assisting in the development of a meeting agenda, developing conference materials, organizing meals and receptions, and managing audiovisual setup and implementation.

Social Marketing Research and Communication Activities for Beneficiaries, Health Care Financing Administration Online Market Research for Beneficiaries (1998 – 2003)

Funding: Health Care Financing Administration; Barents Group; BearingPoint

Location: Nationwide

Center for Social Marketing and Behavior Change

AED staff conducted a three-day social marketing training workshop to help the Health Care Financing Administration (HCFA) and Health Resources and Services Administration (HRSA) staff to improve their Children's Health Insurance Program (CHIP) outreach activities. AED provided social marketing, public relations, communication, and consumer research support to HCFA's Medicare, Medicaid, and State Child Health Insurance Programs and designed and conducted primary and secondary research in support of these tasks.

Operation Sickle Cell Training and Technical Assistance (1999 – 2001)

Funding: Centers for Disease Control and Prevention

Location: North Carolina

Center for Social Marketing and Behavior Change

AED worked with Operation Sickle Cell, Inc., in North Carolina, to replicate HIV and STD prevention programs for youth: a teen-oriented radio drama and skill-building workshops for teens and adults.

YOUTH

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Massachusetts Institute of Technology Student Binge Drinking Campaign-Celebrate Deviance Campaign (2002 – 2004)

Funding: Massachusetts Institute of Technology

Location: Massachusetts Center for Social Marketing and Behavior Change

In an effort to create a culture that encourages responsible drinking and discourages binge drinking, Massachusetts Institute of Technology (MIT) brought in AED to organize a campus-wide social marketing pilot program. AED conducted formative, qualitative research among both heavy/binge drinkers (more than five drinks at one sitting) and moderate drinkers to gain insights into the benefits and costs of each behavior. AED worked with a campaign team of 10

students and several MIT staff members to create a social marketing effort to address dangerous drinking on campus. The campaign was led by the MIT students with AED providing oversight and direction to the overall team.

Unlike other college drinking norms campaigns, AED's approach did not focus on the statistics of college drinking rates, but rather on supporting and encouraging the school's unique culture that permitted behavior that was not considered the norm outside of MIT. To establish the campaign's brand, AED coordinated with MIT to recruit a team of students to serve as advisors and take ownership of the campaign. The communications and activities

campaign developed by AED to support the program included:

- A series of “Celebrate Deviance” posters that highlighted the ways MIT students are unique and contained messages focused on the relatively low level of alcohol use at MIT
- A student-driven campus survival guide covering a variety of aspects of “real life” at MIT and offering key messages about alcohol use
- A full campaign Web site
- A “Loser Line” telephone number that female students could give out to men who are intoxicated. The number connects to a witty recorded message that tells the caller that most women at MIT don’t date “losers” who drink too much.
- A series of alcohol-free events/activities designed to provide students with alternative ways to blow off steam and meet new people—key benefits usually provided by alcohol use.

HIV/STD Teen Pregnancy Prevention Program (1999 – 2004)

Funding: United Way of Metropolitan Nashville

Location: Tennessee

Center for Social Marketing and Behavior Change

AED helped the United Way of Metropolitan Nashville design and administer group-level interventions and skill-building workshops serving youth ages 12 and up (approximately 300 teens annually). The workshops, designed to help prevent HIV/STD and unintended pregnancy, were conducted in community settings such as schools and community organizations throughout Metropolitan Nashville and Davidson County.

**Executive Office of the President's
Office of National Drug Control
Policy: National Youth Anti Drug
Media Campaign (1998 – 2004)**
**Funding: Fleishman Hillard; Office
of National Drug Control Policy-
White House**

Location: Nationwide
**Center for Social Marketing and
Behavior Change**

AED led the Partnership Initiatives and Stakeholder Communications for the nonadvertising component of the National Youth Anti-Drug Media Campaign, engaging traditional and nontraditional partners in extending the campaign's key objectives and messages. Traditional partners included organizations in the drug prevention community and those that already focused on young people and family issues. Nontraditional partners included organizations that focus on the workplace and business and labor communities, civic and other organizations whose emphasis is on community development, and ethnic- and minority-focused organizations. AED used contract funds to seed individual ideas, concepts, and actions and designed

and implemented the campaign update newsletter for communicating campaign activities to varied audiences, including partner organizations and government agencies.

AED produced a series of outreach kits that served as comprehensive how-to manuals for using campaign materials within local communities, workplaces, and schools. In addition to producing campaign materials, AED raised awareness of the campaign through inserts in *USA Today*, featuring "Voices of Youth" and "Voices of Parents," and a series of two-day weekend soccer tournaments throughout the United States.

**Association of State and Territorial
Health Officers Teen Pregnancy
Prevention Marketing
(2000 – 2003)**

**Funding: Association of State and
Territorial Health Officers**

Location: California

Center for Health Communication
AED facilitated a two-day summit of health and education leaders in California to create a shared vision for integrating teen pregnancy

prevention programs in schools. AED staff worked with the conference chairs to plan meeting objectives and the conference agenda, and AED representatives acted as conference facilitators and led the session on partnership development.

“Reality Check”: A Teen-Oriented Radio Soap Opera (2001 – 2002)

Funding: Tennessee Department of Minority Health

Location: Tennessee Center for Social Marketing and Behavior Change

“Reality Check” was a weekly, upbeat, teen-oriented radio drama that focused on HIV/STD and pregnancy prevention. The Nashville Prevention Marketing Initiative (PMI), in conjunction with AED, local teens, and community representatives, developed “Reality Check” in Nashville, Tennessee. PMI developed a 26-episode radio soap opera as a means of reaching and influencing target teens. Over a period of two months, AED, a team of professional writers and producers, and the PMI Youth Advisory Team developed the story

line and characters, and reviewed the scenes and dialogue. Each episode—presented in three 60-second segments—aired three times a week on the Nashville radio station most popular with the teen target audience. “Reality Check” reportedly was the first to use such an innovative, easy-to-place format, and it was estimated that more than 50,000 African American teens, college students, and parents in Nashville heard the show during its airing.

TennCare for Children Program (1999 – 2001)

Funding: Robert Wood Johnson Foundation

Location: Tennessee Center for Social Marketing and Behavior Change

AED provided social marketing training and technical assistance to the Tennessee Health Care Campaign for its three-year project, TennCare for Children Program (TFC). The program has three core initiatives: (1) outreach: finding and enrolling eligible children in the TennCare health insurance program; (2) simplification: reducing barriers to

enrollment and reverification; and
(3) coordination: partnering with
TennCare stakeholders to make
TennCare more accessible.

YOUTH DEVELOPMENT

By ensuring that young people reach their potential, we build on their current strengths and lay a solid foundation for society's future. When we engage youth in solving critical social problems, we tap a rich source of imagination and energy that leads to innovative, lasting solutions. AED is recognized for its leadership in youth development, pioneering an approach that focuses on young people as assets, rather than as problems to be fixed. AED programs throughout the United States promote positive school-to-career transitions, involve teens in mapping communities to determine gaps in resources for youth, strengthen youth worker training, and promote more and better opportunities for youth with disabilities to get the skills they need to transition successfully to adulthood. In areas ranging from education to governance to health, AED works with youth around the globe to give them the skills and confidence they need to meet the challenges and opportunities of our changing world with a special focus on our most vulnerable youth populations.

- Afterschool
- Service Learning
- Special Needs Populations
- Youth Development
- Youth Workers

AFTERSCHOOL

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Afterschool Math PLUS (2004 – 2007)

**Funding: National Science
Foundation**

**Location: Missouri and New York
Center for School and Community
Services**

After-School Math PLUS (ASM+) uses the rapidly growing field of informal education as a venue to develop positive attitudes, build conceptual knowledge, and sharpen skills in mathematics for underserved students in grades 3–8.

ASM+ brings students and families together in pursuit of mathematics education and future careers. The program incorporates the best practices of informal math programs while adding the following unique elements: collaborations between science museums and local after-

school centers; teenage museum docents from diverse cultural backgrounds serving as mentors and role models; student-created math exhibits displayed in community-based public spaces; and the application of practical strategies for family involvement.

Creating a Community of Practice on Science, Gender, and Afterschool (2004 – 2006)

**Funding: National Science
Foundation**

**Location: Nationwide
Center for School and Community
Services**

The Science, Gender, and Afterschool (SGA) Community of Practice provides an innovative way to reach a broad audience of researchers, practitioners, and

policy makers about the important role of afterschool in engaging and sustaining girls' interest in pursuing education and careers in science, technology, engineering, and math (STEM). The objectives are to: (1) further research in the STEM, gender, and afterschool fields; (2) aid afterschool program practitioners in accessing high-quality STEM content that they can incorporate into their existing programs; and (3) foster connections among researchers, policy makers, and practitioners. It serves as an ongoing, online learning exchange to disseminate the results of new and continuing research, program evaluations, afterschool science curricula, best practices, and relevant STEM and SGA publications.

National Urban League/United Parcel Service Reading Information Centers (2004 – 2005)

Funding: National Urban League; United Parcel Service

Location: Indiana, Ohio, Oklahoma, and Texas

Center for Applied Behavioral Research and Evaluation

The National Urban League is establishing Reading and Informa-

tion Centers (RIC) in four cities across the country; AED is designing and implementing a monitoring and evaluation study of four of them and designing and delivering training on the basics of monitoring and evaluation as they pertain to the RIC sites. AED calls sites monthly to track progress in the development of the centers and to provide technical assistance around monitoring and evaluation where necessary. AED visits each site twice, once at the start of the contract and once toward the end to gather visual evidence of the RICs' effectiveness. AED is producing final reports and conducting focus groups with center users to identify areas for improvement.

Promising Practices in After-School Initiative (2001 – 2004)

Funding: Charles Stewart Mott Foundation

Location: Nationwide
Center for Youth Development and Policy Research

The goal of this project was to increase the quality and quantity of after-school programs by identifying and promoting organizational and interpersonal practices that support

social, emotional, cognitive, physical, and cultural outcomes for school-age children and youth. AED built on the work initiated by the Charles Stewart Mott Foundation's Promising Practices Task Force with the aim of increasing the quality in after-school programs and furthering understanding of the youth development-education link. AED conducted after-school practitioner surveys of the most effective practice-sharing methods; designed systems for identifying promising practices in seven proposed organizational areas that support both education and youth development, and implemented systems for identifying promising practices as well as sharing those practices.

Cal Ripken Senior Foundation Best Practices Report (2004)

Funding: Cal Ripken Senior Foundation; U.S. Department of Justice Office of Juvenile Justice and Delinquency

Location: Nationwide
Center for Youth Development and Policy Research

AED worked with the Cal Ripken Sr. Foundation (CRSF) to collect data on its youth baseball, softball,

and youth coaches training programs and wrote a best practices report to articulate the work done by CRSF with a federal grant from the Department of Justice. The report also identified best practices of the CRSF grant program.

Faith-Based Institutions and Secular Youth Development Organizations (2002 – 2004)

Funding: Ford Foundation

Location: Nationwide

Center for Youth Development and Policy Research

AED identified local and national partners to advise on the construction, collection, and dissemination of the faith-based institution database of youth development programs and opportunities. The Center created and implemented a plan to connect faith-based institutions to the secular youth development field and vice versa. AED also documented lessons learned to lay the foundation for an information infrastructure to enable the database to be maintained and accessed regularly.

SERVICE LEARNING

The Youth-Led Service Learning Innovation Fund, Promoting Youth Leadership (2002 – 2007)

Funding: W. K. Kellogg Foundation

Location: Nationwide

Center for School and Community Services

AED manages the W. K. Kellogg Youth Innovation Fund for Youth-Directed Civic Action, an initiative of the National Service-Learning Partnership designed to help young people prepare for active civic and political engagement in their schools, communities, and the larger democracy. The Youth Fund supports eight sites made up of a new or existing youth board and a consortium of three to four organizations. Each youth board makes strategic mini-grants to youth-directed civic action proj-

ects that use a service-learning framework. The youth boards also develop impact plans to create structures and policies to sustain systemic youth engagement in a city and/or school district.

Youth Capacity Building Evaluation Initiative (2003 – 2006)

Funding: Fund for the City of New York; Youth Development Institute

Location: New York

Center for School and Community Services

AED is evaluating the Youth Development Institute (YDI) at the Fund for the City of New York's Youth Capacity-building Initiative (YACI), which focuses on the organizational capacity building of 14 organizations funded to address the needs of youth ages 16–24 who are

“disconnected from family, school, and employment and other essential supports.” The funded organizations provide a wide range of supports and opportunities for helping youth build relationships and develop social, academic, and career-related skills. The evaluation includes quantitative and qualitative methods to be used at five of the sites. The reports are formative for the initiative in the first two years, and summative in the third year, regarding implementation of the program at five sites, youth outcomes, and the capacity-building impact of the initiative on participating programs.

Let Kids Lead-Vehicle Miles Traveled Youth Initiative (1998 – 2001)

Funding: Environmental Protection Agency

**Location: Florida, Kansas, Massachusetts, and Missouri
Center for Environmental Strategies**

AED assisted community-based environmental groups to involve youth and families in reducing vehicle miles traveled (VMT). This youth-based initiative was designed to create a voluntary program to provide effective application in three communities: Kansas City, Missouri; Boston, Massachusetts; and Tampa, Florida. AED created a blueprint and program tools to conduct an effective, community-based, sustainable approach to involve youth in reducing VMT. AED used social marketing, experience with prevention campaigns and youth, and an intervention design framework, called Applied Behavior Change (ABC) Framework, to increase social consciousness of air pollution and practices families and individuals can follow to reduce it.

”Let Kids Lead: Involving Youth in Transportation Choices” in Missouri had seventh graders survey sixth graders and present the results to their local planning commission. They reported that 77 percent of the students would like to bike to school, but only 10 percent do so. The lack of sidewalks, a significant barrier to riding bicycles or walking to school, needs to be addressed. The planning commission was so impressed with the information the students provided the young people were invited to participate on the long-range planning committee. In Roxbury, Massachusetts, as part of the Boston pilot site, youth successfully rallied to enforce a state idling law for buses by issuing their own “tickets” to diesel buses idling for more than five minutes. In Tampa, Florida, youth participants created YEA (Youth Environmental Associates). Students in YEA clubs have produced radio spots played on local radio stations and created their own Web site promoting the benefits of carpooling.

SPECIAL NEEDS POPULATIONS

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National Collaborative on Workforce and Disability/Youth (2001 – 2006)

Funding: Institute for Educational Leadership; U.S. Department of Labor

Location: Nationwide
Disabilities Studies and Services Center

The National Collaborative for Workforce and Disability/Youth is one of two national technical assistance centers funded by the U.S. Department of Labor to assist the workforce development community address issues affecting employment of people with disabilities. The Collaborative brings together organizations with expertise in disability, education, employment, and workforce development issues and assists state and local workforce development systems integrate

youth with disabilities into their service strategies. AED is the lead for information services (including developing and maintaining the Collaborative's Web site), needs assessment/evaluation activities, and outreach for youth and family, including responsibility for managing the Youth & Family practice network. AED also provides technical assistance to the field.

**Youth with Disabilities
Leadership Development Project
(2001 – 2005)**

Funding: Oregon Health & Science
University; University of Oregon;
U.S. Department of Education,
Office of Special Education
Programs

Location: Nationwide
**Disabilities Studies and Services
Center**

AED is assisting the National Youth Leadership Network (NYLN) with logistical planning and arrangements for retreats and conferences over five years. The purpose of this project is to advance and improve the knowledge base and the practice of youth and the professionals, parents, educators, employers, and other partners providing education, transition, and related services to youth with disabilities consistent with the purposes of the Individuals with Disabilities Education Act (IDEA). AED dealt with the logistical planning, arrangements, and facilitation of the Youth Leadership Council retreat in Washington, D.C. Approximately 25 youth participated in this retreat, which provided workshops on leadership skills, civil rights laws, the Ameri-

cans with Disabilities Act (ADA), self-advocacy and self-determination, and independent living.

**Youth with Disabilities Leadership
Development (2003 – 2004)**

Funding: U.S. Department of Labor
Location: Nationwide
**Disabilities Studies and Services
Center**

The National Youth Leadership Network (NYLN) worked with a nationally selected group of youth with disabilities, from mild to severe, to develop their leadership skills. Youth were involved with mentors, attended meetings, and met and conversed with nationally known experts through conference calls, conferences, and trainings. AED provided the logistics for the NYLN's conferences and institutes, including travel arrangements, lodging, meals, and all aspects of a four-day leadership-building conference for 65 youth with disabilities.

NICHCY-National Information Center for Children and Youth with Disabilities (1993 – 2003)

Funding: U.S. Department of Education

Location: Nationwide

Disabilities Studies and Services Center

The purpose of National Information Center for Children and Youth with Disabilities (NICHCY) was to operate a national clearinghouse providing information and referral on disabilities and disability-related issues to children and youth with disabilities, their families, and the professionals who work with them. NICHCY joined AED in October 1993. Funded by the U.S. Department of Education, NICHCY collects and shares information and ideas that are helpful to children and youth with disabilities and the people who care for and about them. The Center answers questions, links people with others who share common concerns, publishes topical newsletters and briefing papers, and generally helps the information flow between people who have it and people who need it.

NICHCY's mission is to provide free information and referral services to individuals with disabilities, caregivers, families, professionals, and others, allowing them to assist children and youth with disabilities in participating as fully as possible at home, in school, and in their community. The NICHCY publications list offers over 40 titles that are produced in-house by clearinghouse staff and are updated regularly. Approximately 10 new titles are added each year. Materials are written at various reading and education levels, are jargon-free, and are intended for a general audience. Over 40,000 requests are handled each year. Inquirers are provided with information on their rights and responsibilities, processes for accessing local resources, agencies and organizations that specialize in specific areas of concern, financial resources, and many other practical and theoretical matters.

NICHCY-National Information Center for Children and Youth with Disabilities Publication on Deafness (2003)

Funding: U.S. Department of Education

Location: Nationwide
Disabilities Studies and Services Center

The National Information Center for Children and Youth with Disabilities (NICHCY) “Publication on Deafness” focused on resources for infants with deafness or severe hearing loss. The publication presented information on research and essential issues such as communication options available to parents.

Project Anchor (1997 – 2000)

Funding: U.S. Department of Education

Location: Maryland
Disabilities Studies and Services Center

Youth with severe emotional and behavioral problems are at particularly high risk for school failure, having low attendance, high dropout rates, and generally lower levels of academic success than other students. AED, working with the Communities in Schools Mont-

gomery County and The Mark Twain School, designed, implemented, evaluated, and disseminated a model demonstration program to improve the delivery and results of secondary education services to youth with serious emotional disturbances (SEDs). The project was a model founded on the theory, research, and best practices for building school-linked interagency collaboration, promoting personnel development, and linking youth development activities to positive and sustained change in the delivery of secondary education services and promoting results for SED youth. Through project activities, 75 school personnel, 125 students with emotional disturbance and their families, and 15 community-based agencies, organizations, and businesses in Montgomery County participated in the development, implementation, and evaluation of the model.

Migrant Head Start, Strong Families, Strong Communities Office of Child Abuse and Neglect Project (1998 – 2002)

Funding: U.S. Department of Health and Human Services-Office of Child Abuse and Neglect
Location: Nationwide
Center for Early Care and Education

To link the Community-Based Family Resources and Support Network in each state with migrant and seasonal farmworker families, the Office of Child Abuse and Neglect Project-Strong Families/Strong Communities focused on abuse and neglect prevention and family support practices.

National Transition Alliance for Youth with Disabilities (1995 – 2001)

Funding: University of Illinois; U.S. Department of Education
Location: Nationwide
Disabilities Studies and Services Center

To promote the transition of youths with disabilities, AED provided technical assistance to personnel responsible for offering transition services to youths with disabilities to plan and implement school-to-

work opportunities systems, states implementing cooperative projects to improve transition projects, and Rehabilitation Services Administration-funded special projects and demonstrations for providing supported employment to individuals with the most severe disabilities.

Clearinghouse for Accessible Museum Practices (1997 – 1998)

Funding: National Science Foundation
Location: Washington, D.C.
Disabilities Studies and Services Center

The Clearinghouse for Accessible Museum Practices (CAMP) was a planning grant to develop a training and demonstration project to promote science-learning opportunities for children and youth with disabilities by enhancing the capacity of science museum practitioners to develop more accessible programs, spaces, and services. CAMP included a database of resources, products to assist museum professionals, families of children with disabilities, and the professionals working with these children. AED also worked on a proposal submitted to the National Science Foundation to conduct a three-year museum accessibility project.

YOUTH DEVELOPMENT

National Youth Leadership Institute (2005)

Funding: U.S. Department of Education; Portland State University

Location: Nationwide

Disabilities Studies and Services Center

AED is assisting the National Youth Leadership Network (NYLN) with logistical planning and arrangements for retreats and conferences. This project advances and improves the knowledge base and practice of youth and professionals, parents, educators, employers, and other partners providing education, transition, and related services to youth with disabilities consistent with the purposes of the Individuals with Disabilities Education Act (IDEA). AED is organizing the logistics for NYLN's 2005 Institute in Washington, D.C.

Kellogg-New Options for Youth (2004 – 2005)

Funding: W. K. Kellogg Foundation

Location: Nationwide

Center for Youth Development and Policy Research

The New Options for Youth initiative identifies bold and innovative learning alternatives for adolescents ages 17–24 who do not succeed in traditional school environments. AED is preparing readiness criteria, facilitating meetings with youth and Kellogg Foundation staff, providing background and literature research on the General Educational Development (GED) test, and developing a knowledge/research agenda.

**Bringing Community
YouthMapping to Scale
(2002 – 2005)**

**Funding: Edna McConnell Clark
Foundation**

Location: Nationwide

**Center for Youth Development and
Policy Research**

AED is enhancing Community YouthMapping's products and services, including creating a business plan, adapting the Community YouthMapping curriculum to a school-based curriculum, enhancing and strengthening technology, and increasing training opportunities for young people all over the country.

**Conditions Supporting Effective
Leadership for the Improvement
of Student Achievement (2004)**

Funding: Wallace Foundation

Location: Nationwide

**Center for School and Community
Services**

AED facilitated a knowledge synthesis and dissemination project focused on identifying the conditions that are most critical to support effective leadership for improved student achievement. Through an extensive data-gather-

ing process, AED identified the conditions of leadership that are essential to ensure that leadership is an effective agent in improving the achievement of all students. AED also identified best practices in systematically improving conditions of leadership and made recommendations to the Wallace Foundation. To carry out this study, AED conducted interviews with Wallace Foundation grantees, reviewed the literature, and convened expert consultants from various sectors—school systems, including Wallace Foundation grantees, universities, educational intermediary organizations, advocacy and community-based organizations, unions, media, and organizations focused on diversity and equity issues. AED disseminated its findings through various venues, including presentations at Wallace Foundation grantee meetings and at national conferences involving school leaders at every level.

Five Promises Meta-Evaluation Study (2004)**Funding:** America's Promise**Location:** Nationwide**Center for Youth Development and Policy Research**

AED investigated how others, including key researchers and youth development theorists, discussed and used the Five Promises. Report One compared and contrasted 17 youth development frameworks or organizations to the Five Promises of America's Promise. Reports Two and Three systematically analyzed the Five Promises, while examining how key youth-serving organizations that were profiled in Report One integrated the Five Promises in relation to their positive youth development frameworks. Reports Two and Three examined the efficacy of the Five Promises and addressed two key research questions for America's Promise, focusing on how the Five Promises can be used in the U.S. youth development field.

Perry School-Youth Development Milestones (2004)**Funding:** Perry School Community Services Center, Inc.;**Commonwealth Foundation****Location:** Nationwide**Center for Youth Development and Policy Research**

To create a developmental matrix, AED searched and reviewed published literature to identify developmental milestones of 0 to 18-year-olds. AED synthesized the findings and developed a user-friendly matrix in consultation with Perry School staff. AED also developed a Promising Practices document by meeting with Perry School staff to analyze the developmental matrix and identify the most critical developmental milestones and relevant promising practices for programming and services.

Mapping America: A Curriculum for Community YouthMapping (2002 – 2004)

Funding: Edna McConnell Clark Foundation

Location: Nationwide

Center for Youth Development and Policy Research

Community YouthMapping (CYM) is young people and adults canvassing their neighborhoods in search of places to go and things to do. AED developed, piloted, and deployed an effective curriculum for training community organizations, youth workers, educators, policy makers, and others in the various components of planning and implementing Community YouthMapping.

Capacity Building Intermediary Network (2001 – 2004)

Funding: Ewing M. Kauffman Foundation

Location: Nationwide

Center for Youth Development and Policy Research

AED was a national facilitator for a network of 12 local and state capacity-building intermediary (CBI) organizations that shared promising practices, self-generated

research, and strategies for building sustained support for youth development. The CBIs involved in this Learning Network were conveners and facilitators of local and state processes that brought together diverse youth development stakeholders. Innovative efforts in standards and outcomes development processes were documented, as were innovative approaches to uses of technology in local and state networks.

Executive Office of the President's Office of National Drug Control Policy: National Youth Anti-Drug Media Campaign (1998 – 2004)

Funding: Fleishman Hillard; Office of National Drug Control Policy-White House

Location: Nationwide

Center for Social Marketing and Behavior Change

AED led the Partnership Initiatives and Stakeholder Communications for the nonadvertising component of the National Youth Anti-Drug Media Campaign, engaging traditional and nontraditional partners in extending the campaign's key objectives and messages. Traditional partners included organiza-

tions in the drug prevention community and those that already focused on young people and family issues. Nontraditional partners included organizations that focus on the workplace and business and labor communities, civic and other organizations whose emphasis is on community development, and ethnic- and minority-focused organizations. AED used contract funds to seed individual ideas, concepts, and actions and designed and implemented the campaign update newsletter for communicating campaign activities to varied audiences, including partner organizations and government agencies.

AED produced a series of outreach kits that served as comprehensive how-to manuals for using campaign materials within local communities, workplaces, and schools. In addition to producing campaign materials, AED raised awareness of the campaign through inserts in USA Today, featuring “Voices of Youth” and “Voices of Parents,” and a series of two-day weekend soccer tournaments throughout the United States.

**I HAD: Chelsea Elliot Program
Technical Assistance (2002 – 2003)
Funding: I Had A Dream
Foundation
Location: New York
Center for School and Community
Services**

AED provided evaluation technical assistance to the Chelsea/Elliott I Have a Dream (IHAD) Program in New York City. In line with the goals of the National IHAD Foundation, the Chelsea/Elliott IHAD Program was committed to supporting participating youth, called “Dreamers,” through elementary and secondary school and into postsecondary institutions. This multiyear project sought to increase student chances for success by providing specific services such as counseling, sports, academic assistance, life-skills education, career awareness, and college preparation to enhance their lives in ways that will help them make a successful transition to adulthood. AED worked to conceptualize, design, and review the program and guided the program in its evaluation efforts.

**YouthNet-Kansas City, MO
(2000 – 2003)**

Funding: [Ewing M. Kauffman
Foundation

Location: Missouri

**Center for Youth Development and
Policy Research**

AED worked with YouthNet to improve developmental outcomes for urban core youth in Kansas City, Missouri. AED provided technical assistance to YouthNet so it could support local youth development providers and develop programming that positively influences student achievement. Lessons learned by YouthNet were shared with other intermediaries on a national basis.

**Youth Development Mobilization
through Community Youth-
Building Partnerships
(2000 – 2003)**

Funding: Ford Foundation

Location: Sites in New Mexico,
Virginia, and Wisconsin

**Center for Youth Development and
Policy Research**

Youth Development Mobilization (YDM) focused on helping to create an infrastructure at the local level—crossing the areas of policy,

program, and practice to ensure long-term, institutional support for youth development. AED worked with specific locales with an ever-expanding number of communities. The proposed strategies to build and strengthen local infrastructures were purposefully practical and intended to bridge communication gaps that exist between adults and youth and among adults at local, state, and national levels.

**Evaluation of Adolescent
Pregnancy Program (2002)**

Funding: Washington, D.C.,
Government

Location: Washington, D.C.

**Center for Youth Development and
Policy Research**

AED conducted a formative evaluation of the D.C. Department of Parks and Recreation's (DPR) Adolescent Program, a pilot youth program intended to prevent adolescent pregnancy and the transmission of HIV/AIDS and other STDs. The program included implementation of a written curriculum in all of DPR's recreation center-based "teen clubs." AED conducted site visits; observed program activities; and conducted interviews with

staff, staff from partner organizations, youth, parents, and administrators. The final report provided the Department with an assessment of the program's strengths and weaknesses and included specific recommendations for strengthening its programming for young people ages 12–18.

**Kellogg Youth Initiative
Partnerships Project Phase I & II
(1996 – 2002)**

Funding: W. K. Kellogg Foundation

Location: Michigan

**Center for Youth Development and
Policy Research**

The Kellogg Youth Initiative Partnerships (KYIP) Project was a 20-year program to build partnerships between the foundation and communities in three sites to promote positive youth, adult, and community outcomes related to youth development. It was implemented in three Michigan sites: Calhoun County, Marquette and Alger counties in the Upper Peninsula, and the catchment area of a North Detroit high school. AED did a long-term evaluation of KYIP in partnership with the three sites, local advisory groups, the Kellogg

Foundation, and other KYIP collaborators, specifically the Search Institute. The evaluation provided systematic information on KYIP outcomes and on the ways and extent to which KYIP was implemented in each area.

**National Scan of Organizations
Focused on Child and Youth Well-
Being (2000 – 2001)**

Funding: Center for Child Well-Being

Location: Nationwide

**Center for Youth Development and
Policy Research**

The Center for Child Well-Being (CWW) requested a national environmental scan of child and youth well-being organizations. Through this scan, AED identified and filled in gaps in this field; identified individuals to add to the CCW's network of experts; and gained further insight into child and youth well-being issues.

Foster Families: Learning, Sharing, and Caring: Phase II (1999 – 2001)

Funding: Annie E. Casey Foundation

Location: Nationwide

Center for Youth Development and Policy Research

To enhance understanding of the role and impact of sexuality for youth in foster care, and to develop a set of tools to promote dialogue about sexuality between foster parents and foster youth, AED produced recommendations on what language, strategies, and responses are needed to promote information sharing between youth and parents on sexuality. Over the course of four months, AED convened 22 focus groups with young people in foster care, foster parents, and providers associated with three Casey Family Service sites. Based on this process and other tangential information, AED, in conjunction with Casey Family Services and the Annie E. Casey Foundation, developed a work plan to convene an advisory board, produce a listserv, develop training tools, and produce a curriculum.

The Status of Girls in New York City (1999 – 2001)

Funding: Girls Incorporated of New York City

Location: New York

Center for School and Community Services

This project investigated the status of New York City girls and young women, ages 6–18, with the goal of obtaining information for policy makers, agency heads, foundation representatives, and practitioners on development policy and program planning. Information was gathered from all areas that touch on the well-being of girls and young women. AED conducted two project activities: collected extant data on the status of girls in New York City and held focus-group interviews with girls to capture their voices and experiences. Particular attention was paid to understanding the gender issues involved in making institutional changes to help schools and other youth-serving institutions meet the needs of all children.

**Mapping America: A Curriculum
for Community YouthMapping
(1999 – 2001)**

Funding: David and Lucile Packard
Foundation

Location: Nationwide
**Center for Youth Development and
Policy Research**

Community YouthMapping was born in New York City in 1991, when hundreds of young people fanned out across the entire city to develop a database of youth resources for a newly created telephone information service, called YouthLine. AED has worked with more than 30 communities to plan and implement Community YouthMapping in settings as diverse as Philadelphia, Pennsylvania; Kansas City, Missouri; Yakima, Washington; and Hawaii. AED developed, piloted, and deployed an effective curriculum for training community organizations, youth workers, educators, policy makers, and others in the various components of planning and implementing Community YouthMapping.

**Transformational Community
Development with Youth as Full-
Partners (1996–2000)**

Funding: W. K. Kellogg Foundation
Location: Nationwide
**Center for Youth Development and
Policy Research**

This initiative was a three-way collaboration among AED, the National Network for Youth, and the National 4-H Council to create an integrated local program model linking youth and community development through civic engagement activities for young people.

**New York City Beacons Initiative
(1997 – 2002)**

Funding: Annie E. Casey
Foundation

Location: New York
**Center for School and Community
Services**

AED conducted an extensive study of the New York City Beacons Initiative, an ambitious model of school-community-family partnerships, begun in 1991. As of 2003, there were 80 Beacons—school-based community centers run by not-for-profit agencies providing a range of activities for children, youth, and families. AED studied

the historical evolution and development of the Beacons initiative, its core theory of change, and how the vision and theory of change have been transformed into action in 40 sites. In addition, an outcome study examined a sample of Beacon sites to augment understanding of how the initiative affected youth and their parents, the host schools, and the surrounding communities. The evaluation was conducted collaboratively by staff from AED, the Hunter College Center on AIDS, Drugs and Community Health, and the Chapin Hall Center for Children at the University of Chicago. The final report and a summary, *A Place to Grow: Evaluation of the New York City Beacons* (New York: AED, 2002), describe the evaluation's major findings.

Kellogg Youth Initiative Partnerships (1996 – 2002)

Funding: W. K. Kellogg Foundation,
Location: Michigan

Center for School and Community Services

AED conducted an extensive evaluation of the Kellogg Youth Initiatives Partnership (KYIP), a broad-based and comprehensive

initiative in three geographic areas in Michigan designed to assist communities in identifying, strengthening, and mobilizing their resources on behalf of children and youth. The AED evaluation, undertaken in partnership with the three sites, local advisory groups, the Kellogg Foundation, and other KYIP collaborators, provided systematic information on KYIP outcomes and on the ways and extent to which KYIP was implemented in each geographic area and accomplished its stated goals. The evaluation specifically addressed progress and impact associated with community changes and changes in adults and youth and examined the implications of KYIP activities and outcomes for public policy and foundation grant making.

Beacon Community Leadership Initiative (2000)

Funding: Fund for the City of New York

Location: New York
Center for School and Community Services

To stimulate and strengthen youth participation in civic, educational, and economic life, Community

Leadership Initiative (CLI) funds sites to develop and conduct leadership programs to enhance understanding of community issues, increase community dialogue, and strengthen the voice of youth and parents in community problem solving. AED's study determined how various implementation strategies at CLI sites enhanced youth participation in community life and how the variety of CLI approaches fit into a larger movement of community building and leadership development.

New Jersey School-Based Youth Services Program (1995 – 2000)

Funding: Annie E. Casey Foundation

Location: New Jersey

Center for School and Community Services

This project entailed a multiphase evaluation of the New Jersey School-Based Youth Services Program (SBYSP), which provides a comprehensive range of support services to youth and their families in 29 school-based centers throughout the state. The program, which began in 1988, serves students from 29 high schools and 16 elementary

and middle schools. The first phase of AED's evaluation included an analysis of the political development and evolution of the SBYSP initiative and an extensive cross-site implementation analysis. The second phase entailed an intensive outcomes-based study of SBYSP, following the progress of the incoming 1996–97 ninth-grade cohort in six selected sites.

Strengthening the Capacity of Intermediary Organizations to Promote Youth Development (1996 – 1998)

Funding: Carnegie Corporation

Location: Nationwide

Center for Youth Development and Policy Research

AED ensured that organizations involved with the project strengthened their capacity to promote youth development by offering sustained information, training, assistance, and incentives to their members and acted as advocates for their members and for the broader issues of youth development and community supports. The lessons learned and products generated were disseminated throughout the field to local and national interme-

diary organizations interested in promoting youth development. These products included case studies, field-tested assessment and documentation instruments, and public education packets, technical assistance tools, and documentation of how these materials are used.

Youth Development Mobilization (1996 – 1998)

Funding: Ford Foundation

Location: Nationwide
Center for Youth Development and Policy Research

This initiative focused on helping to create an infrastructure at the local level—crossing policy, program, and practice—to ensure long-term, institutional support for youth development. AED and a diverse group of associates and partners worked intensively and strategically in 10 communities with an ever-expanding number of localities. Proposed strategies to accomplish the mobilization goals were purposefully practical and intended to bridge communication gaps between adults and youth and among adults at the national and local levels.

Youth Mobilization in Kansas City (1996 – 1998)

Funding: Ewing M. Kauffman Foundation

Location: Missouri
Center for Youth Development and Policy Research

To support the Youth Mobilization effort in Kansas City, Missouri, in partnership with YouthNet, AED focused on helping to create an infrastructure at the local level—crossing policy, program, and practice—to ensure long-term, institutional support for youth development. AED worked intensively and strategically in 10 communities with an ever-expanding number of localities.

Community YouthMapping (1996 – 1997)

Funding: Annie E. Casey Foundation

Location: Nationwide
Center for Youth Development and Policy Research

YouthMapping is a key strategy to support community and national efforts to ensure that all young people have places to go, things to do, and supporting adults with whom to have healthy relationships. In addition, it provides communities

with information for policy makers and background material for media and funders. AED developed the method for gathering, organizing, and disseminating the information. In Washington, D.C., YouthMappers have surveyed five local neighborhoods for places and activities that young people find interesting and useful; the Columbia Heights Development Corporation provided technical assistance for the program. In partnership with the Baltimore Community Foundation's Safe and Sound Campaign, the Center also completed YouthMapping training sessions in Baltimore. In addition, a Boston YouthLine was established for information and resource sharing.

YOUTH WORKERS

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Cornerstone for Kids (2005)

Funding: Annie E. Casey Foundation

Location: Nationwide

Center for Youth Development and Policy Research

AED is working with a group of local and state youth development capacity-building intermediaries (CBIs) via phone and email to identify how these groups are defining youth workforce issues and what they are doing with youth workforce issues. AED is: (1) documenting lessons learned from their youth workforce efforts; (2) identifying promising practices in place to strengthen the youth workforce; and, (3) sharing specific strategies that can be used to support and promote a realistic policy agenda. AED is also distributing questions and an online survey_on [\[school.org\]\(http://www.after-school.org\)—and analyzing how the after-school community views youth workforce issues and critical innovations underway related to youth workforce issues such as quality, recruitment, and retention.](http://www.after-</p></div><div data-bbox=)

National Partnership for Community Leadership Implementing Quality Youth Development Practitioner Apprenticeship Programs (2003 – 2004)

Funding: National Center for Strategic Nonprofit Planning;

National Partnership for Community Leadership

Location: Nationwide

National Training Institute for Community Youth Work

This program was designed to train supervisors of youth workers in the principles and practices of youth

development as well as best practices in the supervision of youth development work in Youth Opportunity sites. AED created the training program based on its acclaimed Advancing Youth Development curriculum, which has been delivered to over 6,000 youth workers nationally. The 24-hour training program provides a clear balance between learning youth development concepts and specific strategies to supervise youth development practice on site.

Child Care and C4K Staff Facilitation (2003 – 2004)

Funding: Southend Community Services

Location: Connecticut
National Institute for Work and Learning

AED provided technical assistance to Our Piece of the Pie (OPP), a youth business incubator and youth employment program in Hartford, Connecticut, that uses work and entrepreneurial experiences to engage at-risk youth in school-based learning. AED worked with OPP staff to identify progress toward achieving stated goals and objectives; review the quality/appropriateness of services

and activities; measure the benefits of OPP; and capture the long-term benefits of participation for project alumni. AED worked in a similar fashion with other Southend Community Services (SCS) program directors and staff to design evaluation strategies and tools for the Child Care, Computers4Kids, AmeriCorps, and Elderly Services programs.

Workforce Investment Act Assisted Adult, Youth Programs Site Evaluation (2002 – 2004)

Funding: U.S. Department of Labor
Location: Nationwide
Disabilities Studies and Services Center

AED worked with the two national Technical Assistance Centers to ensure the case studies provided the Department of Labor the maximum information about how practice can inform policy. These two centers—one managed by the Institute on Educational Leadership (IEL) that focused on the needs of youth, and the other by the Institute for Community Inclusion (ICI) on the needs of adults—had key responsibilities for conducting needs assessments, providing technical assistance, and promoting

promising practices about what works best in terms of meeting the needs of persons with disabilities within an emerging new workforce development system in the country. Data were collected using a variety of methods, including, but not limited to, review of site documents such as marketing/advertising/out-reach materials, training/procedural manuals/strategic plans or related documents, site performance reports, tracking data, and forms and information. Needs assessments of key participants and face-to-face interviews with selected site participants also provided data for the case study. Case-study findings were summarized and analyzed in case-study reports to identify the skills and knowledge needed to include individuals with disabilities in workforce development systems as well as emerging promising practices.

Supervising Youth Development Practice in Youth Opportunity Sites: A 24-hour Training Program for Supervisors/Managers: National Partnership for Community Leadership Supervisors Training Program (2002 – 2004)

Funding: National Center for Strategic Nonprofit Planning National Training Institute for Community Youth Work

This program was designed to train supervisors of youth workers in the principles and practices of youth development as well as best practices in the supervision of youth development work in Youth Opportunity sites. AED created the training program based on its acclaimed Advancing Youth Development curriculum, which has been delivered to over 6,000 youth workers nationally. The 24-hour training program provides a clear balance between learning youth development concepts and specific strategies to supervise youth development practice on site. Each supervisor or manager who successfully completed the training program (including pre-session and in-session assignments) received a certificate of completion.

National System of Resources for Youth Worker Professional Development (2001 – 2004)**Funding:** Ewing M. Kauffman Foundation**Location:** National**National Training Institute for Community Youth Work**

AED implemented the National System of Resources for Youth Worker Professional Development through Regional Delivery Systems Initiative. This national strategy created regional systems of youth worker professional development by building the capacity of four of the most advanced BEST (Building Exemplary Systems for Training Youth Workers) sites to serve as regional “hubs” that coordinate and support the delivery of BEST training and education programs in communities in their respective regions. The National Training Institute (NTI) was piloted and launched in year one of the regional strategy_MidWest BEST_with YouthNet of Greater Kansas City (YouthNet) as the hub. YouthNet served as the regional training and technical assistance organization for the eight MidWest BEST communities: Des Moines, Iowa; Hutchinson, Kansas; Kansas

City, Kansas; Lincoln, Nebraska; St. Louis, Missouri; Topeka, Kansas; Quad Cities. Iowa/Illinois; and Wichita, Kansas. As such, YouthNet delivered Advancing Youth Development (AYD) training to youth workers in those communities and technical assistance to the lead MidWest BEST organizations to increase other professional development opportunities.

Youth Development Practitioner Apprenticeship Program I & II (2001 – 2004)**Funding:** U.S. Department of Labor**Location:** Connecticut, Illinois, Missouri, New York, Pennsylvania, Virginia, and Washington, D.C.**National Training Institute for Community Youth Work**

AED worked with four BEST (Building Exemplary Systems for Training Youth Workers) sites in Hampton, Virginia; Kansas City, Missouri; New York City, and Springfield, Illinois, to design and pilot the BEST Youth Development Practitioner Apprenticeship program (YDPA), which provided apprentice youth workers with more than 3,000 hours of supervised on-the-job training, based on youth development and workforce

development principles, and required approximately 250 hours of related technical instruction, offered primarily through local community colleges. On completion of the program, apprentices received a Department of Labor certificate signaling their readiness and qualification to work directly with young people. AED also received an additional grant to expand the YDPA programs to more BEST communities (D.C. and New Haven, Connecticut) and connect with two BEST sites that had independently received funding to create YDPA programs (Chicago and Philadelphia). AED received an additional grant to expand YDPA programs to BEST communities across the United States.

DC BEST-Building Exemplary Systems for Training Youth Workers (2002 – 2003)

Funding: Fannie Mae Foundation; Wallace Foundation; Meyer Foundation, Eugene and Agnes

Location: Washington, D.C.

National Training Institute for Community Youth Work

AED supported the transfer of the Washington, D.C., BEST (Building Exemplary Systems for Training Youth Workers) Initiative to the D.C. Children and Youth Investment Trust Corporation (CYITC). CYITC began DC BEST with an Advancing Youth Development (AYD) course for 30 D.C. youth workers from a variety of youth-serving organizations. AED implemented the activities of the initiative, including delivery of the 28-hour AYD course in seven series to approximately 200 youth workers representing 50 youth-serving organizations in D.C.

National BEST-Building Exemplary Systems for Training Youth Workers Project I and II (1997 – 2003)**Funding:** Wallace Foundation**Location:** California, Florida, Missouri, New York, Oregon, Pennsylvania, and Wisconsin
National Training Institute for Community Youth Work

Youth workers need ready access to training that is skill-focused, grounded in youth development, and part of the infrastructure of the community. With AED's help, the National Building Exemplary Systems for Training Youth Workers (BEST) initiative provided and brokered technical assistance, training, and networking for seven community-based systems as they worked to strengthen their capacity to train a critical mass of youth workers in youth development. BEST I built local capacity to provide high-quality and consistent training for youth workers through technical assistance and training to up to 10 community-based training organizations. BEST II provided technical assistance and developed training resources for local intermediary organizations to build their

capacity to provide quality youth worker training in their communities. The National BEST initiative had three goals: (1) strengthen and develop local infrastructures for delivering youth worker training grounded in youth development; (2) develop and support a national network of local community-based youth worker training efforts so that they share resources, identify strategies, and build capacities of youth workers; and (3) identify local communities with a demonstrated interest in developing a system to train youth workers not yet part of this initiative and to support them as they develop plans to build infrastructures to train youth workers.

Facilitator's Handbook for Advancing Youth Development: A Curriculum for Training Youth Workers (2001 – 2002)**Funding:** Ford Foundation**Location:** National
National Training Institute for Community Youth Work

AED created the Facilitator's Handbook for the Advancing Youth Development: A Curriculum for Training Youth Workers, which helped BEST (Building Exemplary

Systems for Training Youth Workers) sites better prepare and support their Advancing Youth Development (AYD) facilitators and help them enhance the quality of their AYD training programs. It contained AYD session innovations submitted by local facilitators as well as new readings and research on adolescent development and an overview of adult learning theory. Packaged with the AYD curriculum, the Handbook was used to train participants at all of AED's national programs.

Facilitator's Guide for Training Supervisors of Youth Workers, provided supervisors with a solid understanding of key youth development concepts and specific strategies to supervise youth development practice.

Supervising Youth Development Practice: A Facilitator's Guide for Training Supervisors of Youth Workers (1999 – 2002)

Funding: Wallace Foundation

Location: National

National Training Institute for Community Youth Work

0AED created a curriculum to respond to the need expressed by Advancing Youth Development (AYD) graduates returning to their organizations ready to implement the youth development approach, but lacking AYD-trained supervisors to support this work. The 15-hour curriculum, *Supervising Youth Development Practice: A*

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