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OCCASIONAL PAPERS SERIES ON YOUTH ORGANIZING

An Annotated Bibliography on Youth Organizing

FUNDERS' COLLABORATIVE ON YOUTH ORGANIZING

ABOUT THE FUNDERS' COLLABORATIVE ON YOUTH ORGANIZING

The Funders' Collaborative on Youth Organizing (FCYO) is a collective of national, regional, and local foundations, and youth organizing practitioners whose mission is to: substantially increase the philanthropic investment in; and strengthen the organizational capacities of groups engaging young people in community organizing across the country.

The main goals of the FCYO are to:

- Increase the level of funding directed towards youth organizing groups;
- Support youth organizing groups to develop stable and sustainable organizations; and
- Increase the awareness and understanding of youth organizing among funders and community organizations.

For more information about the Funders' Collaborative on Youth Organizing, visit the FCYO web site at: <http://www.fcyo.org>.

ABOUT THE OCCASIONAL PAPERS SERIES ON YOUTH ORGANIZING

The Occasional Papers Series was conceived and developed by a Committee of funders, intermediaries, and youth organizing practitioners, in conjunction with the FCYO. The Series is edited and published by the Funders' Collaborative on Youth Organizing. Series Committee members included:

- Californians for Justice
- Forum for Youth Investment
- Edward W. Hazen Foundation
- Movement Strategy Center
- Philadelphia Students Union
- Surdna Foundation
- Tides Foundation
- Youth Ministries for Peace and Justice

Thanks to the Edward W. Hazen, Surdna, and Tides Foundations for their generous support of the publication of this Series.

An Annotated Bibliography on Youth Organizing

BY SOCIAL POLICY RESEARCH ASSOCIATES

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OCCASIONAL PAPERS SERIES ON YOUTH ORGANIZING

SERIES PREFACE

In 1997, several foundations set out to explore the nascent field of youth organizing, an innovative and effective strategy combining the best practices of youth development with the tactics and strategies of community organizing. In 2000, these foundations and a handful of others launched the Funders' Collaborative on Youth Organizing, a formal effort to increase understanding of youth organizing, catalyze support, and strengthen the capacities of youth organizing groups.

This Occasional Papers Series is an important piece of our work. Because the field is relatively young—and because its practitioners may often operate beneath the radar of youth and community development stakeholders—potential allies and supporters have many unanswered questions. What is youth organizing and how does it work? Who leads youth organizing efforts? Can youth organizing really deliver youth development outcomes? Can it create sustainable social change?

These are all fair questions, and we try to tackle them throughout this series. The diversity of youth organizing is one of its chief strengths, and the series overall tries to embody that strength. Rather than trying to argue one approach to understanding youth organizing, the series puts forth multiple perspectives, which as a whole embrace the complexity, diversity, and nuance intrinsic to the field. Capturing this richness, we hope, is the series' principal contribution.

This first installment of the series includes three articles and an annotated bibliography. In "An Emerging Model for Working with Youth: Community Organizing + Youth Development = Youth Organizing," LISTEN, Inc., a training and support organization, tackles the basics of youth organizing—origins, concepts, models, principles, and practices.

In "Youth and Community Organizing Today," journalist Daniel HoSang traces the historical involvement of youth in social change efforts throughout the twentieth and twenty-first centuries and examines how the current phenomenon of youth organizing shapes community issues and community organizing.

In "Youth Organizing: Expanding Possibilities for Youth Development," scholar-activist Shawn Ginwright looks at the nexus of youth development and youth organizing, tracing how youth organizing yields positive youth development and social change.

Although the papers reflect the different approaches, models, and variety of issues within youth organizing, they also reflect the common belief shared by all youth organizing efforts: that all young people have the inherent capacity to be active, contributing partners in their own individual development as well as in the development of their communities.

There are 60 million young people between the ages of 10 and 24 in the United States today. And as we think about the development and role of youth in our society, it is worth remembering that young people grow up in communities, not just community and youth development programs. From this perspective, perhaps the most salient question is this: What would our communities and our society look like if the collective vision, leadership, energy and talents of even a small percentage of all young people were directed toward community transformation?

We hope this series begins to answer that question.

Vera Miao, Project Director
Funders' Collaborative on Youth Organizing
February 2003

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INTRODUCTION

Youth organizing has gained considerable momentum in the past several years as a viable approach to individual development and community change. Leaders in youth organizing recognize, however, the dearth of research literature in this area, and the need to refine the theoretical and conceptual underpinnings of the work and build an evidence base that clearly demonstrates the links between different models of organizing, youth participation, community development, and social change. At the intersection of many youth-related fields-yet not encompassed by any one in particular-youth organizing is emerging as a field in its own right. Far from starting from scratch, the youth organizing field has the potential to be richly informed by knowledge and research from the fields of youth development, community organizing, and civic engagement. We have compiled this *Annotated Bibliography* as a first step towards assessing the existing resources from and for the field.

Selections were culled from online research and through recommendations from respected colleagues. Many of the references listed within this bibliography were commonly cited as resources. Because we found much of the literature on youth organizing to be more descriptive rather than research- or theory-based, we gave only a sampling of this type of literature published in print and electronic media. This document aims to serve a wide audience, including practitioners, funders, researchers, and organizers of all ages as they collectively begin to define and advance youth organizing work within the broader social arena.

Overview of the Annotated Bibliography

This *Annotated Bibliography* is divided into four sections. The first three sections are as follows: 1) **Youth Organizing Reports and Evaluations** provides an analytical and evaluative account of youth organizing efforts; 2) **Reflections From the Field** presents a range of commentary, specific examples, and questions being raised about youth organizing; and 3) **Youth Organizing Curricula and Toolkits** provides references and tools for practice.

The fourth and final section is **Theoretical Literature on Youth Organizing and Related Fields**. Most articles in this section have been published in more academic, peer-reviewed venues. Literature in this section addresses theories of youth organizing, including definitions and models of youth organizing, more theory-based discussions of youth organizing and literature on youth movements on the national and international levels throughout history. The literature from related fields is categorized by different fields and includes information on community youth development, civic engagement and civic participation, and community organizing and education organizing. Each section is prefaced by a short explanation of its significance to youth organizing work. In determining relevant theoretical literature, we were particularly interested in research that pertained to engagement and empowerment of vulnerable and underrepresented youth populations.

YOUTH ORGANIZING REPORTS AND EVALUATIONS

Berger, Amanda. (1998). "Youth Organizing: Nurturing the Next Generation of Activists." *A Briefing paper for supporters of the Jewish Fund for Justice.*

The purpose of this briefing paper is to explain how youth organizing can be used to complement more traditional approaches to youth work. The Jewish Fund for Justice (JFJ) supports youth organizing as a complementary strategy for more traditional types of youth programming. JFJ asserts that youth organizing draws in young people who are often alienated from more traditional models because it teaches critical skills and values like accountability, collective action, research, and negotiation; and because it makes a difference in the lives of disenfranchised individuals and struggling communities.

Cervone, Barbara. (May 2002). *Taking Democracy in Hand: Youth Action for Educational Change in the San Francisco Bay Area.* What Kids Can Do, with the Forum for Youth Investment.

The San Francisco Bay Area serves as a hub for youth organizing, especially among youth of color. This paper which is "more than field notes but less than a case study," draws upon site interviews and conversations with ten Bay Area youth organizing groups to describe "youth action for social change," the process in which young people work alongside adults to advocate for better schools and more supportive policies, as they learn to build and exercise power. It sketches how their work builds capital and capacity among participants, why youth-adult partnerships are important, where connections across issues, different strategies, and races are being made, and where there is still need for connection.

Checkoway, Barry and Janet Finn. (1992). *Young People as Community Builders.* Ann Arbor, MI, Center for the Study of Youth Policy, School of Social Work, The University of Michigan.

Community-based youth initiatives enable people to organize and plan programs for youth at the community level. They include efforts to enhance education, employment, housing, health care or other community systems. They promote the well-being of youth by providing tangible benefits and increasing their involvement in the process. This report

describes initiatives that were judged as exemplary in promoting planning and participation at the community level.

Denham, Helen. (1993). *Building Power for Change: Young People Organizing in the United States.* New York, The New World Foundation.

This document reports on an investigation of organizations, networks, and individual organizers, focusing primarily on groups and individuals whose work is explicitly oriented to social change. The report includes a discussion of terms and a framework for social change organizing, a sketch of the demographics of young people in the 1990s, the new political context for young people under the Clinton Administration, outlines of youth organizing groups throughout the country, and societal and organizational obstacles youth organizers face. Finally, the report sums up some principles for progressive funders around how to support youth organizing.

Endo, Traci M. (January 2002). *Issue Brief: Youth Engagement in Community-Driven School Reform,* Social Policy Research Associates.

Underlying community organizing theory is a strong belief that those engaged in community organizing efforts should be those most affected by the issues. This issue brief for the C.S. Mott Foundation discusses the advantages and barriers to youth/student organizing for school reform. Youth organizing strategies are seen not only as a viable vehicle for school reform, but also as a means for vulnerable youth populations to reconnect with the educational system in their pursuit of opportunities for academic success. The paper presents the range of youth engagement strategies within the Mott-funded Community-Driven School Reform portfolio.

Funders' Collaborative on Youth Organizing (FCYO). (1997). *Funding Youth Organizing: Strategies for Building Power and Youth Leadership.* Youth Organizer/Funders' Briefing, Open Society Institute, New York.

The Youth Organizer/Funders' briefing was held to introduce youth organizing to the foundation community and to broaden funder's understanding of the powerful role youth organizing plays both in youth and community development.

This publication documents the briefing's presentations and discussions of common elements of youth organizing, reasons why youth organizers are drawn to their work, examples of victories, youth organizing's intersections with youth development, relationships between youth and adults, and recommendations for support.

Funders' Collaborative on Youth Organizing (FCYO). (1998). *Youth Organizing: Notes From the Field*. Youth Organizer/Funder Retreat, Pocantico Center, New York.

The Youth Organizer/Funder retreat was called in response to a lack of communication between funders and youth organizers. Both sides recognized that foundations do not always understand the ways in which youth organizers define their work. This publication documents the retreat's presentations and discussions, and provides case studies in youth organizing and a list of recommendations for concrete action items.

Medirata, Kavitha and Norm Fruchter. (August 2001). *Mapping the Field of Organizing for School Improvement: A Report on Education Organizing in Baltimore, Chicago, Los Angeles, The Mississippi Delta, New York City, Philadelphia, San Francisco, and Washington, D.C.*, Submitted to the Institute for Education and Social Policy, New York University with California Tomorrow, Designs for Change, and Southern Echo.

Based on data collected from July-December 2000, this research study identified 66 community groups organizing to improve schools in eight sites across the country: Baltimore, Chicago, Los Angeles, the Mississippi Delta, New York City, Philadelphia, the San Francisco Bay Area, and Washington, D.C. The data suggest that almost 200 community groups are currently engaged in education organizing. Education organizing represents a new form of parent, community, and youth challenge to the traditional expert, professionalized, and bureaucratic leadership of schools. The growth of this organizing suggests that a new kind of accountability relationship is emerging between schools and communities that replaces and revitalizes traditional forms of parent involvement, and includes a growing role for young people in school reform.

Murashige, M. (2001). *The Future of Change: Youth Perspectives on Social Justice and Cross-Cultural Collaborative Action in Los Angeles*. Los Angeles, Multicultural Collaborative.

This report highlights youth-centered inter-ethnic organizing and training programs in Los Angeles in order to take an in-depth look at the organizing and leadership development strategies the programs share that seem most promising in reducing bias and prejudice and in preparing youths for intergroup coalition work. The Multicultural Collaborative (MCC), the sponsor of this report, operates under the premise that the future vitality of Los Angeles relies on the ability of youth to engage in civic life and actively participate in progressive social change. In recent years, Los Angeles and California as a whole has witnessed a burgeoning and vocal youth movement responding in powerful ways to an older generation's punitive policies,

such as Proposition 21 and the Three Strikes You're Out Initiative. Witnessing the plethora of youth organizing projects taking on these difficult issues, the MCC felt the need to not only learn about, but also share these positive examples of youths in action with a larger audience.

Sherman, Robert. (Winter 2002) "Building Young People's Public Lives: One Foundation's Strategy." *New Directions in Youth Development*.

Foundations are awakening to the untapped potential of serious, policy-focused community change efforts led by teenagers and young adults. This report lays out background questions, a point of view, and programmatic strategies one foundation took with respect to youth organizing. Questioning youth about their identities and how life might be improved can address the political intentions and social conditions lurking behind what young people feel and believe, starting a process through which personal goals find expression in collective action to achieve desired community change.

Sullivan, Lisa. (2002). *The State of Youth Organizing: 1990-2000*. The State of Philanthropy, National Committee for Responsive Philanthropy.

In this report, Lisa Sullivan describes the fundamental differences between national service programs and youth organizing-national service emerged ideologically from the Reagan-Bush administration and is resolutely apolitical (which is to say disposed toward the political and economic status quo), whereas youth organizing movements recognize the importance of political consciousness, ideology, and the need for direct action against powerful institutions. From its inception, the community service movement never embraced the view that service ought to mobilize and empower the poor to solve their problems. Sullivan is drawing the comparison because youth organizing in the last 10-12 years has been overwhelmingly under funded compared to community service and the institutionalization of national service. Critics of national service conclude that its main focus was on enriching young volunteer's characters-not necessarily on improving poor communities in need of services and support. Today, as progressive foundations are directing funding at organizing efforts, youth organizers are realizing that in order to be funded they must define their own language, shape their own agenda, and prepare to be held accountable to program officers and foundations at a much more rigorous level. Youth organizers who tend to work from a place of passion, anger, and legitimately aggrieved victim status will find it difficult to articulate a vision or to execute strategic plans for achieving social justice, Sullivan argues. The transition from victim to effective social change agent is likely to be rocky for many young people of color.

Weiss, Mattie. Spring 2003 (*forthcoming*) *Youth Rising: An Assessment of Current Youth Organizing in the United States (working title)*. Applied Research Center.

Geared towards young organizers and their allies, this report is based on interviews with over 50 youth organizations and four in-depth case studies. The report distills lessons learned and best practices of youth organizing. It explores issues of race and gender dynamics, organizational structure and tactics, the question of youth as a political identity and the role of young activists in the context of broader social justice work.

YouthAction. (1998). *Why Youth Organizing?* A report by AGENDA, Chinese Progressive Association, Colonias Development Council, PUEBLO, Youth for Social Change.

A design team facilitated by YouthAction created the following goals for this project: 1) To share reflections about the definition(s) of youth organizing and compare and contrast youth organizing to other approaches of engaging young people as well as to adult organizing; 2) To evaluate opportunities and challenges which face groups organizing young people today; 3) To generate a set of recommendations about the needs of organizations engaged in youth organizing. Young people have been involved in many, if not most, significant social movements of the past. Teenagers and young adults in particular have constituted the core of many of the mass movements of this century, including the Student Non-Violent Coordinating Committee and early child-labor reform efforts. Youth organizing as a unique approach to social change, with tested and codified practices and formally constituted nonprofit organizations, is a relatively new field. As such, an accepted definition of “youth organizing” does

not exist, few models have been tested, and few conversations have been held about it. Through this document, the share examples of youth organizing today, and begin a dialogue that will lead to greater clarity and analysis about youth organizing and its strategic importance to building just and sustainable communities.

Youth Media Council. (2002). *Speaking for Ourselves: A Youth Assessment of Local News Coverage. We Interrupt This Message.*

In this youth-driven report by the Youth Media Council, the authors state that incarceration and policing, education, and poverty are social issues that shape the life expectancy and economic chances of thousands of Bay Area youth. Yet the coverage of these issues is often an unbalanced and inaccurate reflection of information, context, and policy. For several years, youth in Oakland have been challenging the use of increased policing as a form of gentrification, which results in the criminalization of whole communities and the overflowing of juvenile detention facilities. The organizations of the Youth Media Council want to establish relationships with news outlets to ensure that news coverage fairly and accurately represents their communities, thoroughly explores their issues, and brings their voices to the center of policy debates about youth. This report was intended to be used by community members, youth, and policy organizations to build relationships between journalists and begin a dialogue about news coverage, its impact on policy, and on the quality of life of young people.

REFLECTIONS FROM THE FIELD

Alexander, Bill. (March 2001). "Youth Organizing Comes of Age." *Youth Today*. 10(3).

This article addresses the sentiment that today's youth organizers hold against agencies that began as insurgents but now stand at the core of the community-based youth-service establishment. Some veteran youth organizers think youth-serving nonprofits have become timid supporters of youth rights. Youth organizers believe that engaging in political action and strategies for social change, not just care and counseling, is essential to youth development. They argue that the best way to develop a new generation of leaders is through direct action, community research, issue development, reflection, and political analysis.

Cervone, Barbara. (Fall 2001). "Making Youth Known: More than Service, Philadelphia Students Join a Union to Improve their Schools." *Part of the What Kids Can Do Series*. 1(4).

The Philadelphia Student Union (PSU), a nonprofit founded by a Philadelphia high school student in 1995, blends community organizing and leadership development to organize and train high school youth throughout the city around school reform issues. This article presents a Philadelphia public school system in the mid-1990s mired in crisis: academic performance was low, poverty and dropout rates were high, and the system's physical plant was in desperate need of repair. The school system's administration and reform goals were once again in transition and the teacher's union was in fierce opposition to the changes. Since its founding in 1995, PSU has enlisted over 500 youth to work for justice and democratic governance in schools, and it has posted some impressive results. Part of the group's agenda focuses on building key skills for social change, such as critical analysis skills, leadership skills, building relationships and community, and peer counseling. PSU convinced former Philadelphia school superintendent David Hornbeck that he should have started, "treating students as vehicles of school reform much earlier, in contrast to seeing them in the first several years primarily as the objects of school reform."

HoSang, Daniel. (September/October 1995). "Who's Got the Power? Does Anyone?" *Third Force*. 3(4).

HoSang asserts that many youth organizing groups never take the big step from talk to action, preferring to remain in

the "relationship-building" stage. Around the country, there are frighteningly few examples of young people joining together to exercise any type of collective power over the institutions that have such power over their lives, such as the schools, the mass transit authorities, the police and the multitude of youth-oriented social programs. The few large scale rallies and marches, though dramatic in effect, often lack the organizational infrastructure and support necessary to endure prolonged campaigns and win concrete victories. HoSang points out differing standards for youth and adults within the organizing field and he encourages more youth organizing groups to try direct action campaigns.

HoSang, Daniel. (November/December 1997). "Organize! Oakland Campaign Puts Kids First." *Shelterforce Online — A Publication of the National Housing Institute*.

This article describes the Oakland Kids First! Initiative led by a handful of youth development agencies and community-based organizations in a city plagued by dilapidated recreation centers, overloaded school social workers, overwhelmed job placement programs resulting from years of defunding at all levels of government. The campaign found innovative ways to involve youth members from the start: youth organizers created billboards to promote the campaign; they shot, edited, and produced a promotional video; and they circulated petitions in junior high and high schools. They walked precincts, raised money, posted house signs, and phone banked. The effort resulted in the passage of Kids! First, The Oakland Children's Trust Fund. Today the coalition has formalized into a multi-racial citywide partnership of youth and adults dedicated to the development of sustainable youth leadership actively engaged in building a safe, healthy, and just community.

Hsiao, Andrew. (July 2000). "The Birth of a Movement: Bring the Economic War Home, But is the Movement Missing the Message? - Color Blind." *The Village Voice*.

Hsiao addresses the predominately white turn-out at the mass protests in Seattle and Washington, D.C.-he considers the lack of people of color involved in the protests a "crisis of missed opportunities." Young people of color are organizing around police brutality, juvenile justice, and the death

penalty; though direct-action tactics, like those used in Seattle, have a different meaning in communities where many are undocumented or have a perilous relationship with the police. Some say activists of color are missing the global point — that identity politics have been transcended by the politics of economics. Hsiao argues though, that the new activism in communities of color is predominately economic, making connections between the prison boom and cuts in social spending. He encourages activists to work together, incorporating global issues and those here at home.

James, Taj and Kim McGillicuddy. (Winter 2001). "Building Youth Movements for Community Change." *The Nonprofit Quarterly; Third Sector New England*.

This article describes the Street Children's Movement in Brazil that focused on a fundamental principle of action that now governs diverse movements throughout the world. The principle states: "Children and adolescents must be regarded as human beings in a particular developmental stage; citizens, subject to legitimate rights, who should participate in decisions about their lives, their communities and society in general." The article compares the three frameworks present in the youth field: the prevention perspective, the youth development perspective, and the framework endorsed by James and McGillicuddy, the empowerment perspective. The article addresses youth organizing on the scale of a national and international youth movements.

James, Taj. (Summer 1997). "Empowerment Through Social Change." *Bridges, a Publication of Health Initiatives for Youth* 3(4): 6-7.

Jame's article addresses the historic and ongoing oppression of youth due to economic and political disadvantage. In response, he describes an empowerment strategy that must be primarily a social change strategy — addressing the initial causes of disempowerment. Within the youth work field, the shift from a youth development perspective to a youth empowerment one demands that adults not only look at youth as assets, but also shift their perception of youth: from objects to subjects, and from clients and recipients of services to decision-makers, problem solvers and citizens with rights to self-determination. Included are the key elements of youth empowerment programs, such as developing young people's analysis of power, a justice and equity framework, a grassroots base, and a political agenda and vision based on the needs of those affected by unequal power relations.

James, Taj and Rona Fernandez. (March/April 1998). "It's All About Power." *Third Force*. 6(1).

This article answers the question: What does real youth empowerment look like? James and Fernandez describe youth organizing as the key to youth empowerment and providing youth the services they need. The authors assert that the young do not have the power and they do not have the power because they are oppressed, and they are denied political rights and are forced to pay for the poor decisions made

by adults on their behalf. In addition, James and Fernandez state that youth issues must also be contextualized in the in the broader context of economic and racial oppression. The authors note that efforts to involve youth as leaders and decision-makers within youth organizations and within larger, intergenerational organizations are the most common examples of empowerment, however, these efforts are sometimes limited, ineffective, and tokenized. For youth to have the room to take the lead, it is important that they be at the planning table from the beginning.

James, Taj. (Winter 2001). "The Media: A Tool for Change?" *The Evaluation Exchange, Harvard Family Research Center*. 1.

In his article, Taj James gives an example of how, through the activities of Coleman Advocates for Children and Youth, young people were empowered to use the media to achieve their organizing goals. Coleman's youth leadership group, Youth Making a Change (Y-MAC) is a youth-organizing council of diverse, low-income high school students who work to organize their peers to impact local public policy. Through their efforts to use the media to promote its campaigns, Y-MAC found three key principles to support youth as they transform the media into a tool for positive change: get support from experts, a strong communications strategy and message depend on a clear organizing goal, and reframe the problem and offer a solution.

James, Taj. (Fall 2000). "Proposition 21-The Battle for California." *Vibrations - A Publication of LISTEN, Inc*.

Proposition 21, introduced by former California Governor Pete Wilson, sought to broaden the list of crimes for which youth could be treated and tried as adults in order to expand the "three strikes" law passed by Proposition 184. The result of such a measure would have been to send thousands of non-violent youth offenders to adult jails and prisons. This article describes how youth in California were able to commit to the goals of both building a grassroots youth movement in California, and defeating the initiative through developing a unified strategy.

Mokwena, Steve. (2002). "A Perspective on Youth and Social Justice in South Africa." *CYD Anthology*.

As South Africans work to rebuild a just and caring society in the post-Apartheid era, their most important challenge is creating a world where young people can develop to their fullest potential. In this article, the author describes how young people, families, and communities are working to reclaim the future of South Africa. Since 1994, there has been a steady decline in the numbers of young people seeking organized change in South Africa. The reasons are many: as politics become more formalized there is less momentum for grassroots organizing; many young people have "grown up" and the younger generation do not share the experience of heightened resistance and political mobilization; bodies such as NYC which represent young people's voice in government introduced a new culture of political engagement

than popular action; and NGOs lobby for policy and provide services for young people.

The Youth Force Coalition. (2000). "Schools Not Jails: A Report on the Northern California Youth Movement Against Proposition 21."

Written by youth organizers who took part in the fight to defeat Proposition 21, a California ballot initiative which intended to incarcerate youth (as young as 14) as adults, this report intends to convey the most important contributions, challenges, and visions from the "No On Prop 21" fight. The movement aimed to force over-funded prisons and over-armed police forces to return public resources, equal protection, freedom and dignity to communities of color and poor people. The report is broken down into four sections: Chronology, Defining Features, Anatomy of the Movement, and Next Steps.

Youth Leadership Project of CAAAV: Organizing Asian Communities. (2001). *Eating Welfare*. The Committee Against Anti-Asian Violence (CAAAV). Film: Color; 57 minutes/Digital; English.

After researching and surveying Southeast Asian tenement residents about how welfare affects their lives, CAAAV activists made this documentary. Using in-depth interviews with youths involved in the movement, they explain their firsthand experiences with welfare. In the film, CAAAV activists show footage of their own dilapidated apartment buildings and neighborhoods to give the welfare issue context. The film is effective because it puts faces and names on welfare recipients, and breaks down stereotypes of welfare recipients as lazy, alcoholic, or addicted to drugs. The families shown in the film are simply part of the working poor.

YOUTH ORGANIZING CURRICULA/TOOLKITS

Alliance for Justice. (2001). "Co-Motion: A Guide to Youth-Led Social Change."

The Co/Motion Guide presents young people with the tools, skills, and strategies to work for change in their communities. This training manual outlines the dynamic process of strategizing and action planning, including research, campaign planning, organizing meetings, coalition and community building, making and meeting a budget, working with the media, and evaluation. The guide is broken down into the following sections: History of Youth Involvement in the Social Justice Movement, YOUth Activism to Stop Gun Violence, Organizing 101: The Basic Types of Organizing, Understanding the Relations of Power, Choosing an Issue, Developing an Organizing Strategy, Recruiting New Members and Leadership to Youth Organization, Organizing Community Based Events and Formal Meetings with Elected Officials, and Working With the Media. The manual is infused with stories of young people making a difference in their community through service, advocacy, and organizing.

Asian Immigrant Women Advocates (AIWA). (2002). *Youth Build Immigrant Power (YBIP) Training Manual*.

This manual informs youth organizing efforts specifically targeted at Asian immigrant youth. Intended to facilitate the replication of AIWA's successful youth organizing efforts, this manual is divided into five sections, including information and guidance on defining issues, the details of specific issue trainings and training tips, and solutions to injustice.

Bartlett, John W. (1996). *The Future is Ours*. New York, Henry Holt and Company.

This book is a compilation of the many varied experiences of 23 activists across the country. It is a comprehensive, step-by-step guide to starting a group, getting organized, taking action, changing policy, and addressing issues of media and sustainability. It is targeted to high school or college aged youth in both urban and rural settings.

Bass, Melissa. (1994). *Making the Rules: A Public Achievement Guidebook For Young People Who Intend to Make a Difference*. Project Public Life.

This book is a toolkit that can be used to help young people who want to make changes in their communities build their public lives. A publication of the Center for Democracy and Citizenship's Project Public Life, this book frames the idea of "citizen politics." There are three main ideas behind citizen politics: 1) citizen politics has a big picture of politics, one that includes public life—an active, diverse, challenging arena in which people act on what matters to them; 2) citizen politics teaches citizens how to build their power by teaching them how to act effectively; and 3) citizen politics is collaborative. Each chapter is based on a key component of citizen politics: self-interest, public, diversity, power, and action, and each chapter has stories, lessons, skills, and exercises.

Innovation Center for Community and Youth Development and the National 4-H Council. (2001). *Building Community: A Toolkit for Youth and Adults in Charting Assets and Creating Change*.

This publication provides facilitators with activities, stories, tips, and resources for engaging in an intergenerational community building process. The toolkit presents a set of core principles and covers topics such as building youth/adult partnerships, mapping traditional and "non-traditional" community assets, conducting visioning and strategic planning, and engaging in critical reflection.

Lesko, Wendy Schaezel and Emanuel Tsouronis, II. (2000). *The 26% Youth Solution*, Activism 2000 Project.

Over one quarter of the population is under the age of 18. However, this cohort also remains unheard in many issues that directly affect them. This book reveals how young people with firsthand knowledge about many of today's problems can succeed at getting decision-makers from school principals to their state senators to listen and respond to their ideas for change. The authors maintain that minors can play a major role in reducing drug abuse, improving schools, stopping violence, protecting the environment and pursuing other positive lasting solutions. This book features numerous true stories about people age nine and older aimed at inspiring people of all ages to put their passion into action; dozens of exhibits including a youth-created survey, action plan, press release, mini-grant, youth ballot; and over 250 national

organizations and news media outlets to promote maximum youth participation now.

Schaller, Jon and Mark Chelser. "Student and Youth Organizing." (1977). *A Youth Liberation Pamphlet*.

This pamphlet is designed to help young organizers overcome the problem of inexperience by distilling the experiences of other organizers. Structured to function as a practical tool for youth organizers, the pamphlet is divided into seven sections: choosing and planning strategies, tactics, organization, skills (such as fundraising, negotiating, and using the media), selecting issues, issues (such as ageism, classism and tracking, racism, and sexism), and problems (such as cooptation, apathy, and racial and class divisions).

School of Unity and Liberation (SOUL). (2001). "Organizing 101 Manual."

This manual has trainings on the basics of community and youth organizing. It is accompanied by a workbook that includes handouts and exercises to help youth develop as organizers and to help develop campaigns. Trainings topics include: "What is Organizing?" "Developing Leaders," "Strategy Development," and "Race, Class, Gender, Sexuality, and Organizing."

Themba, Makani N. (1999). *Making Policy, Making Change: How Communities are Taking Law Into Their Own Hands*. San Francisco, CA, John Wiley & Sons.

Throughout the country, activists are making change and getting it in writing. This book relates how community groups have successfully developed and promoted more than 1,000 local policies that have limited alcohol and tobacco billboards and liquor stores in low-income communities; won higher wages and more rights for workers under public contract; held corporations accountable for environmental damage; and brought youth into the policy-setting process. By using case studies that focus on community organizing campaigns that

created local policy, Themba provides a guidebook for activists on how these successes can be translated to other social justice organizing.

Youth In Focus. (2002). *Youth REP: Step by Step: An Introduction to Youth-Led Research and Evaluation*. Oakland, CA, Youth In Focus.

This guide offers descriptions and profiles of youth-led projects; an overview of youth-led research and evaluation project stages; and critical insights from project facilitators, youth evaluators, and community members. Youth In Focus believes that a truly just and democratic society relies on and supports the full participation of all its citizens in decision-making. It integrates youth, institutional, and community development into a broader process of social transformation. This process is based on a commitment to equity, justice, and sustainability. This guide is designed to help those who wish to take a vision for youth empowerment and social justice and use it to strengthen the organizations and communities that already exist. For over a decade, Youth In Focus has worked directly with hundreds of young people, communities, and organizations to implement youth-led research, evaluation, and planning (Youth REP) targeting a broad range of issues (such as enhancing public health, strengthening after-school programs, reforming the juvenile justice system, and improving public schools).

Youth United for Community Action. (2002). *Political Education Training Manual*.

This toolkit on political education for youth consists of four sections: icebreakers, unlearning oppression (with subsections on anti-immigrant backlash, the economy, classism, homophobia, racism, sexism, etc.), campaign development (subsections define organizing, civic responsibility, and present tools), and issues (with subsections such as college support, environmental racism/social justice, prisons vs. schools, etc.).

THEORETICAL LITERATURE ON YOUTH ORGANIZING AND RELATED FIELDS

THEORIES ON YOUTH ORGANIZING

This section includes literature on the theories, definitions, and models of youth organizing. The publications listed below address the unique characteristics of youth organizing that differentiate youth organizing work from that of youth development and community organizing. In addition, many authors seek to capitalize on existing knowledge about youth participation, social justice organizing, and youth leadership which informs and advances youth organizing work.

Burgess, Julia. (2002). "Youth Leadership for Community Change." *CYD Anthology*: 25-30.

The importance of theoretical and historical connections between youth development and community development can not be underestimated. This article provides a basis for a holistic approach to community development, particularly in urban and poor communities, and underscores the importance of youth involvement in community building. The article addresses youth leadership for social change, describing how the three spheres of service system reform, community economic development, and community organizing are complementary, and if connected, will enhance youth and community development.

Ginwright, Shawn. (2003). "Youth Organizing: Expanding Possibilities for Youth Development." *A Paper for The Funders' Collaborative on Youth Organizing Occasional Paper Series on Youth Organizing*.

From its roots in concepts of positive youth development and youth, community, and civic engagement, youth organizing embraces both individual youth development and social change. This paper describes how youth organizing presents two new developmental layers to the positive youth development process: socio-political capacity (which emphasizes connections between common community problems and

broader political and social issues) and community capacity (which focuses on how communities address and change relevant community and social problems).

Ginwright, Shawn and Taj James. (Winter 2002). "From Assets to Agents of Change: Social Justice, Organizing, and Youth Development." *New Directions in Youth Development*.

In unprecedented numbers, young people throughout the country are joining together to demand a voice in the decisions that impact their lives and their communities. In the process they are transforming policies and making institutions more accountable through consciousness raising, organizing, and political action. This paper examines recent examples of youth political development and uses them to illustrate themes of youth political development and empowerment. The authors aim to broaden the traditionally individual focus of youth development by using a social ecology approach to provide a brief overview of the political, economic, and cultural context in which youth development and political participation is occurring. Through an examination of frameworks for political participation, the authors identify commonalities and divergences between them. Finally, they explicate the conditions for successfully engaging youth in their political empowerment and examine the individual, community and institutional impacts of youth participation in political organizing.

Hosang, Daniel. (2003). "Youth and Community Organizing Today." *A Paper for The Funders' Collaborative on Youth Organizing Occasional Paper Series on Youth Organizing*.

A rich postwar legacy of young people leading direct action, social change projects, followed by the demonization of youth during the Reagan, Bush, and Clinton eras has led to the emergence of "youth" as a political identity. These events have also led to a shared worldview among youth that provides a basis for collective action. From Mississippi to Manhattan, youth organizing efforts are advocating for the needs of their communities across the country. Their constituencies-immigrant youth, young women, incarcerated youth, church members-are as diverse as their approaches to affecting change. This paper explores the contours of youth organizing today by examining some of the major organizations, themes, and trends in this nascent field.

James, Taj. (forthcoming). "Democratizing Knowledge: The Role of Research and Evaluation in Youth Organizing." *Community Youth Development*.

Young people are using research and evaluation in the context of community organizing and youth empowerment to transform their communities and themselves. In his article, James asserts that helping young people gain the tools to represent themselves and their world is essential to their self-determination and the democratization of knowledge. Too often research does not involve youth and is disconnected from organized communities who can use the information as a tool to create meaningful change. Today, youth across the country are successfully using research and evaluation in the context of youth empowerment and community organizing — not only producing information but also transforming social conditions and relationships of power. This paper examines the relationship between knowledge and power and provides examples of knowledge production in the context of real life campaigns where youth are using information as a tool for change.

LISTEN, Inc. (2003). "An Emerging Model for Working with Youth: Community Organizing + Youth Development = Youth Organizing." *A Paper for The Funders' Collaborative on Youth Organizing Occasional Paper Series on Youth Organizing*.

Over the last decade, community organizers, youth service providers and youth advocates have worked to develop effective strategies for meeting the complex needs of today's often disengaged and disillusioned youth. Through the process of youth organizing, youth development is taken to the crucial next step of creating a social consciousness in youth and working toward systemic institutional change. This paper outlines the essential elements of community organizing and youth engagement that are shaping the emerging field of youth organizing and its potential individual and community-level outcomes. The paper describes guiding principles and benefits of the youth organizing approach and concludes with a discussion of preconditions and recommendations for sustaining the field of youth organizing.

Mokwena, Steve, et al. (1999). "Youth Participation, Development, and Social Change: A Synthesis of Core Concepts and Issues." *International Youth Foundation*.

The concept of youth participation has dual goals. Youth participation is an essential part of young people's individual development and it is also seen as something that can contribute to the development of communities and society in general. In order to construct a coherent conceptual framework that can inform policy and practice, the author asks some key questions. How do the different initiatives and strategies around youth participation relate to one another? What evidence is there that youth participation is a viable strategy for addressing youth marginalization? What is the link between youth participation, youth development, and social change? This paper is an initial attempt to contribute

toward the development of a conceptual framework on youth participation. Some strategies that have emerged that enable young people to take self-directed action to seek positive change in their communities including leadership, activism, organizing, and entrepreneurship.

Sullivan, Lisa. (1998). "Youth as Asset and Adults as Allies: Toward a New Leadership Paradigm in Community Development and Youth Organizing Utilizing the Consensus Organizing Model." *Consensus Organizing Institute*.

In this paper, Lisa Sullivan builds on the idea that a neighborhood's or community's greatest resource is its people when it comes to solving problems and making change. With this concept in mind, the Consensus Organizing Institute (COI) aims to address the fact that youth and young adults have rarely been viewed as potential partners, leaders, or stakeholders within their communities. Utilizing careful analysis, intensive planning, strategic thinking and consensus building techniques to advance important community agendas or solve critical community problems, COI trains community organizers to help ordinary people build sophisticated networks of relationships. Translation of the consensus organizing model could immediately begin the process of addressing the critical lack of youth involvement and participation in community development and community capacity building initiatives in low-income neighborhoods. COI would function as a locally based intermediary for youth organizing and community leadership development, working with youth on education, leadership through community involvement and engagement, historical cultural awareness, active youth participation, mentoring and support, skill development and capacity building, and citizenship and leadership development.

Watts, Roderick J., Nat Chioke Williams, and Robert J. Jagers. (February 1, 2002). "Sociopolitical Development." *Psychology of Liberation: Responses to Oppression*.

This article examines theories and concepts relevant to sociopolitical development (SPD). As an emerging theory, it expands on empowerment and similar ideas related to social change and activism in community psychology—oppression, liberation, critical consciousness, and culture among them. SPD is the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political and social systems necessary to interpret and resist oppression. Just as important, is a vision of liberation that is an alternative to oppressive conditions. According to the authors, all of these concepts have been under-emphasized in the social change literature of U.S. community psychology. In the authors' view, sociopolitical development is vital to human development and the creation of a just society. As part of identifying and illustrating concepts and processes relevant to sociopolitical development theory, the authors draw from the words of young African American activists who were interviewed as part of a research study.

NATIONAL AND INTERNATIONAL YOUTH MOVEMENTS

Throughout history, youth have played crucial roles in movements addressing a number of issues. In this section, we included a select listing of literature that provides a brief historical context of youth involvement in civic activism and organizing efforts in the United States, and internationally.

Boren, Mark Edelman. (2001). *Student Resistance: A History of the Unruly Subject*. New York, Routledge.

This book is an international history of student activism. Chronicling five hundred years of strife between activists and the academy, the author unearths the defiant roots of the ivory tower. Whether through nonviolent protest or bloody insurrection, students have catalyzed educational reform, transformed national politics, and, in more than a few instances, spurred coups d'état. These acts of rebellion are part of the advancement of knowledge, the author argues, and there is much to learn from students fighting for reform. Drawing on major incidents of student activism, including civil rights protests in the United States, the 1968 student riots in Paris, and Tiananmen Square, the author shows that student resistance is a continually occurring and vital social phenomenon worldwide.

Carson, Clayborne. (1981). *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge, Harvard University Press.

In Struggle covers the history of the Student Non-Violent Coordinating Committee, a multi-racial group of young organizers who were the front-line fighters of the Civil Rights Movement. The legacy of SNCC, one of the few organizing-centered groups during the Civil Rights Movement with an inspiring model of young people organizing an entire community, makes it an important model for youth organizers today.

Munoz Jr., Carlos. (1989). *Youth, Identity, Power: The Chicano Movement*. New York, Verso.

This book is a study of the origins and development of Chicano activism in America. Written by a leader of the Chicano Student Movement of the 1960s who also played a role in the creation of the wider Chicano Power Movement, this is the first full-length work to appear on the subject. It fills an important gap in the history of political protest in the United States. The author places the Chicano movement in the wider context of the political development of Mexicans and their descendants in the United States, tracing the emergence of Chicano student activists in the 1930s and their initial challenge to the dominant racial and class ideologies of

the time, through the rise and fall of the Chicano Power Movement, and concluding with an account of Chicano politics in the 1980s.

Vigil, Ernesto B. (1999). *The Crusade for Justice: Chicano Militancy and the Government's War on Dissent*. Madison, Wisconsin, The University of Wisconsin Press.

In his historical account of the Chicano/a Movement in 1960s, Ernesto Vigil reveals the brutality that inspired the rise of the urban Chicano organization known as the Crusade for Justice. One chapter on youth activism describes how the vigor and strength of youth were central to the movement's growth. Another chapter goes into detail of the 1969 school walkouts among barrio youth which became city-wide and led to the first National Chicano Youth Liberation Conference. The walkouts radicalized a generation of youth once absorbed by neighborhood rivalries but now showing remarkable solidarity in barrio-wide protests stemming from one high school.

Welton, Neva and Linda Wolf. (2001). *Global Uprising: Stories from a New Generation*. Gabriola Island, British Columbia, New Society Publishers.

This book features stories of individual and collective efforts in the movement for global justice—tree sits, popular education programs, boycotts, sit-ins, cyber activism, cooperative living, guerrilla actions, political theater, hip-hop concerts, union organizing, teach-ins, human rights abuse documentation, non-violent civil disobedience, and leadership training are but some of the ways in which dedicated individuals are confronting the tyrannies of the twenty-first century.

COMMUNITY YOUTH DEVELOPMENT

The following literature speaks to a specific role for youth in community building and community change efforts. As leaders such as Della Hughes and Susan Curnan state, Community Youth Development (CYD) defines a new philosophical, sociological, and educational movement which harnesses the power of youth to affect community development and, similarly, engages communities to embrace their role in the development of youth.

Armistead, P. Jefferson and Matthew B. Wexler. (1997). *Community Development and Youth Development: The Potential Convergence*. Community and Youth Development: Complementary or Competing Priorities for Community Development Organizations, Ford Foundation and International Youth Foundation.

This paper is accompanied by case studies of three community development corporations that have significant youth programming and involvement. Without indulging in too many theoretical discourses, the authors' task is to disassemble the component parts of successful programs and organizations and build upon what works. They maintain that parallel paths for community and youth development will continue to yield some exciting results, but bringing the two fields together and creating organic links—fulfilling the promise that was there from the beginning—holds enormous potential for communities.

Butler, Benjamin, Donna Wharton-Fields, Thaddeus Ferber, and Karen Pittman. (1997). *Finding Common Agendas: How Young People are Being Engaged in Community Change Efforts*. Community and Youth Development: Complementary or Competing Priorities for Community Development Organizations.

To further the exploration of the changing role of community development organizations (CDOs) in youth development work, the Ford Foundation commissioned an investigation of the interconnection between youth development work and that of community-based organizations. This report provides a “big picture” view of how this intersection is being played out across the country, reports on survey data on almost 100 CDOs, and offers profiles of six CDOs not previously on the national radar screen. In addition, an analytical framework is provided for describing how and why young people are connected to CDOs.

Cahill, Michele. (1997). *Youth Development and Community Development: Promises and Challenges of Convergence*. Community and Youth Development: Complementary or Competing Priorities for Community Development Organizations, The Ford Foundation and International Youth Foundation.

This second paper in the Community and Youth Development Series is a persuasive overview of theoretical and practical evidence of youth and community development as convergent goals or strategies. Accompanying this piece is a case study of Youth Development, Inc., a youth-serving organization that has now established a CDC. Cahill makes a strong case for collaboration among the organizations that traditionally have youth development and community development as their primary focus and, equally important, for a broadening of perspectives and priorities within the organizations. She asserts that it is imperative that the youth and community development fields build on the promise of their intersecting successes to create an alliance that will result in more powerful strategies and contribute to the well-being of America's communities.

Camino, Linda. (2001). *Evaluation as a Tool in Community Building: Perspectives on the Role of Youth*. Annual Meeting of the American Evaluation Association, St. Louis, Missouri, School of Human Ecology, University of Wisconsin-Madison and Camino & Associates.

Camino states that “inclusive participation” is a key principle in the global movement towards civil society, and evaluation is a core component in building civil society. In using evaluation as a tool for community building, several approaches have been employed: action research, participatory research, and empowerment approaches. Due to the action-orientated nature of these approaches, they can better inform and advance social action than traditional, positivistic social science research. Camino discusses how, though these approaches have been more inclusive of many oppressed and minority groups, youth have not become a saliently represented population in evaluation methods.

Camino, Linda & Zeldin Shepherd. (2001). “Making the Transition to Community Youth Development: Emerging Roles and Competencies for Youth-Serving Organizations and Youth Workers.” *Community Youth Development Anthology*.

Community youth development (CYD) puts at its center the goal of just and health communities. What makes CYD unique is that it seeks to build on the creativity, passion, and capability of young people to be current, rather than future, participants in social change efforts. Far less attention, however, has been devoted to exploring the implications that CYD holds for youth-serving organizations and youth workers—the structures and people who help make CYD happen. The purpose of this article is to identify key challenges and opportunities facing youth organizations and youth workers, as they implement CYD in day-to-day community life. CYD cannot only be a framework for action; it needs also to include a blueprint for supporting such action. In this article, the authors seek to provide part of the blueprint by addressing three questions: What are the best practice themes of CYD? What are new areas of work for youth-serving organizations that result from these themes? What are new roles and competencies useful to CYD workers?

The Forum for Youth Investment. (2001). *Youth Action: Annotated Bibliography & Key Resources*. Community & Youth Development Series. Takoma Park, MD, The Forum for Youth Investment, International Youth Foundation.

This annotated bibliography and collection of resources captures some of the emerging work, both written and organizational, around youth action (young people making a difference in their lives and others' by taking on challenging, visible roles with others to address causes or improve community). The organizations included meet three criteria: 1) youth action, youth engagement, and related work are among their core organizational strategies; 2) they are engaged in work on a national scale in the United States; and 3) they are “on the radar screen” of the Forum's staff, partners, and friends. The written materials focus squarely on youth engagement and related ideas and they are of significance to a broad audience.

Hart, Roger A. (1997). *Children's Participation: The Theory and Practice of Involving Young Citizens in Community*

Development and Environmental Care. London, Earthscan Publishing, Ltd.

This book attempts to further the prospects for marriage of two concerns of growing international importance: the environment and children's rights. It is not designed as a cookbook style manual because the author considers participation to be a dynamic constructive process, and therefore the book is intended to be of use in different cultures. This publication concentrates on the conceptual issues, processes and methods for authentically involving children in research, planning, design, management and monitoring of the environment. While many case studies are provided, there is no attempt to be comprehensive in describing all of the specific kinds of direct actions children can carry out to improve the environment.

Hughes, Della M. and Susan P. Curnan. (Winter 2000). "Community Youth Development: A Framework for Action." *CYD Journal*. 1(1).

This article describes Community Youth Development (CYD) and the development of its framework: how it emerged, its purpose and principles, the process of formalizing its methodologies and strategies, and its outcomes and impact. According to the authors, CYD is intentional social change. CYD assumes the involvement of young people in their own development and that of the community-in partnership with adults-to make use of their talents and increase their investment in community life. The framework outlines the assumptions, strategies, outcomes (policy, field, youth, and community/family outcomes), and impact of the CYD process.

Irby, Merita, Thaddeus Ferber, and Karen Pittman. (Fall 2001). *Youth Action: Youth Contributing to Communities, Communities Supporting Youth*. Community and Youth Development: Complementary or Competing Priorities for Community Development Organizations, The Forum for Youth Investment.

Across the country, civic activists, community builders, and youth advocates are sounding the call to realign and re-envision the roles of youth in society. The key is the discovery and promotion of meaningful pathways to adulthood for young people. The vision, simple but powerful, is youth action: young people making a difference in their communities to affect changes in things that are important to them and the community at large. This publication outlines the shifts in efforts to frame goals and strategies for youth: from problem prevention to preparation, from preparation to participation, from participation to power sharing. Just as the youth development field has come to embrace youth action, a convergence of interest in youth involvement has emerged among those interested in civic engagement, community development, and youth leadership.

Kahne, Joseph, Meredith I. Honig, and Milbrey W. McLaughlin. (2002). "The Civic Components of Community Youth Development." *CYD Anthology*.

The authors of this paper assert that democracy cannot work by remote control. If today's youth are to be prepared to become tomorrow's leaders, they need help to become informed, concerned, and active citizens-citizens with the capacity and commitment to work together to identify both shared concerns and appropriate ways to respond to these concerns. Community youth organizations have long played an important role in both fostering civic commitments and capacities by engaging youth in meaningful collective endeavors focused on significant community issues. In response to reports of declining national civic participation, youth need opportunities to work together to build their collaborative skills and decision-making capacity. The authors claim that for youth to develop as citizens, they must engage controversial issues and consider the ways the government, businesses, and other institutions can shape and reshape their world.

McLaughlin, Milbrey W. (2000). "Community Counts: How Youth Organizations Matter for Youth Development." *Public Education Network*.

McLaughlin's 10-year research study looking into the contributions of community youth-based organizations in challenging settings provides evidence that community can help youth beat the odds associated with gaps in traditional institutional resources. Community-based organizations offer a means for reaching youth and they can have a significant impact on the skills, attitudes, and experiences youth need to take their places as confident, contributing adults. In one section, McLaughlin speaks to civic responsibility, and the importance of youth having the opportunity to "give back" to their communities. In particular, she says, youth active in community organizations expect to work to "correct economic inequalities" or to make life better for children and youth growing up in their communities.

Tolman, Joel and Karen Pittman. (September 2001). *Youth Acts, Community Impacts: Stories of Youth Engagement with Real Results*. The Forum for Youth Investment with support of the Ford Foundation.

Youth Acts, Community Impacts captures some of the lessons learned from The Forum for Youth Investment's struggle to answer fundamental questions about youth engagement. These questions encompassed issues of rights and responsibilities, socio-political questions about expectations and perceptions, practical and pedagogical questions of youth and adult capacity building, and systemic questions about field building and key institutions. This report focuses on forcing the question of whether or not there are powerful examples of community impacts that are the result of youth acts. In response, eight case studies are offered, documenting efforts in the United States and around the world, connecting youth action and meaningful community change.

CIVIC ENGAGEMENT/CIVIC PARTICIPATION

The field of civic engagement and civic participation shares some important concepts with the youth organizing field. In areas such as participation, coalition building, activism, voice, political socialization and education, and social change the fields overlap in ideology, if not in structure or practice. The following references were selected from a vast and well-developed body of literature because they spoke directly to issues of social action, youth-adult partnership, engagement of marginalized youth, political identity, or the convergence of civic engagement and youth development.

Camino, Linda and Zeldin Shepherd. (October 2002). "From Periphery to Center: Pathways for Youth Civic Engagement in the Day-to-Day Life of Communities." *Applied Developmental Science*. 6(4): 213-220.

Inclusive participation is a primary component of civil society. Yet opportunities and pathways for youth civic engagement remain limited. This limitation has been significantly influenced by the daily segregation of youth from adults, negative public beliefs about adolescents, and stereotypes, both negative and overly-romantic, about the capabilities of adolescents. However, this state of affairs is being challenged by youth and adults across the country. Five contemporary pathways for youth civic engagement are described: public policy/consultation, community coalition involvement, youth in organizational decision-making, youth organizing and activism, and school-based service learning. Three overarching qualities among these five pathways are also discussed: youth ownership, youth-adult partnership, and facilitative policies and structures.

Flanagan, Constance A., and Nakesha Faison. (2001). *Youth Civic Development: Implications of Research for Social Policy and Programs*.

This report asks how developmental research can inform the civic goals of programs and policies for young people. The authors state some main points: the civic identities, political views, and values of young people are rooted in their social relations and in the opportunities they have for civic practice. Additionally, there is a pivotal role for adults who work with young people in conveying the principles of tolerance that bind members of the polity together. The final point is related: The values that are emphasized in child-rearing and that structure institutions and norms of social interaction will shape the political views and civic commitments young people

will develop. The authors also point out that to promote a deep democracy, young people need to know the full story of history and be encouraged to become engaged in and take a stand on issues of concern to their communities.

Flanagan, Constance A., and Lonnie R. Sherrod. (1998). "Youth Political Development: An Introduction." *Journal of Social Issues*. 54(3): 447-456.

Research on political socialization during the 1950s focused on early precursors of political attitudes and treated children as rather passive participants in the process. A second wave of research in the 1960s considered youth a force creating social change and held that the transition between adolescence and adulthood was a period uniquely suited to examining political issues. Developmental research during the past two decades has emphasized lifelong plasticity and the importance of the sociohistorical contexts in which children grown up. This change in views of development has occurred at a time when populations in all societies are becoming more diverse and when there have been dramatic economic and sociopolitical upheavals throughout the world. Thus, there is a renewed importance for research on the political development of young people and the potential for examining this topic in increasingly meaningful ways. This issue highlights a new generation of research in this domain, paying particular attention to international and comparative work and to those studies that bring a fresh and developmental approach.

Gibson, Cynthia. (November 2001). *From Inspiration to Participation: A Review of Perspectives on Youth Civic Engagement*, The Grantmaker Forum on Community National Service.

The heart of a healthy democracy is a citizenry actively engaged in civic life, yet in recent decades, there has been concern that increasing numbers of Americans, especially youth, are less involved in the institutions of our democratic society. Despite a shared interest in creating opportunities for youth to become active citizens, members of various disciplines often talk past each other—political scientists focus on the political; educators focus on the classroom; service-learning advocates focus on service and volunteering; youth development specialists focus on the developmental experience of the young person. This paper summarizes the different perspectives on the issue of youth civic engagement, including a review of the proposed solutions. The perspectives on how to increase youth civic engagement tend to fall into four categories: civic education; service-learning; political action, advocacy, and social/community change; and youth development.

Hart, Daniel and Robert Atkins. (October 2002) "Civic Competence in Urban Youth." *Applied Developmental Science*. 6(4): 227-236.

This review suggests that urban youth lag behind suburban adolescents in civic knowledge and civic participation. These lags may be attributable to low levels of political participation

among urban adults, educational failures, and a lack of childhood opportunities to join clubs and teams. A comparison of a small city and a neighboring suburban town illustrates both the intertwined obstacles that confront urban youth on the path to civic development and the difficulty that most urban centers face in improving opportunities for civic development.

Hyman, James B. (October 2002) "Exploring Social Capital and Civic Engagement to Create a Framework for Community Building." *Applied Developmental Science*. 6(4): 196-202.

Community building is emerging as an increasingly important intervention strategy for neighborhood revitalization efforts across the country. This article proposes a framework that models five components that the author argues comprise the community building process: resident engagement, agenda building, community organizing, community action, and communications and message development. The article is intended to make community building more comprehensible as a field of work and study and more replicable as an intervention strategy.

Keeter, Scott, Cliff Zukin, Molly Andolina and Krista Jenkins. (September, 2002). *The Civic and Political Health of the Nation: A Generational Portrait*, The Center for Information & Research on Civic Learning & Engagement.

This study describes the civic and political behavior of the American public, with a special focus on youth ages 15-25. Using an extensive telephone survey of 3,246 respondents and focus groups, the authors look at 19 core activities, which are designated into the following categories: civic indicators, electoral indicators, and indicators of political voice. The authors divide the youth population in age cohorts; young adults between the ages of 15-25, are called DotNets here because a defining characteristic of the generation has been the Internet. The research aims to understand and document the ways in which citizens participate in civic and political life.

Mohamed, Inca and Wendy Wheeler. (2001). "Broadening the Bounds of Youth Development: Youth as Engaged Citizens." The Innovation Center for Community and Youth Development.

This paper describes the resurgent interest in youth leadership development through the field of youth development. For young people, leadership development meets a number of needs, including opportunities for relationships with caring adults, peer group support, and meaningful engagement in community and civic life. While providing occasion for development of a range of skills, including critical thinking, writing, public speaking, planning, and group dynamics, leadership development for young people also has the potential to create a more engaged citizenry. A complementary strategy is civic engagement, which has re-emerged as a viable means for young people to develop and exercise leadership while effecting concrete changes in their communities. Through civic engagement, young people's ideas and energy can contribute meaningfully as they participate in

community building, work toward social change, and apply their leadership skills. For marginalized youth, youth leadership and civic engagement can be successfully combined into an effective strategy for achieving youth development outcomes. This publication examines the current disconnection between youth development and civic engagement, some of the challenges faced by each field, and potential links between them.

Pittman, Karen, Thaddeus Ferber, and Merita Irby. (February 2000). "Youth as Effective Citizens." *Prepared by The International Youth Foundation with the support of the Surdna Foundation*.

In this paper, the authors assert that young people must be specifically prepared to assume roles as participants and leaders in the work place, the community, and the body politic. Any good youth development program affords young people the chance to build skills and have opportunities for leadership. Still, informal conversations with youth and adults confirmed the authors' growing impression that the knowledge, skills, supports, and opportunities needed to prepare and promote youth as doers (activists, organizers, advocates, change agents, community leaders) go beyond the current offerings of most schools and youth organizations. The three fields of youth development, civic engagement, and community development have experienced a convergence of interests, though the fields will not, and should not merge.

Russell, Stephen T. (October 2002) "Queer in America: Citizenship for Sexual Minority Youth." *Applied Developmental Science*. 6(4): 258-263.

Sexual minority youth face many challenges in their daily lives. This article considers the barriers that hinder their opportunities for citizenship development in three key developmental domains: family, faith, and education. Theoretical perspectives on sexuality and citizenship provide a lens through which to view examples of settings in which sexual minority youth have created new spaces within which to explore their identities, develop community, and create social change. These settings include online communities for lesbian, gay, bisexual, transgender, and questioning youth, and high school gay-straight alliances.

Sánchez-Jankowski, Martín. (October 2002) "Minority Youth and Civic Engagement: The Impact of Group Relations." *Applied Developmental Science*. 6(4): 237-245.

Civic involvement is something that all liberal-democratic governments want to encourage among their young citizens. Much of the literature has focused on the individual and what factors influence him or her to become civically engaged. What has been absent from these analyses of civic participation is an investigation of the impact of groups on the individual's perception of, and participation in, civic activities. This article looks at the impact of ethnic group history on perceptions of civic engagement.

Sherrod, Lonnie, Constance Flanagan and James Youniss. (October 2002). "Dimensions of Citizenship and Opportunities for Youth Development: The What, Why, When, Where and Who of Citizenship." *Applied Developmental Science*. 6(4): 264-272.

In this article the authors consider the definition and conceptualization of citizenship, why youth should be interested in citizenship, when developmentally should we as a society try to foster it, where in youth's lives should our efforts be placed, and the existence of potentially different needs and usefulness of different strategies in diverse populations of youth. In addressing the what, why, when, where, and who of citizenship development, the authors review the contributions to this issues as well as other literature. The chapter concludes with a charge for future research.

Skelton, Nan, Harry Boyte, and Lynn Sordelet. (2002). *Youth Civic Engagement: Reflections on an Emerging Public Idea*. Center for Democracy and Citizenship.

As the field of youth work and youth studies incorporates youth civic engagement into language, practice, and policy, the authors of this paper offer their reflections in order to bring clarity to a definition of youth civic engagement and to show how youth civic engagement as an idea and a practice goes beyond volunteerism or youth service. Five questions are addressed: 1) What is the background of the shift from volunteerism to youth civic engagement? 2) What is a sound and adequate definition of youth civic engagement? 3) What are the signs of this shift? 4) What are successful efforts to promote the concept as a public idea? 5) What are the challenges and emerging issues that need to be addressed by the field?

Steel, Anim. (2000). *Perspectives on Youth Civic Engagement: A Report to the Charlotte Foundation*, Charlotte Foundation.

This research report was commissioned by the Charlotte Foundation to help it sharpen and clarify its approach to increase civic engagement among diverse groups of young people, particularly by expanding young people's understanding of the roles of race and class in perpetuating social and economic injustice. In order to do this, the research set out to paint a big picture of the field, highlight key trends or issues, propose useful frameworks or language, and serve as a platform for discussion and further research. Within the missions and goals of youth civic engagement programs the author found six primary themes: core competencies and resources, leadership, social justice, diversity, service, and political participation. Most notable are the extensive appendices included in the report, which include a chart of sample programs, a literature review, listings of interviewees and the interview questions, articles, and a framework for youth civic engagement.

[Stepick, Alex and Carol Dutton Stepick. (October 2002) "Becoming American, Constructing Ethnicity: Immigrant Youth and Civic Engagement." *Applied Developmental Science*. 6(4): 246-257.

After presenting demographic data to demonstrate why immigrant youth are and will be important, this article addresses the limited literature on immigrant youth civic engagement. It also examines the historical literature of immigrant youth in the United States, specifically that of the last great wave of immigration approximately 100 years ago, along with the literature on contemporary adult immigrant civic engagement. It concludes that today's immigrant youth are Americanizing. Nevertheless, when U.S. society and particularly the U.S. state treats immigrant youth as different, the immigrant youth respond with pride by defending their cultural integrity, their right to be different. Contemporary immigrant youth also have the opportunity to maintain transnational ties with their homeland. In response to these forces and opportunities, immigrant youth maintain multiple identities, sometimes identifying with their homeland culture at other times with the United States. The unanswered question is what difference these multiple ties may mean for civic engagement.

Stoneman, Dorothy. (October 2002). "The Role of Youth Programming in the Development of Civic Engagement." *Applied Developmental Science*. 6(4): 221-226.

Youth civic engagement is an important means of overcoming disrespect and marginalization of young people that. When done well, youth civic engagement can contribute to positive change for all of society. Youth service as a form of civic engagement has been promoted by private foundation and government interests; and youth civic engagement in politics, either as voters or in campaigns, is an essential way to empower our nation's young people. But youth programs can go far beyond community service without treading down partisan paths. Through involvement in (a) project creation, (b) institution governance, and (c) issue-based advocacy, the energy young people often waste in powerlessness, boredom, and drifting can be unleashed and reinvested in more constructive activities. This article offers proven strategies for generating greater youth participation in project creation, increasing the impact of youth in leadership and governance, and utilizing youth as a powerful resource for public advocacy.

Sullivan, Lisa Y. (1997). "Hip-Hop Nation: The Undeveloped Social Capital of Black Urban America." *National Civic Review*. 86(3).

In this article, Sullivan addresses the perceived civic crisis of the 21st century due to a decline in formal associational life that was brought to light largely by scholar Robert Putnam. She states that while Putnam may have observed a general decrease in citizen participation in traditional social and civic associations, a significant number of citizens from the inner city are creating and participating in vibrant informal networks of 21st century associational life. The existence of abundant social capital and vibrant informal networks, says Sullivan, is most evident among urban youth. Though society may not approve of gangs, posses, street organizations,

or crews, they are nevertheless meaningful and constructive forms of associational life, and they exist as the primary networks for inner-city adolescent social development. However, in the post-civil rights period, young black youth have been alienated from mainstream American politics and have increasingly found themselves estranged from the black civil rights establishment. Low voter registration and turnout rates compounded by low civic participation and engagement have reinforced the indifference and unresponsiveness of local, state, and national policymakers toward young black people. Sullivan states that the future of black public life is dependent upon community-based citizenship initiatives that emphasize civic literacy, leadership development, community participation, and engagement.

Yates, Miranda and James Youniss. (1998). "Community Service and Political Identity Development in Adolescence." *Journal of Social Issues*. 54(3): 495-512.

This article addresses the interconnection of political socialization and identity development. Through Erikson's work, which identified the development of political commitment in adolescence as a key aspect of identity formation, the authors seek to shed light on the social processes through which youth become engaged in political activities and issues. They discuss the influences of family and peers as well as participation in community service and other civic activities. The development of social responsibility and agency, and an understanding of the complexity of social issues are considered as important facets of political commitment. Data from a case study of black urban adolescents who participated in a year-long service learning program are used to illustrate this perspective. The authors conclude that social-historical context, instantiated in social relationships and actions, plays a pivotal role in the process and shape of political socialization and identity formation.

Yates, Miranda and James Youniss. (Eds.). (1999). *Roots of Civic Identity: International Perspectives on Community Service and Youth Activism*. New York, Cambridge University Press.

Yates and Youniss have brought together an international collection of essays that describe the state of community participation among the world's youth. Authors from around the globe use fresh empirical data to present portraits of contemporary youth constructing their civic identities through such means as community service and political activism. The image of "Generation X" as socially disconnected and apathetic is contradicted by young people's efforts to comprehend the complexities of society and to work toward the realization of social-moral ideals. The findings contribute to a theory of political socialization that based youth's understanding of political aspects of society and citizenship on participation in community and civic activities rather than on the intake of abstract pieces of formal information. To this end, youth seek to resolve ideological tensions, such as in Northern Ireland, Israel, and Palestine; to overcome corrupting political practices, such as in Italy and Taiwan; to deal

with disillusionment, such as in Palestine and the emerging Eastern European nations; and to bridge barriers against youth's meaningful participation in the working of society, such as in Canada, Japan, the United Kingdom, and the United States. Special conditions, such as the diminution of the welfare state, for instance, in former West Germany, and the rapid turn toward democracy in former East Germany offer insight into the process through which youth try to establish meaningful person-state relationships, both individually and collectively.

Youniss, James, Jeffrey A. McLellan, and Miranda Yates. (March/April 1997). "What We Know About Engendering Civic Identity." *American Behavioral Scientist*. 40(5): 620-631.

Taking the position that there is a developmental process in the formation of citizenship, the authors reviewed studies that reported a link between youth's participation in organized activities and civic behaviors 15 or more years later in adulthood. Data uniformly showed that students who participated in high school government or community service projects, meant in the broad sense, are more likely to vote and to join community organizations than are adults who were nonparticipants during high school. Results support the author's view that participation during the youth era can be seminal in the construction of civic identity that includes a sense of agency and social responsibility in sustaining the community's well-being.

COMMUNITY ORGANIZING

Sharing similar philosophy, goals, and strategies, the field of community organizing has contributed many structural concepts to the youth organizing field. The following literature looks at specific issues within community organizing such as issues of participatory research, education organizing, race and ethnicity, and oppression.

Barvosa-Carter, Edwina. (2001). "Multiple Identity and Coalition Building: How Identity Differences within Us Enable Radical Alliances among Us". *Forging Radical Alliances across Difference: Coalition Politics for a New Millennium*. Jill M. Bystsdzienski, Steven P. Schacht, Eds. Lanham, MD, Rowman & Littlefield Publishers, Inc.: 21-34.

The idea of multiple identity has been gaining wider acceptance in a variety of academic fields. Yet, little is known about its political implications. This issue is addressed here by analyzing the politically strategic formation of Latino/a identity in 1970s Chicago using the concept of multiple identity. Bringing case and concept together, there are three implications that multiple identity has for the creation and mobilization of diverse political coalitions—especially radical alliances

that seek social justice. The three implications are: 1) people with multiple identity can relate to and participate in the politics of more than one group; 2) the internalization of an additional identity into an individual's existing identity scheme opens them to a process of community building, a synergistic development between identity (trans)formation and community building can forward efforts to achieve social justice; and 3) multiple identity can play a role in the relations within coalitions once they are formed, providing a flexibility of social positioning that can smooth intra-coalition interactions.

Delgado, Gary. (1994). *Beyond the Politics of Place: New Directions in Community Organizing in the 1990s*. Oakland, Applied Research Center.

This book provides an introduction to the world of community organizing, covering its history, challenges, and needs. *Beyond the Politics of Place*, a landmark study of community organizing, ignited a controversy still raging about the importance of organizing around the identity concerns of the marginalized: people of color, gays and lesbians, and women.

Freire, Paulo. (1996). *Pedagogy of the Oppressed*. New York, NY, The Continuum Publishing Company.

Freire argues that the ignorance and lethargy of the poor are the direct result of the whole situation of economic, social and political domination. By being kept in a situation in which it is practically impossible to achieve a critical awareness and response, the disadvantaged are being kept "submerged." In some countries the oppressors use the system of education to maintain this culture of silence, while in others the advance of technology has condemned many people, particularly the less well-off, to a rigid conformity. Through the right kind of education, avoiding authoritarian teacher-pupil models and based on the actual experiences of the students and on continual shared investigation, every human being, no matter how impoverished or illiterate, can develop a new awareness of self which will free them to be more than passive objects responding to uncontrollable change. As Freire presents it, each individual wins back the right to his or her own word, to name the world.

Gold, Eva, Elaine Simon and Chris Brown. (March 2002). "Strong Neighborhoods, Strong Schools: The Indicators Project on Education Organizing." *Successful Community Organizing for School Reform*.

In collaboration with Cross City Campaign for Urban School Reform and the participating community organizations, Research for Action developed and implemented a plan to look for indicators of the contribution of community organizing to school reform. This work not only documents how organized groups of people acting collectively bring about significant change at the local school, the community, the district, and the state, it presents an Education Organizing Indicators Framework for funders, educators, and organizers

to consider measuring impact of organizing. This report also presents a theory of change that describes how the work of community organizing groups creates a process that leads from increased community capacity to improved student learning. The authors show that when school reform goes hand-in-hand with building strong communities, the institution of schooling itself changes fundamentally, increasing the chances that reform efforts will be carried out and sustained.

Park, Peter et al. (eds). (1993). *Voices of Change*. Toronto, Ontario, The Ontario Institute for Studies in Education.

Participatory research is emerging as a self-conscious way of empowering people to take effective action toward improving conditions in their lives. Organized rational efforts with an explicitly liberatory goal are needed in order to counteract the disenfranchising features of modern society that are embedded in sociocultural structures. Knowledge becomes a crucial element in enabling people once more to have a say in how they would like see their world put together and run. Participatory research is a means of putting research capabilities into the hands of the deprived and disenfranchised people so that they can transform their lives for themselves. Theorists and practitioners of participatory research have used terms like empowerment, critical consciousness, transformation, conscientization, dialogue, social action, and similar terms, as well as participation, to characterize different aspects of participatory research. The discourse using this terminology clearly signals social and political, and even psychological, dimensions of participatory research that cannot be adequately accounted for within the context of producing control-oriented knowledge.

Roberts & Kay, Inc. (RKI). (2000). *Toward Competent Communities: Best Practices for Producing Community Wide Study Circles*. Lexington, Kentucky, The Topsfield Foundation, Inc/ The Study Circles Resource Center.

This study focused on the best practices for creating broad-based, diverse organizing coalitions that paved the way for implementing the community-wide study circle model. Another component of the study was to understand how organizers and participants viewed the effectiveness of study circles as a means of addressing racism. Organizers have experimented with two main types of study circle tools—those to initiate action and those to sustain action across time. The study reports that study circle program organizers adopted the Study Circle Research Center (SCRC) process for creating small group dialogues, adapted the community-wide model for organizing study circles by relying on local knowledge and local conditions, and experiment with strategies for linking dialogue with action. Wide agreement existed that study circles served as an effective way to foster changes in individuals' understanding of and approach to race and racism, and helped build positive relationships among people of different racial and ethnic backgrounds who participated together in study circles.

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