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Youth Service Task Force: Innovative Practices That Engage Youth as Citizen Diplomats Through Service and Learning Initiatives Every Citizen

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U.S. SUMMIT & INITIATIVE FOR GLOBAL CITIZEN DIPLOMACY

NOVEMBER 16-19, 2010 | WASHINGTON, DC

YOUTH SERVICE

TASK FORCE

Innovative practices that engage youth as citizen diplomats through service and learning initiatives



EVERY CITIZEN A DIPLOMAT

TASK FORCE PROCESS

The work of the nine Task Forces began in the fall of 2009, each one representing a specific area of international activity and citizen diplomacy. Each Task Force is led by two co-chairs and made up of members selected by the chairs themselves.

These nine groups met periodically throughout the year to determine guidelines for selecting proposals from organizations vying for a top ten best practices slot, the format and content of their presentation at the Summit, and drafting three measurable outcomes that will allow the U.S. Center for Citizen Diplomacy to monitor each Task Force's progress during the ten-year Initiative for Global Citizen Diplomacy – which aims to double the number of American citizens engaging in international activity and address the global challenges of the 21st Century.

The co-chairs were given complete control over the Task Force, including decisions that needed to be made regarding the process to solicit, accept and select the top ten proposals from organizations in their field. (*Note: If a Task Force member's organization submitted a proposal, that member was removed from the selection process to avoid conflict of interest.) The U.S. Center for Citizen Diplomacy has not and will not receive any compensation, monetary or in-kind, from the organizations or individuals on the Task Forces or organizations or individuals whose proposals were selected for the top ten. The selection of these top ten proposals was solely on merit and is the result of work completed by the individual Task Forces, not the U.S. Center for Citizen Diplomacy.

The top ten list for each Task Force was selected from a pool of applicants that submitted a two-page proposal with the intention of being considered in the top ten. If an organization did not submit a proposal, they were not under consideration for the top ten.

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Published in conjunction with the
U.S. Center for Citizen Diplomacy's U.S. Summit & Initiative for Global Citizen Diplomacy
November 16–19, 2010, Washington DC.

Materials included in this document are the views of the
submitting organization and are meant to serve as a tool for discussion.

YOUTH SERVICE TASK FORCE

The year 2010 has been historic for the Youth Service field. The passage of the Kennedy Serve America Act in 2009 brought together 190 organizations committed to engaging Americans from all walks of life in service that contributes to the sustainable and positive development of our country. Specifically, the Serve America Act calls for increased opportunities for young people to engage in service, with the understanding that service early in life will put more and more youth on a path to a lifetime of service. In addition to this monumental piece of legislation, the youth service field is receiving unprecedented support from the current administration and the First Lady.

We believe that young people have the power to transform their communities as contributors and not just as recipients. Helping young people build leadership skills empowers them to create a lasting, positive impact on who they are and where they live. It is also our belief that learning one's place in a global community of shared challenges at a young age promotes a future of cross-cultural collaboration. In recent years, we have seen a greater demand for programs that offer young people the opportunity to address the world's most pressing issues through service in their own communities and engagement in international service projects and learning exchanges; and young people are increasingly rising to the challenge, acknowledging and claiming their power to effect positive change. The world's health, education, human services, human rights, and environment are the obvious winners!

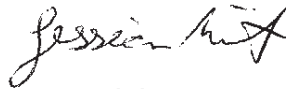
We are delighted to share examples of the accomplishments and innovative new programs that the dedicated members of our field are pursuing and the opportunity to connect these projects to potential new partners who share a commitment to engaging young people as agents and leaders of global change.

We thank all of the members of the Youth Service field for their commitment to engaging young people and pursuing our shared goals, as well as the specific members who have worked to prepare the proposals in this portfolio.

We look forward to achieving our shared goal of global citizenship and addressing global issues alongside you. In solidarity from your Youth Service Co-Chairs,



Steve Culbertson
President & CEO
Youth Service America



Jess Rimington
Founder & Executive Director
One World Youth Project

YOUTH SERVICE TASK FORCE MEMBERS

CO-CHAIRS

- Steve Culbertson** President & CEO, Youth Service America
- Jess Rimington** Executive Director & Founder, One World Youth Project

MEMBERS

- Phil Aroneanu** Youth Programs Director, Africa / Middle East Organizer,
Creative Media coordinator, 350.org
- Marisol Becerra** Bill & Melinda Gates Millennium Scholar, DePaul University
- Mike Buscemi, M.Ed.** Senior Youth Advisor, Lions Club International
- Saul Garlick** Executive Director, ThinkImpact
- Melissa Golladay** Director for Youth Exchanges, Partners of the Americas
- Sarah K. Henry** Executive Director, World Connect
- Jim Kielsmeier, Ph.D.** Founder, President & CEO, National Youth Leadership Council
- Chase Pickering** Roots & Shoots Youth Leadership Fellow, The Jane Goodall Institute
- Kent Schescke** Director of Strategic Partnerships, National FFA Organization
- Susan E. Stroud** Executive Director, Innovations in Civic Participation
- Dev Tayde** Executive Director, IndiCorps
- Host**
- George Jones** Attorney at Law; Member, Board of Directors, U.S. Center for Citizen Diplomacy

YOUTH SERVICE BEST PRACTICES

The Youth Service Task Force’s measurable outcomes support the Initiative for Global Citizen Diplomacy’s goal of doubling the number of American citizen diplomats in the next 10 years.

OUTCOMES

Position and empower the children and youth of the world as assets, resources, and partners in community development, tapping into their amazing energy, commitment, idealism, and creativity.

Improve communities by increasing the scale and diversity of children and youth making substantive contributions to the world’s health, education, human services, human rights, and the environment.

Imbed service into the educational process of every student, making service the common expectation and the common experience of the world’s children and youth.

CincyAfterSchool (Community Service YMCA)

Cincinnati, OH | www.cincyafterschool.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society; Encouraging Cultural Understanding; Securing U.S. & Global Financial Security

CincyAfterSchool

A network comprised of partners including the YMCA, the Urban League of Greater Cincinnati, and the Boys & Girls Club, CincyAfterSchool serves more than 6,000 socially and economically vulnerable students and 4,000 families throughout the greater Cincinnati area each year. The enrichment activities that comprise our programs are developed around 9 core components, and one of these key components is global learning. We strive, in all of our programming, to create opportunities for students to be globally competent citizens who think deeply about the impact of all of their actions on their local and global communities.

During the 2010-2011 program year, students in 28 CincyAfterSchool programs will be utilizing the One Hen curriculum (developed by Katie Smith Milway) to address global economics and micro entrepreneurship across cultures, as well as to fully engage with the key concepts of financial responsibility, personal initiative, global awareness, and giving back. Students will not only engage in the classroom, through working closely with the text and the interactive website, but will simultaneously engage in service learning projects in their home communities that will allow them to both address specific community needs as well as make connections between the issues they confront in their own neighborhoods and those that are affecting youth, families, and communities continents away. Additionally, games and activities completed online through the One Hen website allow students to earn virtual beads that they can choose to donate to African microfinance projects currently being funded; each bead carries a financial match, so students are truly able to contribute through their efforts.

By utilizing already existent relationships with a traditional Maasai village, located at the base of Mount Meru in Tanzania, and the Good Hope orphanage, located outside of Arusha, students from Cincinnati Public Schools will be able to connect directly with Tanzanian children throughout the course of the pilot program. Through letter writing and limited email communication, these two very distinct communities can engage with one another without the need for cost prohibitive travel, and CincyAfterSchool youth will benefit from connecting to a real village and real individuals, rather than a faceless corporation which “represents” these individuals and their needs and community concerns to Americans. This project will encourage genuine cultural exchange and further the cause of citizen diplomacy for youth ages 5–15. Additionally, the YMCA has recently partnered with UGive, a non-profit organization that works to engage youth in volunteerism to create service-learning projects across all CincyAfterSchool programs. We envision these service-learning projects working in dialogue with the project proposed above as we create lessons around both programs to illustrate that, in many ways, the local is the global.

This program will address the importance of creating a globally competent society and encouraging cultural engagement and will take place at 28 CincyAfterSchool programs, located in Cincinnati Public Schools across the city, and will engage a minimum of 100 students per site. Our deep and long-lasting partnership with the Cincinnati Public School District as well as with more than 300 partners including Imani, the Children’s Home, Talbert House, and Central Clinic will allow us to leverage resources both small and large scale to ensure project success and sustainability.

This project will build on the global competencies highlighted in projects such as the Global Family Portrait Project, a project that worked with 40 students at each of 25 individual U.S. sites as well as showcasing work from YMCA sites in Mexico, Zambia, and Madurai to explore the similarities and the differences of people all over the world. Happen, Inc. a local arts provider, worked closely with all involved students to examine the ways in which our faces are both similar and different, and Art Machine, a children's art organization in the Greater Cincinnati, worked with students to research and design clothing they might wear if visiting another culture. This long-term project culminated in an exhibition at the Cincinnati Children's Museum. Additionally, CincyAfterSchool has participated in Global Youth Service Day for the past 5 years and, most recently, matched members of the Cincinnati Youth Council with elementary school sites to develop projects.

We envision CincyAfterSchool sites as thriving hubs of emotional and personal development for youth and their families. Over 300 organizations have joined with us to make this dream a reality. Our network of supportive and engaged partners means that the project described above is just one of a wide variety of opportunities offered to youth throughout the year. All of the programming we organize aligns with the tenants of positive youth development and culturally responsive practice, and we view this as integral to our community and the global community at large. The families we serve represent all races, ages, and genders, though many of them fall below established federal poverty guidelines. In addition to vulnerability as the result of poverty, youth in Cincinnati are academically vulnerable as well. Recently, CPS met only 6 of 30 state report card indicators.

The estimated costs for this program include the purchase of the Kojo's Academy Kit (which includes the One Hen book and lesson plans around the concepts of global microfinance) at \$100.00 per site (\$2,800); one additional copy of One Hen for each site at \$13.00 (\$364); microfinance "loans" for each program at \$10.00 (\$1,000); and curriculum training, supplies, and on-site support for CincyAfterSchool Site Coordinators (\$1,000) for a total of \$5,164.00. The CincyAfterSchool program will commit the time and services of the on-site program coordinators and make additional supplies available to all sites. CPS school sites will provide computers for use with the One Hen site. The YMCA of Greater Cincinnati, in partnership with UGive, will provide for all costs associated with student service learning projects.

Through connecting some of the most vulnerable urban youth in Cincinnati with some of the most vulnerable rural youth in Tanzania, we hope to offer students the opportunity for genuine cross-cultural exchange without leaving home. By linking the local to the global through service learning opportunities, we hope that youth will feel empowered as true global citizens, capable of both imagining a better future and acting to build that better future, one relationship at a time.

For more information please contact:

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H2O for Life

White Bear Lake, MN | <http://h2oforliveschools.org/>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Reducing Poverty & Disease; Increasing Respect for Human Rights Creating a Globally Competent Society; Encouraging Cultural Understanding

H2O for Life

School children need drinking water, sanitation facilities and hygiene education to be able to learn. Yet half the world's schools lack safe water. More than half lack an adequate latrine. With no safe way to dispose of human waste, diseases such as typhoid, cholera, schistosomiasis and worm infections flourish. Illness related to water and sanitation kill 4,500 children a day. H2O for Life offers a solution to this solvable public health crisis. One of the most important approaches is to provide improved drinking water, sanitation and hygiene education to schools in developing countries. (WASH Initiative as part of the MGD's) By providing the intervention of water, sanitation and hygiene education to schools, statistics are showing that illnesses decrease and absences decline, girls are more likely to complete more years of education when adequate sanitation is available, and change in student behavior carries into their homes. Imagine the changes that may happen in a community once all students have access to WASH in Schools.

H2O for Life connects schools in the United States with schools in developing nations in need of water, sanitation and hygiene education. Through Service-learning projects, U.S. students learn of the global water crisis while raising funds to bring water, latrines and hygiene education to their partner school. Students learn that they can make a difference in the lives of others by becoming energized global citizens and activists for change. Furthermore, H2O for Life provides a teacher "tool kit" that is rich in curricular ideas and materials to involve students in relevant/purposeful learning that will lead to greater interest in all curricular disciplines. We provide an opportunity for students to learn about social justice, the power of working together and the conservation of our global resources through active study. H2O for Life's mission is to educate students to reach beyond "self" and learn to celebrate the global diversity of many cultures and people. Our students can make a difference for children around the world. As stated by Mother Teresa, "Do not wait for leaders. Do it alone, person to person." The power of youth is out there, waiting to be challenged.

Global projects are identified and facilitated through cooperating Non-Governmental Organizations (NGOs). Each NGO matches the donations made by H2O for Life. WASH in Schools programs provide a comprehensive approach including improved water point, toilet facilities for boys and girls, and hand washing stations. Projects are available in Africa, Asia, South and Central America. All projects are planned and designed with input from the local in-country community and designed to meet the needs of the people. Community ownership is essential. H2O for Life's implementing partners are: Save the Children, El Porvenir, Africare, Waterlines, Kenya Rainwater Association, Drop in the Bucket, Living Waters, and Thirst Relief. Our U.S. Partners include Youth Service America, National Youth Leadership Council, Water Environmental Federation, Blue Legacy, Summit on the Summit, Rotary International, Kiwanis International, and of course, Schools. H2O for Life provides resources appropriate for all age levels. Middle Level classes (ages 10-15) are currently our largest group of participants, but we have age levels from pre-school to college. We also engage church youth groups, after school clubs and other outside youth groups.

H2O for Life teachers from around the United States select a WASH in Schools project and an attainable goal from our list of available schools. Photos of the partner school and area are provided so students are able to visualize their student peers, school and surrounding community. Students enjoy seeing the similarities and differences that are provided through photos and pen-pal communication. They are often surprised to learn that students in India have the same likes and dislikes, and opinions about what is happening in their lives! Information about the specific project is also provided. Questions arise such as, "What is a pit latrine?" opening the doors for further study. Once the project is funded and completed, a photo is sent allowing U.S. students to "see" the fruits of their labor, and celebrate their service learning efforts.

The sustainability of these and other service projects throughout the world depends on the next generation's involvement. We need to provide opportunities for students to make a difference!

H2O for Life offers a service learning opportunity that can engage an entire school, a singular classroom, or small groups. All students can study the issues, participate in the raising awareness campaign, and design low-cost /no-cost activities. (No Cost Example: Students may bag groceries at a local super-market, and donate proceeds gathered from donors to their H2O for Life project.) We encourage schools to collaborate with their local community service organizations. Presentations to Rotary and Kiwanis Clubs and others give students the opportunity to see their community leaders in action, and provide an opportunity to be active participants in their own community at a young age.

During the 2009-10 school year, 170 schools and organizations participated in our global partnership program. WASH in schools projects were funded for over 90 schools in 15 countries. This year through partnerships with Youth Service America's "Semester of Service: WATER", the National Youth Leadership Council's "Generator School Network, and the inclusion of an H2O for Life student and teacher on "Summit to the Summit"- a climb up Kilimanjaro with producer/song writer Kenna, in support of water, H2O for Life is in position to substantially increase the numbers of youth participating with H2O for Life. We will be offering unique opportunities for students to connect to their global partner whenever possible via SKYPE or video-conferencing. Alexandra Cousteau, of Blue Legacy, a National Geographic Expedition is scheduled to connect via SKYPE to many H2O for Life schools from September through November while on Expedition.

While providing water is crucial and an essential part of our mission, an equally important H2O for Life goal is to provide our youth the chance to study the global water issues, and make good choices. We must teach our youth that the choices made today, will shape the future of the Earth.

For more information please contact:

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Lions Clubs International Foundation

Oak Brook, IL | <http://lions-quest.org/>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Creating a Globally Competent Society | Encouraging Cultural Understanding

Service-Learning + Community Action

Lions Quest Skills for Adolescence and Skills for Action are priority school-based service-learning projects of the Lions Clubs International Foundation. These Service-Learning programs, developed in partnership with the WK Kellogg Foundation, are designed to build essential life-long service skills across geographical and country lines through school-based instruction, including practical community service. These 6th–12th grade level programs are rooted in the belief that young people are valuable resources who can and will take meaningful roles in addressing the issues that affect their lives and their communities.

Lions Quest Service-Learning programs are supported by the Lions Clubs International membership consisting of 1.4 million members in 206 countries. Lions believe the ethic of personal service to others and citizenship must be **effectively taught** and **modeled** to be truly successful and ultimately replicated.

PROGRAM EFFECTIVENESS

As the world's largest service organization, our mission is for the service ethic to become a core principle of preparing the next generation of global citizens and leaders. Both the Lions Middle School (Skills for Adolescence) and High School (Skills for Action) programs address each of the U.S. Center for Global Citizenship challenges by creating an awakening of service and of social responsibility in all students regardless of race, religion, social, or economic status. Lions Quest Service-Learning skills are helping create a truly global impact, reaching in excess of 10 million students in 59 countries and 31 languages. Student activism is being achieved through the consistent support and mentoring of adult Lions Club members who are providing teachers and school personnel the necessary training to achieve the following classroom objectives:

- Assist students in learning and applying key life skills.
- Involve young people in actively addressing real-life issues.
- Reinforce positive values: honesty, responsibility, self-discipline, respect, and service to others.
- Promote social and cultural understanding.
- Help students make healthy decisions and resist alcohol and other drugs.
- Resolve conflicts without violence.

These personal goals have been universally embraced and accepted as important for achieving a service-minded citizenry. The 2-day Lions Quest teacher preparation and training, developed through a partnership with the National Youth Leadership Council (NYLC) emphasizes and underscores these topics and contains each of the critical elements of **personal skills, social skills, and thinking skills**. Research funded by the WK Kellogg Foundation and the Corporation for National and Community Service (CNCS) indicate that students who participated in Lions Quest Service-Learning preparation gained significant increases in their communication skills, dealing with diversity, and concern regarding the well-being of others... each essential for creating a service-minded student eager to create a better world.

A global network of carefully selected and experienced Service-Learning trainers provide the teachers with a dynamic learning experience via a Service-Learning curriculum manual, skills bank, teacher resource guide, advisory team handbook, and student magazine all designed to effectively teach effective Service-Learning skills.

- **Curriculum Manual** – Contains complete lesson plans and reproducible student handouts.
- **Skills Bank** – Consists of 26 skills that enhance or enrich specific skills.

- **Teachers Resource Guide** – Outlines the program rationale and covers teaching approaches and classroom strategies and techniques.
- **Advisory Team Handbook** – Contains basic information and defines team members' roles and responsibilities.
- **Making a Difference Student Magazine** – This exciting magazine provides thematic readings, questions, and inspiration for each part of the curriculum.

INTERNATIONAL SUSTAINABILITY AND SCALE

As a result of Lions Clubs International's membership and network, the opportunity to provide practical service experiences for students in thousands of communities globally is limitless. Students who are participating in one of the thousands of Lions Quest classrooms or who participate in a Lions sponsored LEO Clubs or the International Youth Exchange will be invited to participate in expanded service and volunteer opportunities locally, nationally, and internationally.

Lion's direct financial support for Lions Quest programs, Service-Learning projects, and teacher training has exceeded \$20 million, in addition to the matching support from local Lions and other partner agencies. Students who participate in such global programs are increasingly aware of the issues facing society are more likely to make a life long commitment to serve. One of the many examples is: the Lions of Norway have adopted schools and communities in Kenya to teach and support pig farming. Students from Norway travel to Kenya each year to assist in teaching the key elements of pig farming and advising on animal care techniques. It has become a significant business operation for the Kenya community, and has significantly expanded throughout the Norway student populations.

The Cherry Hill Korean Lions Club of New Jersey work in partnership with the High School Saebit Korean Dance Troupe, and together they help raise money for international service projects while promoting the Korean culture through native dance and demonstrations. They use the funds to recycle eyeglasses for children in South America and recently collaborated on a major fund-raising project for Indonesian Tsunami victims.

Leveraging financial support for service has been a cornerstone of Lions Clubs work for 90+ years, and has earned Lions Clubs International the Financial Times #1 selection as an NGO partner internationally. Local club funds, along with International Lion Foundation funds, have often been the key to leveraging and supporting effective service programs. These funds often attract other national and international government, or foundation support to achieve project effectiveness, sustainability, and increased potential for scale.

Lions believe the prospects for sustainability are higher if a strong structure, and support organization is involved. Our goal is to increase the number of U.S. citizen diplomat students who can provide technical support to other countries and cultures embracing the service and Service-Learning ethic. We offer our Lions Clubs, our Lions Quest programs, our International Youth Exchange, and our LEO Student Service Clubs as examples of our ongoing commitment to service. We believe these can provide us with multiple tools and opportunities for creating the effectiveness, sustainability, and scale necessary in the communities where they each live, learn, and work.

The global challenges facing society can be addressed if we prepare students to be socially and personally conscious of the world around them, as well as being supported by society in their personal involvement in these issues. Although we are very proud of our many existing partnerships including the U.S. State Department, International Narcotics and Law Enforcement (INL), the Organization of American States (OAS), the Clinton Global Initiative, the World Health Organization (WHO), the United Nations (UN), and many other corporate, civil society, and NGO groups, we still seek to establish additional creative and active partnerships with other youth and social networking service organizations like Youth Service America (YSA) and others that can optimize our service network and infrastructure on the world's stage.

For more information please contact:

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National Youth Leadership Council

Saint Paul, MN | www.nylc.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding; Achieving Food Security; Securing U.S. and Global Financial Security

AN INTERNATIONAL SERVICE-LEARNING WORKING COMMITTEE:

To facilitate widespread international service-learning dialogue and program development

Service learning is a teaching and learning strategy used to meet academic goals through active, meaningful service to community. Educators who use this experiential method invite their students to be creative and involved with the direction of their learning.

- Picking up trash on a riverbank is SERVICE.
- Studying water samples under a microscope is LEARNING.
- When youth student-scientists collect and analyze water samples, document their results, and present their findings to a local pollution control agency—that is SERVICE-LEARNING.

Service learning is recognized and employed as a powerful strategy in a growing number of communities worldwide. These many disparate programs rarely have the opportunity to engage across national or regional boundaries to share valuable expertise, resources, and contacts. Service learning is a cultural commons, with a core vision for youth and education that is shared widely across cultures, yet also informed and strengthened by unique and diverse approaches. To expand and improve service-learning worldwide, the National Youth Leadership Council (NYLC) proposes convening an emerging global network of leaders, building policy and program frameworks, and creating and disseminating a powerful evidence base.

This proposal supports and continues the efforts of NYLC and Founder, President, and CEO Jim Kielsmeier, who has helped service-learning grow into an international phenomenon over the past 27 years. Jim has consulted with ministries of education, NGO's, schools, and agencies on every continent except Antarctica. He is an internationally respected resource on service-learning and youth service and has helped people all over the world to advance service and service-learning initiatives. The demand for further outreach into additional countries continues to grow. Within the past year alone, NYLC has advanced: the Iberoamerican Service-Learning Network; the creation of a service-learning hub at a the Bilingual Christian University of Congo (DR Congo); the concept of study-service requirements in the UK's Department of Children, Schools, and Families; and the annual Service-Learning World Forum, convened by NYLC at the National Service-Learning Conference with 38 countries represented in 2010. This is a critical time for investment in service learning as a route to promoting youth citizen connections across the globe through service.

Proposed activities include:

- Convene a working network of servant leader advocates from across the world to formally share resources and thinking while advancing a shared agenda. The group would include meaningful youth representation, providing a platform for youth voice and a unique and powerful opportunity for the young people involved.

- Specifically, adapt NYLC’s existing national network of schools committed to quality service learning, the Generator School Network (GSN), to include a platform for international membership. As an online network with social networking capabilities, the GSN would offer a venue for low-cost cross-cultural contact and a space for educators to collaborate and develop joint projects with students across national boundaries. Already, even without active outreach, the network encompasses schools from 17 countries across six continents.
- The Generator School Network will also be used to distribute to a national and international audience curricula considering global issues, including water and sanitation, HIV/AIDS, and peaceful conflict resolution.
- Draw on Youth Ambassadors from the U.S. to present at international venues on issues around service-learning and specific community approaches to social issues. For example, in 2009 NYLC facilitated a youth presentation in Doha, Qatar, on teen-driven approaches to safe driving, sharing best practices developed in the U.S. with a youth population in the Middle East eager for leadership opportunities in a context where seat belt use is rare. Engaging young people as cultural ambassadors at international conferences and meetings, including those listed below, plants the seeds of harmony and understanding.
- Service-Learning World Forum at the National Service-Learning Conference: Support travel for international youth leaders and key hangers-on, peace builders, and service experts to present at the World Forum. Build deep, personal connections across national and cultural boundaries through the universal language of service. Use the World Forum to advance structure of the Alliance. *April 2011*

BUDGET OUTLINE

Year One	\$200,000
Year Two	\$500,000
Year Three	\$1,000,000

For more information please contact:

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New Global Citizens

Tempe, AZ | www.newglobalcitizens.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment | Reducing Poverty & Disease | Increasing Respect for Human Rights; Creating a Globally Competent Society | Encouraging Cultural Understanding

New Global Citizens

The mission of New Global Citizens is to educate, equip, and mobilize young people to help solve the greatest challenges faced by communities around the world. New Global Citizens recruits American high school students, ages 14–18, in private, public, and charter schools nationwide to start an NGC team on their campus. Through a framework of the UN Millennium Development Goals, student teams are educated about the 10 major challenges facing the world, exposed to how locally-led solutions are rectifying these challenges within the vast network of NGC's global partner projects, and informed about how young people can play an instrumental role in supporting locally led solutions to some of the world's biggest problems. Student teams are then equipped with the skills necessary to educate their local community about their partner project, advocate on behalf of the pressing global challenge, and raise the financial resources necessary to effect sustainable change. New Global Citizens is a free program that is available to any middle, high school, or college aged student in America.

PROGRAM DESCRIPTION

New Global Citizens' mission is to educate, equip, and mobilize young people to help solve the greatest challenges faced by communities around the world. Working through teams of American high school students, NGC is empowering young leaders to raise awareness about critical global issues and use their voices and resources to support communities around the world contending with poverty, disease, and environmental challenges. New Global Citizens' program is organized around the belief that young people are uniquely poised to tackle the greatest challenges faced by communities around the world. NGC is meeting a demand from young people across the country in their desire to become part of the global solution and is doing so in a way they have never encountered.

Focus: We are proud to focus our program around the eight [8] UN Millennium Development Goals [MDGs] and have added two [2] additional major challenges to include issues of great importance; Natural Disasters and Armed Conflict. The "8+2" model is a starting point for explaining the world's greatest challenges, for focusing student projects, and inspiring action.

Recruitment: Every summer and fall, New Global Citizens launches recruitment campaigns and conferences to expose high school students across the country to major global challenges, what local communities are doing to address them, and how young people can become instrumental in the solution. NGC empowers students to take action by launching a New Global Citizens Team on their high school campus.

Recruitment Pilot Program: This year, NGC is piloting a new recruitment strategy – Cluster Community Recruitment. NGC is focusing on specific areas of the country to build support in three important levels – teams, community organizations, and donors. NGC believes that it is not enough to grow the number of NGC teams across the country, but NGC must also provide a foundation of support for these teams. A strong foundation in each cluster community will allow NGC to connect teams to local community organizations and sustain team development through local donors. While NGC continues to support team growth nationally, NGC will focus on three cluster communities, Phoenix, Arizona, the Bay Area, California and Tampa, Florida.

Team Organization: Students lead the formation of their team with resources (training, guidance, support) provided by NGC. Self-organized, teams meet weekly and are directly connected to the New Global Citizens network. Each team receives direct support from one onsite advisor at their high school (usually a teacher), and one NGC Mentor. Mentors act as the main method of ongoing support for team leaders on each campus.

Partnership: Each team selects a project in a partner community facing one or more of the 8+2 major challenges. These projects are identified through established, reputable organizations including Ashoka, Global Fund for Children, IDEX and FXB USA, among others. Projects range from promoting new models of land management to protect the Amazon Rainforest, to equipping informal schools in India, to supporting a micro-lending program in Guatemala. Students conduct research to better understand the needs facing their partner community and develop an action plan to support their project.

Cross-Cultural Experience: Students connect with other teams and their partner project through the NGC Global Network. The NGC Global Network is a private social networking group in WiserEarth.org. Every month NGC highlights an 8+2 issues to discuss. Students, partners, projects, NGC staff, and Peace Corps volunteers discuss the issue, how it affects their community and what teams, individuals and organizations are doing to address the issue. Through the Global Network, students have ability to connect and learn from peers, project organizations in communities around the world, and Peace Corps Volunteers.

Team Goals: Teams set goals in three major areas that form the core of NGC's training. Teams determine how they will educate their community about their partner project, advocate on behalf of the pressing need, and raise the financial resources necessary to assist their partners with a specific piece of their work. NGC provides support and guidance through student action guides, resource materials, Program Mentors, workshops, online tools, and a network of peers.

Implementation: Each NGC team leads educational initiatives, campaigns, and action based projects in their local community throughout the school year. Students gain skills in public speaking, community education and mobilization, project planning, budgeting, researching, meeting with key leaders, launching advocacy efforts, and resource cultivation as they become the next generation of leaders, change agents, and philanthropists.

Impact: Last year, young people educated over 30,000 individual about the world's greatest challenges, launched 22 advocacy initiatives, and raised over \$40,000 to support grassroots partner projects. This year, teams are projected to educate 100,000 individuals, raise over \$70,000 to support projects providing, for example, therapies for children with disabilities in Ecuador, career education for former child soldiers in Rwanda, and literacy initiatives in India. Finally, NGC teams will launch advocacy efforts in order to engage at least 70 local, national, and international leaders in the critical importance of addressing global challenges.

BUDGET

Program Cost: \$752,152.00

Funding Committed: \$144,00.00

For more information please contact:

Jennifer Vollman | Director of Programs | jennifer@newglobalcitizens.org

SustainUS

Vernon Hills, IL | <http://sustainus.org/>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment | Reducing Poverty & Disease | Creating a Globally Competent Society
Encouraging Cultural Understanding

Agents of Change

SustainUS is a nonprofit, nonpartisan organization of young people advancing sustainable development and youth empowerment in the United States. Through proactive education, research, and advocacy at the policy-making and grassroots levels, we are building a future in which all people recognize the inherent equality and interdependence of social, economic, and environmental sustainability.

AGENTS OF CHANGE YOUTH DELEGATIONS TO INTERNATIONAL NEGOTIATIONS

SustainUS' Agents of Change program empowers youth to advance sustainable development by recruiting, training, and involving them as participants in international negotiations on social, economic, and environmental policy. As representative U.S. youth in international negotiations, delegates gain experience advocating for policies that address global issues like the Millennium Development Goals and the United Nations Conference on Environment and Development's Agenda 21. They promote these issues to family, peers, and community members in their homes and campuses before and after the negotiations. They work with youth from other nations at the meetings and on their delegations, fostering global youth cooperation and cultural exchange. As a youth-run organization, many delegates build further experience and capacity by becoming leaders of future delegations, ensuring the program has sustained support and renewed enthusiasm.

Delegates are competitively selected through national outreach of a delegation application. Delegates range in age from 13-26 for U.S.-based delegations and 16–26 (predominantly 18–26) for international delegations. Delegates bring a wide range of backgrounds and experiences, and are intentionally selected to represent a diversity of youth. This includes a range of: ages, U.S. geographic location (plus youth from other nations studying or working in the U.S.), race/ethnicity, gender, experience with or knowledge of international negotiations, work/school status (traditional universities, young professionals, tribal colleges, never attended school or college, vocational school, etc.), skills (media, art, law/policy, etc.), and more. Fundraising focused on supplying exclusively need-based scholarships helps youth participate in our delegations regardless of wealth

U.S. delegations include those in New York City at the United Nations (UN) headquarters-based Commissions on: Social Development, Status of Women, Sustainable Development, and Population and Development (pending 2011), as well as Internet-based policy consultations (through our complementary Policy program) that youth can engage in at home, such as with the World Bank and internationally-focused U.S. government agencies. Our overlapping Citizen Science program specifically gives middle and high school science/engineering students (as well as undergraduate and graduate students) the opportunity to present original research directly to country negotiators and nongovernmental organizations at the UN Commission on Sustainable Development. Depending on funding, Citizen Science opportunities for especially younger students could be extended to our other delegations.

Delegations sent to other countries include, for example, the UN Framework Convention on Climate Change, Convention on Biological Diversity, Convention to Combat Desertification (pending 2011), and Earth Summit; World Water Forum; and G20. New delegations are added approximately every 1.5 years, as funding allows.

Delegates use technology tools to expand their impact. Real time videos and other live social networking tools allow delegates to stream their participation to peers and community members back home, allowing them to experience the meetings virtually and immediately, removing misperceptions about international negotiations and helping U.S. citizens feel connected to what occurs there because someone they know is participating. Internet-based calling similarly allows us to coordinate live interviews between delegates and hometown media while they are in the negotiations.

Internet-based phones also allow us to create rapid response networks, where delegates call their peers from the negotiations and mobilize them to push for domestic action on policies relevant to the particular negotiation, increasing domestic youths' interest in the negotiations. Delegates are also expected to conduct less technologically sophisticated education, media, and mobilization work in their communities and schools before and after their participation in some negotiations. Extensive use of blogs, photography, and videos become training materials for future delegations and for youth in other countries interested in participating, providing a "day-in-the-life" feel to training modules.

Longer-term impacts of delegates' participation extend beyond returning as delegation leaders or SustainUS staff. Delegates have achieved changes to the substantive text of the negotiations, including changes to forest policy language in the climate negotiations, inclusion of policy recommendations for increasing youth employment in the Commission for Social Development, and funding for regional climate education workshops (again in the climate negotiations).

Up to ¼ of delegates gained a passion and early expertise in international negotiations strong enough to choose careers as leaders of internationally focused nonprofits, government diplomats and negotiators, and private sector boosters of international governance. A number cite Agents of Change program as the "tipping point" in choosing a globally focused career or educational path.

Further long-term progress occurs through helping youth in other nations establish similar organizations or by providing free training guides and videos and conducting capacity building trainings. Successes have included inspiring and providing a model for the Indian Youth Climate Network, providing nonprofit organization training to Nepalese youth, partnering with Chicago-based nonprofit Heartland International to train youth nonprofit leaders in Turkey on project management and budgeting, and conducting free in-person, telephone, and online trainings for nearly 300 U.S. youth participating in the Copenhagen climate talks (with assistance from almost a dozen other youth-focused organizations).

Our (intentionally) primarily volunteer model consistently allows us to direct more than 90% of our resources and donations to support our programs. Annual delegation costs range from \$500- \$15,000. Total direct cost of the entire Agents of Change program for one year is \$50,000, with approximately 50% raised for the 2010-2011 cycle.

For more information please contact:

Kyle Gracey | Immediate Past Chair | kylegracey@sustainus.org

We Care Act

Manvel, TX | <http://wecareact.org/>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Creating a Globally Competent Society; Encouraging Cultural Understanding

We Care Act

We Care Act is a non-profit, youth-led organization founded by Grace, Sharon, and Eric Li at ages 12, 10 and 7, respectively. Since 2008, We Care Act has evolved from a small, backyard family fundraiser to an international organization with a clear purpose and goal in mind.

The images of death and destruction on May 12, 2008 Sichuan earthquake were horrifying, the stories of miracles awe-inspiring, but the rescues were few and far-between, and although the news spoke frequently about more aid coming in, it was never enough. While havoc was being wreaked halfway across the world, their small Texas town was unaffected. Few knew about the earthquake yet, and even fewer had done anything to help. They planned to change that.

Thus, the first issue of what would become a newsletter series was created, but Grace, Sharon, and Eric realized that merely information wasn't enough, and knew that the sympathy and emotion the earthquake pictures and articles would evoke was an opportunity not only to help the earthquake victims but also the people in their community. They signed up with the local Red Cross and got donation cans to distribute in their three schools, and made donation boxes for door-to-door collections in their neighborhood, as well as stationing themselves in community centers, after-schools, etc. slowly but surely, the donations started pouring in.

Within a few months, they made three additional issues of their Earthquake Act newsletter, recruited friends, worked with other youth in the neighborhood, and, finally, ended up with over \$6,000 in cash, as well as books donated and excess of the bookmarks they created and sold.

At the end of the summer, their family arranged a trip to Sichuan, where the three of them saw the ruin with their own eyes, instead of through a grainy TV screen that failed to capture the true impact of the earthquake. But more importantly, the siblings were able to meet some of the earthquake victims, children their own age, who had suffered losses almost unimaginable, and attempted to do something to ease their pain by presenting them with the donated funds and books. During the visit, they were made acutely aware that however much they had already done, more was needed for these young victims, many of whom had lost loved ones, were without a permanent home or a school, and without adequate books and school supplies.

So many people were in need, they realized, not only the earthquake victims in Sichuan, but people all over the world, whether it was right now or in the distant future, and how could they not do all they could to help those people? And so We Care Act was born, a charity dedicated to helping disaster victims...but organizations need to expand, and, while conducting their fundraising activities, they realized that many teens and children were eager to help with only some guidance and a few examples on *how*. So another clause was added to We Care Act's missions. "...and engaging others to join in the effort to make a difference in the world."

And WCA began to recruit team leaders. Each team leader is a unique unit, and organizes his/her own events, volunteers, and conducts projects with We Care Act's support and offer of supplies, funds, etc. if desired. In addition, team leaders are free to participate and contribute to WCA's projects and create his/her own under the We Care Act banner, which encourages both individualism and community support.

With these opportunities, We Care Act now has 60 team leaders in over 20 cities of the U.S. and three other countries: Canada, Singapore, and China. Together, it is estimated that We Care Act team leaders have helped more than 7,000 students, including the earthquake victims in Port-au-Prince, Haiti and Sichuan and Qinghai, China, as well as the hurricane victims in Galveston, Texas, poverty students in Hunan, China, and has also raised funds for autism research in the U.S.

WeCareAct's major projects include: large-scale book drives and clothing drives, fundraising activities i.e. book fair, bookmark fair, wristband sales, launching their first annual program titled "*a month for making a difference*", and an English workshop in Sichuan, China. WCA partners with the President's Volunteer Service Award to reward its volunteers, has joined Funding Factory (for recycling), Amazon.com, and GoodSearch to raise money for its cause.

Since established, each year We Care Act has created opportunities for teens worldwide on Global Youth Service Days. With a Disney Minnie grant (Youth Service America) awarded to WCA in 2009, the Nicholas Green Distinguishing Student Award (National Association of Gifted Children) and Ann Shaw Elementary Scholar Award for Leadership (Texas Association of Gifted and Talented) (to Sharon Li), and the Harris Wofford Award (Youth Service America) in 2010 (to Grace Li), We Care Act has used its award money and the prestige gained to engage youth in different countries to do service not only on the Global Youth Service Day, but year round. In addition, We Care Act obtained a Dosomething.org disaster grant to help with the fundraising effort, and is joining Dosomething.org's consulting program to obtain training for youth leaders.

Besides working with local organizations and local, national, and international team leaders, We Care Act aims to provide opportunities to more global youth including those who traditionally don't have access to them. In July 2010, We Care Act leaders will travel to Sichuan, China and work with students there (the 2008 earthquake victims) in a high school to exchange ideas, facilitate global understanding, and help the students learn English.

The programs at We Care Act specifically target youth, but people of all ages are welcome to aid as well as receive aid if needed. The We Care Act program is designed to provide free service opportunities to ensure that everyone who wants to can serve and make a difference, regardless of background, age, income, gender, etc. For example, We Care Act provides portfolio and essential training to any youth who is interested in serving to lead a program, ranging from collecting used books and toys from neighbors to organizing school-wide fundraising activities.

We Care Act would like to work with its partners to provide leadership training to youth team leaders and education opportunities and global understanding to other youth in need. But WCA is not an organization that remains rooted in the past, or even the present. Instead it focuses on the future, and the opportunities in it. Although its original goal was to help the Sichuan earthquake victims, it then developed to disaster victims worldwide, and it is now ready for yet another change. The world is developing, and We Care Act is planning to develop with it through continuing to provide basic aid to children suffering worldwide, but also conducting workshops and other programs to give youth a chance for not only a better present, but a better future and a better life. Because disasters strike without warning, We Care Act realizes that it not only needs to help in the aftermath, but try and make sure that the disaster never happens through science and scientific research, and, if inevitable, to ensure that as few will be harmed as possible.

Youth everywhere are dreaming of changing the world. We Care Act would like to make those dreams a reality.

For more information please contact:

Grace Li | Founder | shixiah@bcm.tmc.edu

World Connect

Waltham, MA | www.worldconnect-us.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment | Reducing Poverty & Disease | Increasing Respect for Human Rights
Creating a Globally Competent Society | Encouraging Cultural Understanding

Kids to Kids

Kids to Kids is a global youth initiative of World Connect committed to creating opportunities for kids everywhere to participate in arts, sports, education and environmental projects. Four middle school aged girls in Massachusetts who believe that kids can and DO change the world founded Kids to Kids. Their basic premise was simple: ensure that all kids have the opportunity to enjoy childhood. In 2003 and 2004 the girls organized the collection of arts and sports supplies from local families and stores, sending what they gathered to resource-poor communities in Latin America. By 2005 the girls' commitment and drive convinced their parents to let them visit some of the poorest villages in the Dominican Republic, delivering supplies for children to local churches, schools and neighborhood clinics. When the girls saw the scarcity of opportunities and resources for youth firsthand they decided that they wanted to do more to help, and Kids to Kids was born.

The initial plan for Kids to Kids was to gather money and supplies in the States and ship them abroad to underserved communities worldwide. Soon, the girls realized that they could reach more kids if they developed a scalable program model. Looking for partners integrated into communities whose judgment they could trust, the girls turned to Peace Corps. The partnership uniquely positions Kids to Kids to identify local leaders, both adults and youth, who want to make a difference in the lives of kids in their communities. With volunteers in 77 countries, working with Peace Corps allows Kids to Kids to have eyes and ears on the ground around the world. The leaders identified by Peace Corps Volunteers propose youth focused projects in arts, sports, education and the environment. Each project is eligible for a mini-grant of up to \$500. Twice a year, the Kids to Kids Youth Advisory Board reviews every application and rates it based on how it aligns with Kids to Kids' core values. Projects which are "Kid Approved" are posted online so that all Kids to Kids Members can vote on which projects they want to see funded using World Connect's web-based system, giving all kids involved a voice in deciding which projects receive support.

Kids play an essential and active leadership role in the program by serving on the Kids to Kids Youth Advisory Board and as Kids to Kids Members. The Youth Advisory Board is responsible for raising money, broadening the reach of Kids to Kids in the United States and target countries, reviewing all grant applications, communicating with media and contributing youth voice to organizational leadership decisions. Kids to Kids Members are kids anywhere who have taken the membership pledge online; promising to learn about other cultures, raise awareness about challenges faced by children worldwide, and help fundraise to support Kids to Kids projects. Their primary responsibility is to spread the word about the program and get other kids involved in the movement to raise awareness and funds for the global issues that Kids to Kids addresses through its projects.

Since 2005, World Connect's Kids to Kids program has provided over \$110,000 in support and opportunities for over 30,000 youth through more than 300 arts, sports, education and environmental projects in highly diverse and under-resourced communities throughout Belize, Costa Rica, Dominican Republic, El Salvador, Peru, Morocco, Philippines, and Rwanda. Kids across the U.S. are excited about the program illustrated by the fact that over 600 kids, ages 5-22, have become Kids to Kids Members and signed on to raise support and awareness for our projects in the last six months. Over 1,600 votes were cast during the most recent project review cycle, resulting in 78 new grants being awarded around the globe. Many of these projects are the first organized activity that these children, particularly the girls, will have a chance to participate in. Through Kids to Kids, World Connect is engaging and motivating youth around the world towards happy and healthy futures by empowering them to make positive impacts in the lives of other kids, encouraging a new generation of leaders and global citizens.

Kids to Kids creates dialogue and understanding using modern tools of communication and technology to bridge gaps and promote understanding, tolerance, and most importantly friendship. Kids to Kids creates global citizens and future leaders by building relationships, trust and understanding with kids from other countries, cultures, and backgrounds. Through targeted outreach to schools, clubs and teams, and accessible technology Kids to Kids engages youth focused partners in a meaningful and lasting way that creates opportunities for the kids involved to enjoy childhood, discover their passions and reach their full potential. Kids to Kids empowers kids to be citizen diplomats and to think about solutions to the problems that we face today while preparing individually and collectively for those we will face tomorrow.

The founding girls were successful in turning their ideas into a youth-led movement that encourages global citizenship, leadership, advocacy, and grassroots fundraising. We intend to build on this momentum by continuing to expand opportunities for all kids to participate in Kids to Kids. In the next year we will be expanding into more countries and creating opportunities for an additional 20,000 youth. Through Kids to Kids, we will engage a new generation of globally conscious youth leaders and help empower them to become advocates in preserving the environment, reducing poverty, increasing respect for human rights, and encouraging cultural understanding. We will work on increasing school-based participation through major campaigns to develop more Kids to Kids clubs and the development of resources for classroom and out-of-school activities.

World Connect strongly believes that kids can and DO change the world if we just give them the chance to do so. Maintaining the vision of the young girls who founded Kids to Kids is essential to reaching our goals. We want to live in a world where kids everywhere enjoy childhood and reach their full potential — being active, healthy, creative, and continually learning. Where kids can play baseball with a bat and a ball instead of a broomstick and a bottle cap — where kids can put on a play with costumes and props instead of taping together cardboard from the dumpster — a world where kids everywhere believe they can, *and do*, improve the life of another child.

For more information please contact:

Sarah K. Henry, MPH | Executive Director | sarah@worldconnect-us.org

Youth Literacy Fund

Edison, NJ | <http://youthliteracyfund.org>

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment | Reducing Poverty & Disease | Increasing Respect for Human Rights
Creating a Globally Competent Society | Encouraging Cultural Understanding

Youth Literacy Network

Youth Literacy Network's mission is to work toward universal education on the domestic and international fronts through grassroots-level activism by youth, volunteers, and donors around the world.

PROGRAM DESCRIPTION

The Youth Literacy Fund (hereafter referred to as YLF) has one simple and powerful goal: universal education. Founded in 2008 by the then fourteen-year-old Krithika Varagur, the Fund works to increase children's literacy on a grassroots level. Domestically, YLF has a two-pronged strategy to target youth in low-performing schools and high-risk communities. The first method is conducting book drives on a large scale, in many towns and libraries and with numerous partner organizations or businesses, to get books physically into the hands of the children who most need them. The second is to engage actual teens in the high-risk communities themselves to become youth in service and read to their younger peers. Globally, YLF supports many international schools and libraries, primarily through fundraising. The exciting new program we plan to launch, the Youth Literacy Network, will revolutionize our work on both these fronts.

The Youth Literacy Network (YLN) would be an online portal where literacy initiatives worldwide can post their projects, along with a description and estimated cost, and donors from across the country and globe can donate with the click of a mouse. This in itself is sure to be a successful and innovative program, but in addition to just sponsoring projects, the other aspect of the YLN will be the ability to donate not just money, but *time*. We believe strongly in the idea of youth helping youth, and once the YLN is launched, American children and teens will be able to take advantage of a second directory that lists projects in terms of hours of service and volunteers needed. Therefore, a child anywhere in the country will be able to locate both a cause worth donating or raising funds for, or a literacy project that needs their help and is within 30 minutes of them.

The program is highly efficient and sustainable in the long run. Our short-term goal is to fund as many diverse projects as possible. We hope to spur youth to fundraise or donate for the small, attainable amounts that project postings will feature. We will also measure our success by the amount of young children, especially ages 5-15, which volunteer through YLN postings. The long-term outcomes would be better performance and school retention rate by children who are on the receiving end of YLN efforts, and the creation of lifelong commitment to service among the young donors of time and funds.

The project sites include public and charter schools in low-income cities in America such as parts of Newark, Camden, New York, Philadelphia, and Los Angeles. Globally, project sites include orphanages, newly launched schools, boarding schools for underprivileged children, large government-run schools, underfunded local libraries, and cultural centers. Some places we have received project postings from are Kathmandu, Nepal; Accra, Ghana; and Chennai, India.

In preparation for our launch, we are garnering 501c3 status within New Jersey, have contacted schools in 15 states, and have solicited project listings from every inhabitable continent in the world. Special attention is being paid amongst international projects to girls' schools and gender equality initiatives. This pertains to advancing toward Millennium Development Goal 3, gender equality, in addition to our other obvious focus on Goal 2, Universal Education. We are also collaborating with labs at Rutgers School of Engineering to design the website. The program set-up as well as state incorporation fees come out to approximately \$1000. I have applied to several grants to cover operating

costs with Do Something (which previously granted YLF a \$500 grant), Youth Service America, and Disney's Change for the Children. I have also been doing extensive private fund-raising amongst my family members, youth group, friends, and local community; and this has already raised enough to cover the initial \$1000 cost.

We will engage all kinds American youth regardless of location, gender, age, or race. We are specifically working with township youth commissions, YMCA's, and schools in order to get our message across. We are also publicizing our project through various media portals including the Sentinel, Teen Voices magazine, and Stages of Life online. I strongly believe that the Youth Literacy Network will revolutionize youth service, as we know it. We are all lucky enough to live through the kind of rapidly advancing technology that is being developed today, and the I feel the best uses of it are initiatives such as this one, that utilize techno to increase youth volunteerism and benefit so many parties. The more people get word of the program, the faster we can grow and catalyze positive change.

For more information please contact:

Krithika Varagur | Founder | kvaragur@gmail.com

Youth Service America

Washington, D.C. | www.ysa.org

GLOBAL CHALLENGE(S) THAT INITIATIVE ADDRESSES

Preserving the Environment; Reducing Poverty & Disease; Increasing Respect for Human Rights; Creating a Globally Competent Society; Encouraging Cultural Understanding

Youth Service America

Helping children and youth find their voice, take action, and have impact on the problems facing the world, their community, and themselves since 1986.

Youth Service America's work focuses on the engagement of children and youth, ages 5–25, as partners in solving the problems of the world. More than any generation in history, kids are addressing challenges that are stifling economic and human potential, such as environmental degradation, childhood obesity, hunger, literacy, animal welfare, water scarcity, human rights, and communicable disease. We provide them with frameworks, resources, and enrichment tools they need to be successful.

ABOUT GLOBAL YOUTH SERVICE DAY

Global Youth Service Day is the largest service event in the world. During GYSD, millions of young people in more than 100 countries participate in, and lead highly visible service projects over the same period of time. Youth volunteer with their families, schools, community organizations, congregations of faith, and businesses to improve their communities by addressing critical social and economic issues.

GYSD GOALS ARE TO:

- Mobilize youth as leaders to identify and address the needs in their communities through service and learning;
- Support youth on a life-long path of service and civic engagement;
- Educate the public, the media, and policy-makers about the year-round contributions of young people as community leaders.
- Share effective practices in youth service, youth voice, and civic engagement in the world today.

To be certain that all youth benefit from these educational and leadership opportunities, YSA is especially committed to including those traditionally not asked to serve, including children and youth from different ethnicities, from vulnerable backgrounds, with disabilities, and youth in the care and justice systems. Through YSA's integration of service learning, millions of young volunteers gain in measures of academic achievement, civic responsibility, resiliency, self-esteem, job readiness, and other critical life skills.

DEVELOPMENT OF A GLOBAL YOUTH SERVICE ONLINE EXCHANGE

In an increasingly interconnected world, people in different countries face similar social and economic problems. As young people recognize the need to connect with each other and address these issues they require platforms that support and promote collaborations. An effective strategy to facilitate these interactions is to offer a venue for cross-cultural learning exchanges.

Global Learning Exchanges, either internet based or classroom based, pair youth organizations or classrooms in the United States with their counterparts in other countries; together the teams can discuss real global problems and brainstorm solutions that can be implemented at the local level and in their own communities through community service project.

When service and intercultural learning are combined, young people contribute their time and talent from the perspective of their own diverse backgrounds. Cooperating with youth from other countries, regions, or communities of the world can result in dialogue, mutual understanding and conflict prevention. Furthermore, intercultural service-learning projects allow young people around the world to uncover and address increasingly complex local, national and global problems. Such opportunities contribute to the development of civic responsibility among youth in partnering communities throughout the world. It allows them to create sustainable efforts that focus on issues such as disaster relief, famine, rights, poverty, disease and more.

Last year, Youth Service America developed a Global Exchange pilot project to provide an opportunity for youth engaged in Global Youth Service Day activities and YSA programs to connect with young people participating in service projects around the world. Project organizers or young people interested in connecting with youth in other parts of the world have the option of initiating a learning exchange by identifying a project, organization or country on our Global Youth Service Day map with which they wish to connect, or they can enroll online and have a YSA staff member match them to an organization outside of the U.S. that also has expressed interest in initiating a partnership.

Youth Service America recognizes a demand for such exchanges, as we have seen more Global Youth Service Day projects focusing on cross-cultural learning and understanding in recent years. For example, for Global Youth Service Day 2010, Global Citizen Initiative, a project to strengthen U.S./Australia relations by uniting people to build communities together for global change, partnered schools together as a means to link communities. West Ryde Primary School and Saint Ignatius Riverview Middle and High Schools and students representing Six US 'Communities In Schools' (from Kansas and Texas) met online to share GYSD ideas and listen to students in videos from the USA discuss their projects and the importance of service.

These shared stories, projects, and experiences have the power to transform youth in the U.S. and around the world by providing them firsthand perspectives of each others' cultures along with opportunities for online and offline interactions both inside and outside their classrooms.

For more information please contact:

Danielle Miranda | Manager of Outreach | dmiranda@ysa.org

NON-SELECTED PROPOSALS

ATLAS CORPS

CONTACT: Abby Flottesch, Development & Engagement Director
EMAIL: abby@atlascorps.org
LOCATION: Washington, DC 20036

BEANIES FOR BABIES

CONTACT: Amelia Weiss, Founder
EMAIL: debilaw@verizon.net
LOCATION: Topanga, CA

CISV USA

PROGRAM: FACES, a CISV MOSAIC Program
CONTACT: Dr. Susan Spieler, Networking Chair
EMAIL: Susan.spieler@us.cisv.org
LOCATION: Cincinnati, OH

COMMUNITY TAMPA BAY

CONTACT: Stacie Blake, MPA, Executive Director
EMAIL: sblake@communitytampabay.org
LOCATION: St. Petersburg, FL

EARTHFORCE INC.

CONTACT: Stacey Rafalowski, Director of Community Partnerships
EMAIL: tdocherty@earthforce.org
LOCATION: Charleston, SC

FAIRFIELD, TEXAS HIGH SCHOOL INTERACT CLUB

PROGRAM: Help for Girls in Western Kenya School
CONTACT: Dr. Melanie Schauwecker, Education Specialist
EMAIL: mschauwec@yahoo.com
LOCATION: Fairfield, TX

MARVIN AVERY PALMORE CENTER OF HOPE

PROGRAM: I Am the Voice Global Literacy Project
CONTACT: Yvette Brideau, Executive Director
EMAIL: whyfrench@msn.com
LOCATION: Huntington, NY

STAR HILL MENTORING PROGRAM

CONTACT: Jason B. Thrower, Star Hill Mentoring Programs Ministry Leader
EMAIL: jbthrower@earthlink.net
LOCATION: Baton Rouge, LA

THINKING BEYOND BORDERS

CONTACT: Robin Pendoley, Co-Founder/Curriculum Director
EMAIL: robin@thinkingbeyondborders.org
LOCATION: Fairfield, CT

TRANSCEN, INC.

PROGRAM: Voicing Experience through Service (VETS): A Student Service Learning Project
CONTACT: LaVerne A. Buchanan, Ed.D., Senior Associate, MD Coordinator
EMAIL: lbuchanan@one.transcen.org
LOCATION: Rockville, MD

YMCA OF GREATER NEW YORK

PROGRAM: YMCA Global Teens Program
CONTACT: Chad Nico Hiu, Director, Teen & Outbound Programs International YMCA
EMAIL: chiu@ymcanyc.org
LOCATION: New York, NY

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