



STATE BOARD OF EDUCATION
LANSING, MICHIGAN 48909

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MEMORANDUM

To: Members of the State Board of Education

From: Marianne Yared McGuire

Date: April 9, 2004

Subject: Presentation on Report on Youth Worker Ad Hoc Committee

The notion of a Community Youth Worker is not new. We have always had well-intentioned people working with children and youths as mentors, tutors, mediators, coaches, and specialists who want to share knowledge of their subject matter. We see many of these workers acting as volunteers or employed by non-profit agencies, community organizations, businesses, or schools. School administrators and teachers have for the most part graciously welcomed and appreciated these volunteers.

Increasingly, however, our children are being entrusted to non-certified, non-educator specific personnel in our schools. With the advent of No Child Left Behind and its recommendation that schools not meeting AYP encourage remedial educational services, our schools and children will be encountering adults who may have no background or experience interacting with children. Simply doing a background check on these employees is not enough.

This task force on Community Youth Workers is recommending the formation of a category within the educational family to be called Community Youth Worker. We have also drawn up a set of guidelines and proposals that include portfolios or academic degrees for achieving certification in the field. It should be clearly noted that we are not recommending that certification for the position be mandatory. Should school districts, parents, or agencies seek to hire a qualified person to interact intelligently and wholesomely with children, we are proposing an assurance that the person is qualified.

Additionally, we are saying that those who are currently filling the role of youth worker are doing valuable work that should be dignified in a more professional manner. Establishing a legitimate category and certification for Community Youth Worker will fill that need.

We recognize the Department of Education's resources are becoming more and more scarce but we feel this program will pay for itself with the fees that will be collected for approving portfolios and issuing certificates to CYW candidates. We ask that the State Board of Education receive this report this month.

The Professionalization of Community Youth Work in Michigan

Describing the need for a community/youth worker credential in Michigan

The Standards for Michigan Youth Workers task force was charged with development of a structure to implement core standards for youth workers in the state. This charge was given in response to an existing need and the perception that the labor market for such a credentialing system already exists. As we discussed standards, it was clear that our description of the qualifications for a youth community worker merged the individual focus of social worker with the cognitive focus of an educator and the group-level concerns of a community planner. This mix of skill sets is represented in the proposal for certification and higher education requirements that are the final product of our discussions.

Most immediately, the need for qualified staff in the field of youth development and learning is apparent from the growth of both the amount of after school programming and the expectations for this programming. Further, with the No Child Left Behind Act (NCLB) recommendations for supplemental services and after-school programming it is clear that both offerings and expectations will continue to grow in the near term – this year 279 schools are in Phase II of AYP which recommends that schools offer remedial/after school services to students. This conception of the need – for qualified staff in burgeoning after school programs – was the original impetus for the task force. However, as we discussed the developmental needs of adolescent aged youth (meaningful participation, creative expression, positive interaction with youth and adults, physical activity, structure and clear limits, competence and achievement, self-exploration and definition), we recognized that by addressing these needs we are also supporting the elements of brain-based pedagogy (cooperative, hands-on, higher-order, context driven and individuated) and engaging the affective and metacognitive learning modalities which are associated with a task persistence, high task success rate, and motivation for future learning.ⁱ

In short, we recognized that our efforts to develop a community/youth work credential were directly addressing the blurring of lines (1) between the regular school day and the community, (2) between formal and informal learning, and (3) between systems of youth services. As we discussed the community/youth worker certification and credential pathway, we saw labor market demand across diverse systems where the approach to positive youth development and academic learning are highly related: after school programs, alternative education, social work, project-based (service) learning, community-based juvenile justice, prevention programs for substance abuse and violence, summer programs, summer camps, school counseling, municipal youth programs, sports programs, health education, and a lot more.

Some important numbers and the issue of program quality

In an attempt to quantify the need, we searched out relevant data for the state of Michigan. From our search it is clear that there is a large unmet demand for high quality after school programs in the state. It is also clear that substantial numbers of children bring non-traditional needs and assets to the educational system.

Finally, we believe that the outcomes that would follow support to the community/youth worker certification and credential pathway are both socially desirable and have supporting evidence from research and program evaluation. However, the critical issue is quality. A recent commentary on after school programs by Robert Granger, president of the W.T. Grant Foundation, four suggestions are offered to raise the impact of after school offerings and which apply to maximizing the learning and development impact of many environments where youth spend time: (1) increase attendance, (2) be realistic about what it takes to make impact on achievement test scores, (3) reach out to the most vulnerable kids, and (4) build on examples that are proven to be effective. Our task force believes that we are taking steps to meet these well formed suggestions by supporting the development of the community/youth work profession.

Statewide youth population

- There are nearly 2.6 million persons under the age of 18 in Michiganⁱⁱ
- Nearly 10% of these children live in “severely distressed” neighborhoods (high poverty rate, high female headed households, high percent high school dropout, high percent working aged males not attached to the labor force)ⁱⁱⁱ
- 10% of Michigan youth between the ages of 16 and 19 are high school dropouts^{iv}
- The Michigan Department of Education, Universal Education Referent Group recently identified the following potentially marginalized groups that were identified in specific legislation: pregnant parenting teens, mental health issues, limited English proficient, health issues, disability, court involved, racial and ethnic minorities, religion, gender, sexual orientation, homeless, unaccompanied youth, advanced and accelerated, high poverty, transitional, early childhood^v

Out of home care

- 28% of children under 6 years in out-of-home care while parents work^{vi}
- Two thirds of Michigan parents rely on a variety of after school care for children^{vii}
- Nearly one-third of Michigan’s children are left to care for themselves for one to five days per week (449,928)^{viii}

After school programs

- 29% of Michigan families participate in formal after school programs (593,910)^{ix}
- Nearly half of Michigan families who do not have after school care wish that their children could attend after school programs^x
- 99% of parents whose children are enrolled in formal after school programs report satisfaction with these programs^{xi}
- Parent satisfaction tends to be weakly related to program quality in similar fields such as preschool education – program quality tends to be much lower than parent satisfaction levels which are often based upon factors such as location, hours and price^{xii}
- According to Michigan parents, activity patterns (playing with friends, video games, television, reading, computer, homework, interacting with an adult) follow similar patterns across after care environments^{xiii}
- Availability of after school care declines dramatically with age^{xiv}

What outcomes do we expect from growth of the community/youth worker profession?

- Healthier children
- Saving tax dollars: a recent cost-benefit analysis estimated that with an investment of \$2.55 per hour per youth for 1200 hours per year would net a return of \$10.51 for every \$1 invested^{xv}
- Improved academic performance^{xvi}
- Decreased use of more expensive residential approaches to juvenile justice^{xvii}

ⁱ Developmental needs discussed in National Research Council and Institute of Medicine. 2002. *Community Programs to Promote Youth Development*. Committee on Community-Level Programs for Youth. Jacqueline Eccles and Jennifer A. Gootman, eds. Board on Children, Youth and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press. For brain-based pedagogy see National Research Council. 1999a. *How People Learn: Brain, Mind, Experience and School* Committee on Developments in the Science of Learning. John D Bransford, Ann L. Brown, and Rodney R. Cocking, eds. Washington DC: National Academy Press; and National Research Council. 1999b. *How People Learn: Bridging Research and Practice*. Committee on Learning Research and Educational Practice. M. S. Donovan, John. D. Bransford, and J. W. Pellegrino, eds. Washington DC: National Academy Press. For key supports to the learning process see Marzano, Robert. (1998.) *A Theory-Based Meta-Analysis of Research on Instruction*. Aurora, CA: Midwest Regional Education Laboratory; and Marzano (2001). *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press.

ⁱⁱ O'Hare, W. and Mather, M. (2003). "The Growing Number of Kids in Severely Distressed Neighborhoods: Evidence from the 2000 Census." Kids Count / Population Reference Bureau.

ⁱⁱⁱ O'Hare, W. and Mather, M. (2003). "The Growing Number of Kids in Severely Distressed Neighborhoods: Evidence from the 2000 Census." Kids Count / Population Reference Bureau.

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^v Michigan Department of Education, Universal Education Referent Group. (1/27/04). "Matrix of Selected Federal Statutes and/or Regulations."

^{vi} 2000 Census – Kids Count

^{vii} Phone survey conducted for the Michigan After School Initiative.

^{viii} Phone survey conducted for the Michigan After School Initiative.

^{ix} Phone survey conducted for the Michigan After School Initiative.

^x Phone survey conducted for the Michigan After School Initiative.

^{xi} Phone survey conducted for the Michigan After School Initiative.

^{xii} Personal communication with Larry Schweinhart, president of the High/Scope Educational Research Foundation

^{xiii} Phone survey conducted for the Michigan After School Initiative.

^{xiv} Survey of after school providers conducted for the Michigan After School Initiative

^{xv} "Calculating the Return on Investment." www.cyd.aed.org/cost_return.html

^{xvi} For achievement effects see Wenglinsky, H. (2002, February 13). "How schools matter: The link between teacher classroom practices and student academic performance." *Education Policy Analysis Archives*, 10(12).

<http://epaa.asu.edu/epaa/v10n12/>. For general education effects see Gambone, M.A., Klem A. M., and Connell, J.P. (2002). *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*. Philadelphia: Youth Development Strategies, Inc. and Institute for Research and Reform in Education.

^{xvii} Choices for Families (Winter 2004). A newsletter about juvenile services in Wayne County.

Citations for Youth Worker Competencies Documents

1. **Kansas City Youth Net's Partnership with the Metropolitan Community Colleges**
www.kcyouthnet.org/training.asp
2. **Sar Levitan Center in collaboration with the US Department of Labor**
www.levitan.org/ypda
3. **Academy for Educational Development**
Academy for Educational Development. (1993). "Professional Development for Youth Workers: What is Best Practices." First Year Report of the Professional Development for Youth Workers Project prepared for the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention Training.
4. **The Youth Development Institute**
www.fcny.org/html/home.htm
5. **Children, Youth and Families Education and Research Network**
www.cyfernet.org/prof/prk.html
6. **The North American Certification Project**
www.aycp.org

Introduction

Even in Canada, where youth work has not been viewed as a profession, workers have been more recognized than in the United States because their labor is included in the area of community work. This is not altogether surprising since youth issues are part of community issues, and any hope for success cannot be achieved in a vacuum. Sadly, in the United States, at the beginning of the 21st Century, we lack what other industrialized economies have when it comes to the service of children and youth.

Community Work

One definition of Community Work practice in England has been offered in the following way:

“Community work is the process of assisting people to improve their own communities by working together.

“It offers an opportunity for people to increase their knowledge, skills and confidence, to define their own needs and develop responses for themselves.

“It is more than the delivery of services to the community because it requires the active involvement of local people who influence or direct service outcomes.

“Community work is fundamentally concerned with promoting equality of opportunity as it seeks to challenge discrimination and address inequality in its many forms.”¹

Generally speaking, contrary to the Social Work models of a “justice” or “welfare”, which focus on locating problems with individuals, families or communities (i.e., finding deficiencies in the status quo), the Community Work model approaches the status quo with a sense of empowerment, invoking “Social Action Theory”, which focuses on positive elements in the community, making use of available social capital. That is to say, the Community Work model builds up its structure from the bottom upwards, giving stakeholders the reins of control.

It is clear from the preceding definition that the scope of Community Work can

¹ (Association of Community Workers <http://www.community-work-training.org.uk/OLDSITE/acw/acwhome.htm>)

involve many aspects of community life. Primarily, Community Work extends to include outreach work (e.g., detached youth work), inter-agency work (such as social services), educational work (e.g., tutoring in the community), neighborhood work (e.g., specific needs or projects) and advice work (such as, legal consulting and intercultural advising) among others potential areas of service.

Therefore, Community Workers²

- Work for economic development in the community
- Work collaboratively with social service agencies
- Work with adult and community education agencies and groups
Work with peace officers and youth workers to assist youth
- Work in partnership between local schools and their communities
- Work in the promotion and development of local initiatives
- Work in partnership with representatives of private and public groups, and
- Share community knowledge of groups, geography and social and economic information to enable more effective targeting by other services
Provide information and assistance to stakeholders in a school district
- Liaise and advocate with Public and School officials on behalf of stakeholders

Youth Work

A sub area of Community Work, Youth work is a professional role area where a practitioner assists young people in social settings in terms of their personal, social, educational and cultural development. The ultimate goal is to help youth become well-adjusted individuals who are lifelong learners and viable participants in society. Youth workers engage in the profession based on principles and practices that are grounded in the social sciences, as well as the socio-cultural needs of their societies. Youth work, therefore, is a helping profession that is grounded in the best of the tradition of informal education and practical guidance and mentoring.

² (Community Work Statement <http://www.bathnes.gov.uk/deccs/communityworkstatement.htm>)

Although “Youth Work” as a profession recognized in law does not exist in the United States, there has always been “youth workers” involved in groups such as the Scouts or 4-H or Big Brother/Big Sister or others, fulfilling the need of some youth groups in our country. In the main, such youth workers have been neighborhood leaders, classroom teachers, community volunteers and activists from all walks of life. In the best tradition of American philanthropy, their contributions to enriching the lives of children and youth cannot be measured nor over estimated. However, not only the needs of youth throughout the country grow in magnitude, and resources remain constant or even dwindle at times, but also Youth Work continued and remains to be considered an adjunct of evangelical ministry and an activity of religious institutions.

Elsewhere in the world, however, particularly in western cultures, Youth Work has been a fully-fledged professional role area, recognized in law, and/or by other professions and/or by state organs, as well as the context culture.

In the United Kingdom, for example, there is the National Youth Agency that administers youth projects and employs youth workers. In Ireland, The Youth Affairs section of the Department of Education and Science is the national agency charged with youth work along with many private organizations, while the South Africa Youth Workers Association (SAYWA) is working with others in this newly reborn country to develop a National Youth Workers Society, stressing matters of youth in development. Similarly, in Australia, the Department of Education, Training and Youth Affairs (DETYA) carries out like functions. In New Zealand, the Ministry of Youth Affairs is the national body charged with serving young people’s needs.

What are Youth Workers?

In Ireland, Youth Workers are viewed as informal educators, and Youth Work is defined as:

“...[A] planned systematic non-formal educational process which assists and enhances the personal and social development of young people. It is complementary to the school and in Ireland is implemented primarily by voluntary youth organisations and groups.”³

³ (Accessed August 29, 2002, <http://www.youth.ie/work/start.html>).

In New Zealand, Youth Workers are seen to “... *play a vital role in supporting young people negotiate a range of challenges,*” according to the Ministry of Youth Affairs website, an agency which subsidizes training for “...*people who are thinking about becoming a youth worker, and organisations that employ and sponsor youth workers.*”⁴ In Australia, the Department of Family and Community Services is home to the Youth Bureau, which is responsible for implementing programs supporting youth in the community:

“The Youth Bureau aims to ensure that the Government's policies improve life prospects for all young people through improved coordination at Commonwealth and State levels, communication and consultation with young people, delivery of programmes and services for young people, promotion of positive perceptions of young people in the community, promotion of accredited development opportunities for young people and the provision of national leadership on youth issues.”⁵

In South Africa, the Department of Social Development handles youth work, and professional regulation [in terms of section 14A of the *Social Service Professions Act, 1978 (Act 110 of 1978)*] is planned for implementation under the auspices of a “*professional board for Child and Youth Care Workers....*”⁶ In England, one operating definition suggests, “*Youth work should provide an educational process, within a safe setting, based on experiential learning, participation, confidence building and the taking of responsibility.*”⁷

What can be gathered so far from this general review is that youth issues and Youth Work in the context and tradition of Community Work is increasingly being recognized in many areas around the world as a separate and stand alone profession in juxtaposition to teacher, social worker, counselor, psychologist and other school- and community-related professions. It is increasingly recognized that the Community and Youth Worker is a professional educator and group facilitator. In the best tradition of informal education, the Community and Youth Worker is an “on-the-spot” teacher and

⁴ (Accessed on August 29, 2002 <http://www.youthaffairs.govt.nz/sec.cfm?i=19>).

⁵ (Accessed on August 30, 2002

<http://www.facs.gov.au/internet/facsinternet.nsf/aboutfacs/programs/ythbureau.htm>

⁶ (Accessed August 29, 2002 <http://users.lantic.net/sacssp/boards.htm>)

⁷ (National Youth Agency website, April 2001).

guide, who is ready to assist members of the community, especially the youth with issues that pertains to their development.

What is “Informal Education”?

Informal education.

Helpers by Many Names

Here, in Michigan, as well as other parts of the United States, there has been an increasing trend towards making use of personnel in the area of community and youth services in various organizations, public and private, but particularly within school settings. A cursory look at different school systems across the state and the country one will find many professional and semi-professional (paraprofessional) personnel discharging duties of community and youth work support to students, their families and the communities to which they belong. They will have many different designations. The following is only a sample of possible professional and paraprofessional labels used in Michigan schools and agencies, as well as in other states:

- Student Services Facilitator (e.g., Michigan, Florida, Washington)
School-Community Agent (e.g., Detroit Schools)
- School-Community Liaison, (e.g., West Bloomfield Schools)
- Student Services Liaison (e.g., Dearborn Schools)
- Community Liaison (ESL Bilingual Programs in Illinois, Arizona, California)
(Bilingual) Parent/Youth Educator (e.g., Connecticut, Illinois, Oklahoma)
- Student Services Officer/Tuancy Officer (Michigan, Iowa, Texas)
- Attendance Workers (e.g., Ohio, Indiana, Tennessee, California)
School/Family/Community Partnership Specialist/Worker (e.g., Pennsylvania, North Carolina, California)
- In-school Suspension Technician/Specialist (e.g., Michigan, Massachusetts, Mississippi)
- Community Integration Specialist (e.g., Connecticut, Wisconsin, Hawaii)

It is important to remember that, while all such personnel discharge youth and community support duties, the level of their training and responsibility varies markedly

from place to place and position to position. In other words, this depends on the scope of practice and local needs. In terms of training and academic preparation, the range is from a minimum of High School Certificate to post-graduate credentials, including doctoral degrees in various fields. Thus, a position is filled based on the value placed on it by the designers of the job description. To put it differently, a school district may hire a high school graduate to do the job of a “bilingual community liaison”, or may employ a holder of a Bachelor degree or even one who may have graduate and post-graduate credentials. In all instances, the job of communicating/liaising community with school will be achieved, however, the level and depth of expertise, professionalism and leadership will differ markedly. This should not be taken to mean that those who hold higher credentials or have longer years of experience are necessarily or by definition more capable, rather it should mean they are more equipped or better suited for bigger leadership roles and decision making positions.

In the same sense that a para-educator is an “instructor” like a certificated teacher, he or she is not at the same level of competence or responsibility. The same is true of a Social Work Technician (who has an Associate degree or a number of years in social work support settings) who must work under the direction of a registered Social Worker (someone who has acquired a Bachelor degree in Social Work). Certainly, someone will supervise both workers with a Master’s degree in the field, while all may be supervised by and may consult a Certified Master Social Worker. In all instances, however, all individuals are legally, ethically/morally and professionally engaged in the area of Social Work in the service of the public.

Recommendations for Taskforce

The need for a legal framework for the profession of Community and Youth Worker is greater than ever. The “profession” exists on the ground- it is in the schools, in community service agencies, even in governmental bureaus, but it is not recognized as such by the law. The profession exists in terms of practice: its practitioners have their own sense of how to approach their client base, and how to do things (philosophy and method), essentially drawing on individual learning from the social sciences formulated in the broadest sense of creating context, and based on an empowering sense of personal

responsibility and ability that comes from Social Action theory in practice. Also, practitioners in the area of community and youth work, find communion amongst themselves because of the work they do, which is a significant sign in of itself to indicate the presence of a professional community. Also, while their academic preparation runs a colorful kaleidoscope, in essence their training is anchored in the disciplines of education and human services. All these elements, despite the lack of an organizing structure, suggest the existence of an organized spirit, seeking to find a concrete home for itself among the other helping professions.

To that end, it is imperative, then, to reconsider the legal and professional status of “Community/Youth Workers” (and the many professional labels they go by) in Michigan. The profession exists in theory and practice under many different labels, but it is time to regulate the practice in order to improve service delivery, and to assure professional quality control. Therefore, this is a call to add Community/Service Workers as a category of school services professionals in Michigan.

Like nurses, social workers, psychologists, counselors, speech and language pathologists and administrators are included in the category of school service professionals, so must be the community/youth workers, who have equivalent backgrounds in educational attainment, and have as much as other professionals to contribute to their settings, client base and communities. Already they contribute much to the well being of our schools, by servicing students, parents, their educational colleagues, and the community at large, but have not been recognized in professional terms. Often this has led not only to being under valued and over-extended but also undermined by the lack of equal legal (i.e., certificated or registered) professional standing in the workplace.

The goal of devising a scheme of certification or registration for Community/Youth Workers serves:

To enhance professional standing,

- To support a process for regulating a profession, and,
- To insure that colleges and universities in the state develop coursework and programs that are specifically geared towards specialization in the field

It is high time to insure that colleges and universities provide for specialization in

community/youth work as recognized discipline instead of leaving it vague and scattered in academic settings. Of course, this must be done in connection with colleges of education and in collaboration with current workers in the field.

Community/Youth Worker Portfolio

The purpose of the “Portfolio Option” for Community/Youth Work certification/degree is to grant recognition in part or whole to those persons with relevant work and educational background in youth work. Qualified workers will be allowed to demonstrate their knowledge and skills in youth work based on their “on the job training” experience as well as academic training/learning acquired.

The portfolio must document the person’s knowledge, skills and work experience in the core competencies listed below:

- Demonstrate knowledge of community/youth work and allied studies
- Demonstrate knowledge of ethical conduct in community/youth work
- Demonstrate interpersonal skills and ability to build relationships with youth
- Demonstrate knowledge of and ability to develop leaderships in community/youth work
- Demonstrate ability to participate in the implementation of community/youth work
- Demonstrate knowledge of the risk and liabilities in community/youth work

Candidates for the Community/Youth Work certification/degreed program may seek certification at four levels that includes; (1) Certificate; (2) Associate’s Degree; (3) Bachelor’s Degree; (4) Master’s Degree. The portfolio needs to include but not be limited to:

- Transcripts
 - CEU Credits
 - Professional Development Training
 - On-site Training
 - Artifacts
 - Documents
 - Letters of recommendation from licensed or certified professionals in the educational/human service field
- Other relevant ways proposed by the candidate to provide evidence of learning and competencies in youth work

Persons seeking to receive credit for their prior/current work experience and education background must submit their portfolios to a suggested Peer Review Board for evaluation of their credentials. This process will determine what credits can be granted and which of the required core area requirements the candidate may desire to have considered for certification. Ideally, the Peer Review Board should be comprised of those individual with formal educational and work experiences in the fields of education, social sciences and humanities among others.

By utilizing the portfolio as an alternative process to becoming certified, persons who currently work with youth will be able to receive recognition for their work already done in the field while at the same time assure that they develop/enhance their knowledge and skills in a more formal method so they too will be perceived as “professionals” in the educational community.

This segment offers the requirements for different levels of achievement that candidates can obtain for the designation and certification of Community Youth Worker.

PROPOSED CERTIFICATE in Community/Youth Work

(Level I)

Level of Qualification: Level 1

Credit Hours Total: (15-20 Credit Hours in Community/Youth Work)

	Required Courses	Elective Courses
Community/Youth Work:	15-20	-
College Requirements:	15	-
Electives:	-	5
Minimum Total:	35-40	-

Areas of Work/Employment:

COMMUNITY-BASED PROGRAMS

- Community Recreation (e.g. play activities)
- Community Support (e.g. work, study skills and tutoring)
- Outdoor Recreation (e.g. organized athletics)

HEALTH-BASED PROGRAMS

- Health and Safety
(Health and safety practice programs)
- Drugs and Alcohol Prevention programs

SCHOOL-BASED PROGRAMS

- Day School Programs
- After School Programs
- Communication Skills
- Inter-ethnic, Gender and Inter –religious interaction
- Peer Mediation and Conflict Resolution, Peace Programs
- Special Needs Students
- At-Risk Students

EMPLOYMENT AND TRAINING SERVICES AND PROGRAMS

- Support Activities in Summer and Youth Training Programs
- Training Programs

RESIDENTIAL PROGRAMS

- Workers in this category assist in providing services in youth and community based institutions

JUVENILE JUSTICE PROGRAMS

- Workers in this category assist in providing services in correctional setting and half-way houses

(Level I)**Standard-setting Bodies Responsible for the Qualification:**

Taskforce on Community/Youth Work; State of Michigan Board of Education; Michigan Department of Education

1 Purpose of Qualification:

The Certificate in Community and Youth Work (Community/Youth Work Technician) is intended as an initial qualification for people who are interested in working with young people in school/community settings by assisting professional youth workers. This certificate is designed to build an initial professional background for a community/youth work technician, working within any organization serving youth, but with limited autonomy under the supervision of a professional youth worker. Those who acquire this certificate have the necessary knowledge and skills to assist in the implementation of projects and programs (e.g. school-based programs, drug and alcohol prevention programs, community-based programs, employment and training services, residential work programs and juvenile justice programs).

Although this is a stand alone qualification, it is a first step on the pathway towards professional training for community/youth work. Credits earned in this Certificate articulate into an Associate Degree program in Community/Youth Work (Community/Youth Work Assistant). However, the Certificate is not a prerequisite for the Associate Degree qualification.

This qualification recognizes that youth work technicians contribute to the implementation of projects and programs for young people in a variety of settings. An elective section to this certificate provides people with some choices to match the context and requirements of their present or future work setting.

2 Regulations for the Qualification:**2.1 Recognition of Current Competency and Prior Learning:**

Persons with relevant work and educational backgrounds may be granted recognition of competency and/or prior learning on application either to educational providers that are designated and are charged to recognize current competency/prior learning or to the competent authority in the Michigan Department of Education to obtain certification. As part of a "Portfolio Option" for Certification, recognition may be granted for parts or the whole of the qualification according to procedures providers and the Department of Education have established to meet the requirements described in this document.

2.2 Summary of Qualification Requirements:

This qualification will be awarded to persons who have obtained a minimum of 35-40 credits at first year college level or above, and who have met the distribution of the required and elective coursework.

(Level I)

Required:

Specific Requirements:

(Students/applicants need to establish 15 credits from the following course distribution)

Introduction to Youth Work (Principles of Youth Work)

Introduction to Community Development

Social Problems

Adolescent Psychology

Practicum/Internship (volunteer)

Sociology of the Family

General Requirements:

(Students/applicants need to establish 15 credits from the following course distribution)

Introductory Anthropology or above

Introductory Sociology or above

Introductory Psychology or above

Introduction to Political Science/American Government

Introductory Social Sciences or above

Introductory Communication or Speech

Introductory Multicultural Education

Electives:

A minimum of 10 credits in a subject is required to specify competence in a sub-field:

Human Services

Social Services

Introduction to Education

Introduction to Informal Education

Intercultural/Multicultural Studies (Multiculturalism and diversity)

Ethnic and/or Area Studies/Foreign Language Studies

Group Processing/Communication Skills

Sports and Recreation Studies

Special Education and Special Needs

Alcohol and Drugs Prevention Studies

Comparative Religious Studies

Gender Studies

(Level I)**2.3 Detailed Core Competencies Embedded in Qualification Requirements:****Required:**

Standard	Core Competencies	Level	Credit
1	Demonstrate familiarity with the meaning of community/youth work	1	1-3
2	Demonstrate knowledge of ethical conduct in community/youth work	1	1-3
3	Demonstrate interpersonal skills and ability to build relationships with youth	1	1-3
4	Demonstrate knowledge of leadership in community/youth work	1	1-3
5	Develop ability to assist in the implementation of community/youth work programs or projects	1	1-3
6	Demonstrate familiarity of risk assessment in community/youth work	1	1-3

2.5 Avenues of Acquiring Core Competencies:

Core competencies can be achieved in several ways, including “life experience”, which can be documented to show acquisition of “core competencies” as named above. These competencies can be assessed through an “alternative portfolio option” and verified through peer review and/or departmental review. The portfolio process must demonstrate acquisition of relevant components of the core competencies based on any or all of the following ways:

- a. formal education process
- b. on the job training and/or experience
- c. on the job practice, including internships or placements
- d. in-service training, on-site training
- e. seminars, workshops and off-site training programs
- f. other relevant ways proposed by the applicant that provide evidence of learning and competence

2.6 Alternative Methods of Obtaining Credit:

Credits towards requirements can be satisfied through proficiency examinations, military training, and non-collegiate-based professional training such as:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Defense Activity for Nontraditional Education Support (DANTES)
- International Baccalaureate (IB)
- Some types of military training as recommended by the American Council on Education (ACE)

(Level I)

- Program of Non-collegiate Sponsored Instruction (PONSI)
- Excelsior College exams
- College Challenge exams

3 Certification

The Department of Education will certify the holder of the Certificate as a “Community/Youth Work Technician”, provided the awardee has passed any appropriate and relevant checks.

5 Transition: (Articulation)

This qualification allows for scaffolding into a diploma in Community/Youth Work and/or into an Associate Degree.

Please Note:

Providers must be approved by the Department of Education before they can offer programs of education and training as described and established by this document.

Accredited providers must assist students/applicants in developing “portfolios” and in assessing content against established contents of programs.

(Level II)

Level of Qualification: Level 2

Credit Hours Total: (25-30 of Credit Hours in Community/Youth Work)

	Required Courses	Elective Courses
Community/Youth Work:	25-30	-
College Requirements:	30	-
Electives:	-	5-10
Minimum Total:	65-70	-

Areas of Work/Employment:

COMMUNITY-BASED PROGRAMS

- Community Recreation (e.g. play activities)
- Community Support (e.g. work, study skills and tutoring)
- Outdoor Recreation (e.g. organized athletics)

HEALTH-BASED PROGRAMS

- Health and Safety
(Health and safety practice programs)
- Drugs and Alcohol Prevention programs

SCHOOL-BASED PROGRAMS

- Day School Programs
- After School Programs
- Communication Skills
- Inter-ethnic, Gender and Inter-religious interaction
- Peer Mediation and Conflict Resolution, Peace Programs
- Special Needs Students
- At-Risk Students

EMPLOYMENT AND TRAINING SERVICES AND PROGRAMS

- Support Activities in Summer and Youth Training Programs
- Training Programs

RESIDENTIAL PROGRAMS

- Workers in this category assist in providing services in youth and community based institutions

JUVENILE JUSTICE PROGRAMS

- Workers in this category assist in providing services in correctional setting and half-way houses

(Level II)

Standard-setting Bodies Responsible for the Qualification:

Taskforce on Community/Youth Work; State of Michigan Board of Education; Michigan Department of Education

1 Purpose of Qualification:

The Associate Degree in Community and Youth Work (Community/Youth Work Specialist) is intended as an initial academic qualification for people who are interested in working with young people in school/community settings by assisting professional youth workers. This certificate is designed to build a basic academic and professional background for a community/youth work specialist, working within any organization serving youth, but with some autonomy under the supervision of a professional youth worker. Those who acquire this degree have the necessary knowledge and skills to assist in the implementation of projects and programs (e.g. school-based programs, drug and alcohol prevention programs, community-based programs, employment and training services, residential work programs and juvenile justice programs).

Although this is a stand alone qualification, it is a first step on the pathway towards academic and professional training for community/youth work. Credits earned in this degree articulate into a Bachelor's Degree program in Community/Youth Work (Community/Youth Worker). However, the Associate Degree is not a prerequisite for the Bachelor's qualification.

This qualification recognizes that youth work specialists contribute to the implementation of projects and programs for young people in a variety of settings.

2 Regulations for the Qualification:

2.1 Recognition of Current Competency and Prior Learning:

Persons with relevant work and educational backgrounds may be granted recognition of competency and/or prior learning on application either to educational providers that are designated and are charged to recognize current competency/prior learning or to the competent authority in the Michigan Department of Education to obtain certification. As part of a "Portfolio Option" for Certification, recognition may be granted for parts or the whole of the qualification according to procedures providers and the Department of Education have established to meet the requirements described in this document.

2.2 Summary of Qualification Requirements:

This qualification will be awarded to persons who have obtained a minimum of 25-30 credits in the area of Community/Youth Work studies, as well as a number of electives, ranging from 5-10 credits in allied studies in addition to satisfying general college coursework requirements for the Associate Degree.

(Level II)

Required:

Specific Requirements:

(Students/applicants need to establish a minimum of 20 and a maximum of 25 credits in the following disciplines/study areas)

Introduction to Youth Work (Principles of Youth Work)
Sociology of the Family
Introduction to Community Development
Social Problems and Social Policies
Developmental Psychology
Group Work, Youth Leadership/Communication Skills
Youth in Society (Sociology of Youth)
Multiculturalism and Diversity Studies
Practice Seminar
Practicum/Internship

General Requirements:

(Students/applicants need to establish 15 credits from the following course distribution)

Introductory Anthropology or above
Introductory Sociology or above
Introductory Psychology or above
Introduction to Political Science/American Government
Introductory Social Sciences or above
Introductory Communication or Speech
Introductory Multicultural Education

College Requirements:

Students/applicants must satisfy general college requirements for the Associate Degree. General requirements can be satisfied through acquiring credits for college requirements.

Electives:

A minimum of 10 credits in a subject area is required to specify competence in a sub-field:

Human Services
Social Services
Introduction to Education
Introduction to Informal Education
Intercultural/Multicultural Studies (Multiculturalism and diversity)

(Level II)

Ethnic and/or Area Studies/Foreign Language Studies
 Group Processing/Communication Skills
 Sports and Recreation Studies
 Special Education and Special Needs
 Alcohol and Drugs Prevention Studies
 Comparative Religious Studies
 Gender Studies

2.3 Detailed Core Competencies Embedded in Qualification Requirements:**Required:**

Standard	Core Competencies	Level	Credit
1	Demonstrate knowledge of the meaning of community/youth work and allied studies	1	2-4
2	Demonstrate knowledge of ethical conduct in community/youth work	1	2-4
3	Demonstrate interpersonal skills and ability to build relationships with youth	1	2-4
4	Demonstrate knowledge of leadership in community/youth work	1	2-4
5	Demonstrate ability to assist in the implementation of community/youth work programs or projects	1	2-4
6	Demonstrate knowledge of risk assessment in community/youth work	1	2-4

2.5 Avenues of Acquiring Core Competencies:

Core competencies can be achieved in several ways, including “life experience”, which can be documented to show acquisition of “core competencies” as named above. These competencies can be assessed through an “alternative portfolio option” and verified through peer review and/or departmental review. The portfolio process must demonstrate acquisition of relevant components of the core competencies based on any or all of the following ways:

- a. formal education process
- b. on the job training and/or experience
- c. on the job practice, including internships or placements
- d. in-service training, on-site training
- e. seminars, workshops and off-site training programs
- f. other relevant ways proposed by the applicant that provide evidence of learning and competence

2.6 Alternative Methods of Obtaining Credit:

Credits towards requirements can be satisfied through proficiency examinations, military training, and non-collegiate-based professional training such as:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Defense Activity for Nontraditional Education Support (DANTES)
- International Baccalaureate (IB)
- Some types of military training as recommended by the American Council on Education (ACE)
- Program of Non-collegiate Sponsored Instruction (PONSI)
- Excelsior College exams
- College Challenge exams

3 Certification

The Department of Education will certify the holder of the Certificate as a “Community/Youth Work Specialist”, provided the awardee has passed any appropriate and relevant checks.

5 Transition: (Articulation)

This qualification allows for scaffolding into a Bachelor’s in Community/Youth Work.

Please Note:

Providers must be approved by the Department of Education before they can offer programs of education and training as described and established by this document.

Accredited providers must assist students/applicants in developing “portfolios” and in assessing content against established contents of programs.

PROPOSED BACHELOR DEGREE in Community/Youth Work of 6
(Level III)

Level of Qualification: Level 3

Credit Hours Total: (30-40 Credit Hours in Community/Youth Work)

	Required Courses	Elective Courses
Community/Youth Work:	30-40	-
College Requirements:	30-40	-
Electives:	-	20-30
Minimum Total:	120-130	-

Areas of Work/Employment:

COMMUNITY-BASED PROGRAMS

- Community Recreation (e.g. play activities)
- Community Support (e.g. work, study skills and tutoring)
- Outdoor Recreation (e.g. organized athletics)

HEALTH-BASED PROGRAMS

- Health and Safety
(Health and safety practice programs)
- Drugs and Alcohol Prevention programs

SCHOOL-BASED PROGRAMS

- Day School Programs
- After School Programs
- Communication Skills
- Inter-ethnic, Gender and Inter-religious interaction
- Peer Mediation and Conflict Resolution, Peace Programs
- Special Needs Students
- At-Risk Students

EMPLOYMENT AND TRAINING SERVICES AND PROGRAMS

- Support Activities in Summer and Youth Training Programs
- Training Programs

RESIDENTIAL PROGRAMS

- Workers in this category assist in providing services in youth and community based institutions

JUVENILE JUSTICE PROGRAMS

- Workers in this category assist in providing services in correctional setting and half-way houses

(Level III)**Standard-setting Bodies Responsible for the Qualification:**

Taskforce on Community/Youth Work; State of Michigan Board of Education; Michigan Department of Education

1 Purpose of Qualification:

The Bachelor Degree in Community and Youth Work (Community/Youth Worker) is intended as an initial academic qualification for people who are interested in working with young people in school/community settings by assisting professional youth workers. This degree is designed to build a basic academic and professional background as a community/youth worker, who is able to develop and implement programs, while able to lead youth work specialists and assistants. Those who acquire this degree have the necessary knowledge and skills to lead support workers and assist in the implementation of projects and programs (e.g. school-based programs, drug and alcohol prevention programs, community-based programs, employment and training services, residential work programs and juvenile justice programs).

Although this is a stand alone academic and professional qualification, it is a required step on the pathway towards graduate academic and professional training for community/youth work. However, the Bachelor Degree is a prerequisite for any graduate level qualification.

This qualification recognizes that youth work specialists contribute to the implementation of projects and programs for young people in a variety of settings.

2 Regulations for the Qualification:**2.1 Recognition of Current Competency and Prior Learning:**

Persons with relevant work and educational backgrounds may be granted recognition of competency and/or prior learning on application either to educational providers that are designated and are charged to recognize current competency/prior learning or to the competent authority in the Michigan Department of Education to obtain certification. As part of a "Portfolio Option" for Certification, recognition may be granted for parts or the whole of the qualification according to procedures providers and the Department of Education have established to meet the requirements described in this document.

Summary of Qualification Requirements:

This qualification will be awarded to persons who have obtained a minimum of 30-40 credits in the area of Community/Youth Work studies, as well as a number of electives, ranging from 20-30 credits in allied studies in addition to satisfying general college coursework requirements for the Bachelor Degree.

Focus Areas of Academic/Professional Training: (Potential General Structure of Degree):

Human Behavior and Social Environment

Human Behavior and Diversity (e.g., Anthropology and Ethnic/Area Studies)

Human Development

Principles of Psychology

Introduction to Sociology

Community/Youth Work Theory and Practice

- Theory and Practice in Community/Youth Work (Case, Group, Community Development)
 - Community and Youth Work with Families
- Skills for Community/Youth Work Practice
- Community/Youth Work Intervention and Processes

Social Policy and Administration

Administration in Human Service Organizations

Social Welfare in America

Community/Youth Work in Contemporary Society

Law and Society

Social Policy

Social Research

Community/Youth Work Research Methodology (e.g. action research, qualitative)

Research Project

Independent Study

Fieldwork Practice

Field Practice I and/or Internship

Field Practice II and/or Internship

Skills for Community/Youth Work Practice

(Level III)**Core Area Requirements:**

(Students/applicants need to establish a minimum of 30 and a maximum of 40 credits in the following disciplines/study areas)

Principles and Practice of Community/Youth Work
Social Problems and Social Policies
Sociology of the Family
Youth in Society (Sociology of Youth)
Informal Education
Community Development
General and Developmental Psychology
Group Work, Youth Leadership/Communication Skills
Multiculturalism and Diversity Studies
Communication or Speech
Multicultural Education
Political Science/American Government
Practice Seminar
Practicum/Internship

Electives:

A minimum of 20-30 credits in a subjects and disciplines named below is required to specify competence in a sub-field:

Human Services
Social Services
Introduction to Education
Intercultural/Multicultural Studies (Multiculturalism and diversity)
Ethnic and/or Area Studies
Foreign Language Studies
Group Processing/Communication Skills
Sports and Recreation Studies
Special Education and Special Needs
Alcohol and Drugs Prevention Studies
Comparative Religious Studies
Gender Studies

College Requirements:

Students/applicants must satisfy general college requirements for the Bachelor Degree.

(Level III)**2.3 Detailed Core Competencies Embedded in Qualification Requirements:****Required:**

Standard	Core Competencies	Level	Credit
1	Demonstrate knowledge of the meaning of community/youth work and allied studies	1	2-4
2	Demonstrate knowledge of ethical conduct in community/youth work	1	2-4
3	Demonstrate interpersonal skills and ability to build relationships with youth	1	2-4
4	Demonstrate knowledge of and ability to develop leadership in community/youth work	1	2-4
5	Demonstrate ability to assist in the implementation of community/youth work programs or projects	1	2-4
6	Demonstrate knowledge of risk assessment in community/youth work	1	2-4

2.5 Avenues of Acquiring Core Competencies:

Core competencies can be achieved in several ways, including “life experience”, which can be documented to show acquisition of “core competencies” as named above. These competencies can be assessed through an “alternative portfolio option” and verified through peer review and/or departmental review. The portfolio process must demonstrate acquisition of relevant components of the core competencies based on any or all of the following ways:

- a. formal education process
- b. on the job training and/or experience
- c. on the job practice, including internships or placements
- d. in-service training, on-site training
- e. seminars, workshops and off-site training programs
- f. other relevant ways proposed by the applicant that provide evidence of learning and competence

2.6 Alternative Methods of Obtaining Credit:

Credits towards requirements can be satisfied through proficiency examinations, military training, and non-collegiate-based professional training such as:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- Defense Activity for Nontraditional Education Support (DANTES)
- International Baccalaureate (IB)
- Some types of military training as recommended by the American Council on Education (ACE)

Program of Non-collegiate Sponsored Instruction (PONSI)

- Excelsior College exams
- College Challenge exams

3 Certification

The Department of Education will certify the holder of the Certificate as a “Community/Youth Worker”, provided the awardee has passed any appropriate and relevant checks.

5 Transition:

This qualification leads to further (graduate) studies in Community/Youth Work

Please Note:

Providers must be approved by the Department of Education before they can offer programs of education and training as described and established by this document.

Accredited providers must assist students/applicants in developing “portfolios” and in assessing content against established contents of programs.

(Level IV)

Level of Qualification: Level 4

Credit Hours Total: (30-40 Graduate Credit Hours in Community/Youth Work)

	Required Courses	Elective Courses
Community/Youth Work:	30-40	-
College Requirements:	30-40	-
Electives:	-	0-10
Minimum Total:	30-40	-

Areas of Work/Employment:**COMMUNITY-BASED PROGRAMS**

- Community Recreation (e.g. play activities)
- Community Support (e.g. work, study skills and tutoring)
- Outdoor Recreation (e.g. organized athletics)

HEALTH-BASED PROGRAMS

- Health and Safety
(Health and safety practice programs)
- Drugs and Alcohol Prevention programs

SCHOOL-BASED PROGRAMS

- Day School Programs
- After School Programs
- Communication Skills
- Inter-ethnic, Gender and Inter-religious interaction
- Peer Mediation and Conflict Resolution, Peace Programs
- Special Needs Students
- At-Risk Students

EMPLOYMENT AND TRAINING SERVICES AND PROGRAMS

- Support Activities in Summer and Youth Training Programs
- Training Programs

RESIDENTIAL PROGRAMS

- Workers in this category assist in providing services in youth and community based institutions

JUVENILE JUSTICE PROGRAMS

- Workers in this category assist in providing services in correctional setting and half-way houses

(Level IV)

Standard-setting Bodies Responsible for the Qualification:

Taskforce on Community/Youth Work; State of Michigan Board of Education; Michigan Department of Education

1 Purpose of Qualification:

The Master Degree in Community and Youth Work (Master or Professional Community/Youth Worker) is intended as professional and terminal academic qualification for people who are interested in working with young people in school/community settings by administering programs, supervising professional youth workers, and providing direct services to youth. Those who acquire this degree have the necessary knowledge and skills to administer, supervise and lead programs, workers and youth in various settings (e.g. school-based programs, drug and alcohol prevention programs, community-based programs, employment and training services, residential work programs and juvenile justice programs).

This is a professional qualification equivalent in status, if not in scope of practice, to MSW or master's level degrees in counselling or other helping professions. Holders of this qualification are expected to be academic and professional leaders in the field.

2 Regulations for the Qualification:

2.1 Recognition of Current Competency and Prior Learning:

Persons with relevant work and educational backgrounds may be granted recognition of competency and/or prior learning on application either to educational providers that are designated and are charged to recognize current competency/prior learning or to the competent authority in the Michigan Department of Education to obtain certification as a Master or Professional Community/Youth Worker. As part of a "Portfolio Option" for Certification, recognition may be granted for parts or the whole of the qualification according to procedures providers and the Department of Education have established to meet the requirements described in this document.

o Summary of Qualification Requirements:

This qualification will be awarded to persons who have obtained a minimum of 30-40 graduate level credits in the area of Community/Youth Work studies (broadly defined).

Areas of Academic/Professional Training:

(Potential General Structure of Degree):

Human Behavior Studies

- Human Behavior and Diversity (e.g., Anthropology and Ethnic/Area Studies)

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Human Development (Psychology and Sociology)

Community, Youth and Practice: Theory and Praxis

- Theory and Practice in Community/Youth Work (Case, Group, Community Development)
- Community and Youth Work with Families
- Community/Youth Work Resource Management and
- Community/Youth Work Intervention and Processes

Practice

The Social and Political Context: Social Policy and Administration

Administration in Human Service Organizations

- Professional and Personnel Development
- Social Welfare in America
- Law and Society
- Issues in Social Policy

Academic and Professional Inquiry: Perspectives on Social Research

- Community/Youth Work Research Methodology (e.g. action research, qualitative)
- Research Project
- Independent Study

Strengthening Skills: Fieldwork Practice Development

Field Practice I and/or Internship

Field Practice II and/or Internship

- Skills for Community/Youth Work Practice

Academic Disciplines Contributing to Degree Content Areas:

Principles and Practice of Community/Youth Work

Youth in Society

Sociology, Social Theory, Social Problems and Social Policies

Informal Education, Community Development

Psychology and Counseling

Group Work, Youth Leadership/Communication Skills

(Level IV)

Multiculturalism, Diversity and Ethnic Studies
 Administration and Political Science
 Foreign Language and Area Studies
 Human and Social Services
 Sports and Recreation Studies
 Special Education and Special Needs
 Alcohol, Drugs Prevention and Health Studies
 Gender Studies
 Practicum/Internship

College Requirements:

Students/applicants must satisfy general university requirements for the Master Degree.

2.3 Detailed Core Competencies Embedded in Qualification Requirements:**Required:**

Standard	Core Competencies	Level	Credit
1	Demonstrate mastery of community/youth work and allied studies	1	2-4
2	Demonstrate mastery of ethical conduct in community/youth work	1	2-4
3	Demonstrate mastery of interpersonal skills and ability to build relationships with youth	1	2-4
4	Demonstrate mastery of knowledge of/and ability to develop leadership in community/youth work	1	2-4
5	Demonstrate ability to administer, manage and implement community/youth work programs or projects, and personnel leadership	1	2-4
6	Demonstrate mastery in risk assessment in community/youth work	1	2-4

2.5 Avenues of Acquiring Core Competencies:

Core competencies can be achieved in several ways, including “life experience”, which can be documented to show acquisition of “core competencies” as named above. These competencies can be assessed through an “alternative portfolio option” and verified through peer review and/or departmental review. The portfolio process must demonstrate acquisition of relevant components of the core competencies based on any or all of the following ways:

- a. formal education process

(Level IV)

- b. on the job training and/or experience
- c. on the job practice, including internships or placements
- d. in-service training, on-site training
- e. seminars, workshops and off-site training programs
- f. other relevant ways proposed by the applicant that provide evidence of learning and competence

3 Certification

The Department of Education will certify the holder of the Master’s Degree as a “Master Professional Community/Youth Worker”, provided the awardee has passed any appropriate and relevant checks.

Please Note:

Providers must be approved by the Department of Education before they can offer programs of education and training as described and established by this document.

Accredited providers must assist students/applicants in developing “portfolios” and in assessing content against established contents of programs.

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