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An assessment of youth development/ community service programs from Iowa public school superintendent's perspectives

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**An assessment of youth development/community service
programs from Iowa public school superintendents' perspectives**

Sallade, Charles Ronald, Ph.D.

Iowa State University, 1990

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An assessment of youth development/community service programs
from Iowa public school superintendents' perspectives
by
Charles Ronald Sallade

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
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For the Graduate College

Iowa State University
Ames, Iowa

1990

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CHAPTER I: INTRODUCTION

During the last two years, at both the state and national levels, there has occurred a growing interest in youth community service as a way to improve communities and broaden students' learning. In the Des Moines Register of March 31, 1989, Dr. William Lepley, Director of the Iowa Department of Education, was reported as calling for community service work as a requirement for graduation. Specifically, Dr. Lepley was quoted as saying:

"I believe that if we are to create a quality of life that we desire in this state and this country, we need to ensure that all students have the value of giving of themselves to improve their communities. We are all happier and more productive when we are giving of ourselves to help others. Why should it be any different for kids?"

Streams, the newsletter produced by Youth Service America, a national advocacy group for youth community service located in Washington, D.C., referred to February, 1989, as media month for youth service. On "ABC Nightline" on February 8, 1989, Ted Koppel devoted his half-hour program to the subject. This coverage included footage of the City Volunteer Corps from New York City and the California Conservation Corps. Emblazoned on the cover of the February 13 issue of U. S. News and World Report was "AMERICA NEEDS YOU...The Push for Voluntary National Service." Inside, two programs were featured, the New York City Volunteer Corps and the California Conservation Corps.

Other national publicity cited in Streams relating to youth community service during the month of February was a twenty-minute seg-

ment on the "MacNeil Lehrer NewsHour" of February 17. During this newscast, Senator Sam Nunn and other national leaders who have advocated for youth service discussed the Democratic Leadership Council's Citizenship Corps (enabling legislation for the Corps has been popularly known as the Nunn bill). On February 21, 1989, Senator Edward Kennedy announced his "Service to America Act of 1989." Senator Kennedy's bill provided \$100 million each year for five years for school- and campus-based service programs.

America's early history was noted for the helping spirit of its people. Alexis de Tocqueville, the early chronicler of the American scene, referred to these helping attitudes in the 1830s as "habits of the heart"--the penchant of this young nation's citizens to join together and to work for the civic good. There seems to have been a considerable change in this perception, however. Presently, many sense a faltering civic spirit, especially among the materially-minded young. An even greater concern has been that, in one of the most prosperous nations on earth, basic social needs such as child care and elderly care as well as help for the homeless, the poor and the mentally handicapped have gone largely unmet because of tight government budgets and a lack of public will. A national volunteer corps of motivated, well-trained young people could contribute significantly to solving pressing problems (Sheler, Whitman, Shapiro, 1989:21).

The most prominent proponent for volunteer service has been President Bush, a staunch believer in the redemptive qualities of doing good for others. His aides have said that President Bush will propose a mod-

est \$35-million-to-\$40-million Youth Engaged in Service (YES) program that would dispense grants to community groups to encourage volunteer service. President Bush's hope has been that YES will enable "the young men and women of our tree-lined suburbs to get on a bus, or the subway or the metro, and go into the cities where the want is." At the time of this writing in March, 1990, President Bush has not offered a definitive plan (Sheler, Whitman, Shapiro, 1989:21).

Six bills were introduced in Congress during February, 1989, which sought to encourage young Americans to undertake community service, and President Bush has created the White House Office of National Service according to an article in Education Week written by Lisa Jennings (Jennings, 1989). The legislative proposals that have been introduced so far have shared a common assumption: that the federal government has a role to play in providing organization and financial resources to support volunteerism among the young. The current bills also have another element in common: they have unanimously rejected the idea that the new programs should be mandatory--in effect, a universal draft of young people for military or civilian work.

According to Jennings (Jennings, 1989), the proposals have differed in ways which reflect decades-old disagreements about the fundamental character of any national service program. These key questions which will have to be answered before a major new initiative can become law include:

- Should volunteer programs offer incentives--in some proposals, considerable amounts of college-tuition aid--or should they rely

exclusively on the desire for selfless service, with its non-monetary rewards?

- If we provide incentives, should they be in addition to existing forms of federal funding, notably college-student aid, or should participation in a service program be a prerequisite for such assistance?
- Should volunteer initiatives stress efforts to encourage students at all levels to help others through school-based programs, or should the main focus be on getting high school graduates to spend a year or two working full-time on community service?

At the time of this writing in March, 1990, a single, unified bill which has wide support in Congress has not been formulated.

Statement of the Problem

Civic responsibility, community involvement, and citizenship have traditionally been seen as important purposes of public education. However, these concepts have been in large part taught by using verbal strategies--the traditional "show and tell" methods--which have been very typical of schools. Civic responsibility, community involvement, and citizenship could be taught much better through a direct "hands on" approach, through direct involvement with the community, and through direct experience. Kinesthetic, action-oriented learning styles preferred by some students have been particularly ignored during the school excellence movement of the 1980s.

There has been imminent, mounting concern about the problems in our communities and the lack of interest and funds to meet these needs. Our national leaders, our President as well as members of Congress,

have called for direct involvement of youth in programs to improve local communities.

According to staff of the State Department of Education, many educators have apparently not been aware of youth community service opportunities in their communities. In instances when they have been aware of these opportunities, even more of them have not valued them to the extent that they perceived a relationship between these opportunities and the educational programs which have been offered at school. Educators need encouragement and support to create selected educational opportunities which are community-based rather than school-building-based.

In cases where educators have been aware of community service programs in their communities which they consider to be especially effective, too often this information has not been shared in any consistent, structured way. Quite often, elements of effective programs have not been replicated in other communities because of lack of information and knowledge. Consequently, educators, human services professionals, public service advocates, and policy makers at all levels have been without sufficient information and direction to take action.

Purpose of the Study

The purpose of the study was to provide baseline information regarding the following:

- Assessment of what Iowa public school superintendents perceived to be the degree of youth participation in youth development/

community service programs in terms of these programs being offered by community groups, individual schools, and on a district-wide basis.

- Assessment of what Iowa public school superintendents perceived to be the degree of youth participation in the identified activities by grade levels and in the area of alternative and special programs.
- Assessment of what Iowa public school superintendents perceived to be beneficial to the youth of their districts in the area of youth development/community service programs if these services had been available.
- Responses to the question: "Of the programs you considered beneficial to the youth of your district, which are not presently available, what are your top five in the order of your priority?"
- Recommendations of at least one program which school superintendents perceived to be especially effective and which could serve as an example for other communities to consider in developing their own programs and activities. The 67 programs which resulted from superintendents' recommendations were compiled into a document entitled YOUTH COMMUNITY SERVICES GUIDE. This document is available from the State Department of Education or from this writer.
- Responses to the question: "If resources were available to provide the youth community service programs which you perceived to be beneficial to your community, would you support providing them through legislative mandate?
 YES NO"

To gather the above information, this study provided a survey form (Appendix A), accompanied by a letter from Dr. William Lepley, Director of the Iowa Department of Education (Appendix B), which was sent to each of the 433 public school superintendents of Iowa.

The databases generated from the survey were made available to local district educators, policy makers, staff of the State Department of Education, and others with interest for the purpose of strengthening the opportunities which educators and public service advocates offer to young people in local communities and to determine future direction in relation to public policy.

As a result of this assessment, hopefully, more opportunities for youth service have been created at the local community level which have promoted greater civic responsibility, increased community involvement, and more active citizenship on the part of young people. This can be accomplished through increased awareness, through the sharing of useful information, and through possible policy changes and mandating and/or enabling legislation. Until this study, there has not been sufficient data and information available about programs in Iowa which permitted public service advocates and policy makers at all levels--particularly in the field of education--to determine future direction and public policy in relation to the topics covered by this study.

Definition of Terms

For the purpose of this study, the terms "youth development programs" and "youth community service programs" were used interchangeably.

The term "youth services/community services" was used to describe services such as peer tutoring/cross-age tutoring, other school services,

work with children, work with older children, hunger relief projects, and environmental projects. The term was not meant to be limiting, and respondents to the survey form were invited to list other types of similar services. Many respondents did do this.

The term "youth involvement/leadership programs and services" was used to describe programs and services such as civic groups (e.g., Youth in Government), service/leadership programs, leadership development for groups, youth clubs/membership (e.g., Scouts, 4-H). Since respondents were offered the opportunity to list other types of similar services, the term was not meant to be limited to only these services, and respondents were provided the opportunity to list other types of similar services. Respondents did specify other services.

The term "youth enrichment activities" was used to describe programs and services such as sports, wellness/fitness, visual arts (e.g., painting, film), performing arts (e.g., drama, music, dance), education clubs (e.g., language, science), and academic clubs (e.g., Academic Decathlon). The term was not meant to be limited only to these items as the respondents could itemize other types of similar services. A number of them responded to this opportunity.

The term "youth community career connections" was used to describe programs and services such as career awareness, career exploration, career counseling, internship, mentorship, vocational education clubs (e.g., FFA, VICA, DECA), and work experience. Again, the term was not meant to be limiting and those responding to the survey form were

invited to itemize other types of similar services. Many did respond in this way.

The term "youth support network of services" was used in the study to describe programs and services such as peer helping, parent education, drug abuse prevention, dropout prevention, teen pregnancy support, family crisis counseling, and individual crisis counseling (e.g., Hot Lines). As was reported previously, respondents listed other types of similar services, and the term was not meant to be limited to only these specific services.

The term "non-valid response" was used to identify responses other than Arabic numbers "1" through "10," such as question marks and check marks. Marks such as these could not be used in assessing superintendents' perceptions of youth participation and are referred to in the data as non-valid responses.

The term "positive response" was used to identify superintendents' choices of "2" through "10" on the scale which was part of the survey form: "2" represented the lowest level of positive response and "10," the highest.

The term "negative response" was used to identify three types of superintendents' responses: "1" representing "none" or no youth participation; no response of any kind; and non-valid responses such as question marks and check marks.

The term "superintendents" was used to refer to the subjects of the study, those who were superintendents of schools of the 433 public school districts of Iowa during the 1989-90 school year.

Delimitations of the Study

This study is an initial effort in assessing youth development/ community service programs as a strategy to promote civic responsibility, community involvement, and more active citizenship. It was not intended as the final word on the topic.

This study was limited due to the following considerations:

- The survey form itself was limited as an assessment instrument because of the "paper/pencil" nature of the survey form and the limited number of items selected to be included on the form.
- The databases generated from the survey form were subjective in nature because they were founded on the personal perceptions of the self-reporting subjects.
- Since the survey form was distributed only to the 433 public school superintendents of Iowa, the study was limited in that it did not include information from private or parochial schools.
- The data generated were limited to a specific geographic area, the state of Iowa.
- While youth providing volunteer services to their communities is not a new concept, educators may not have been familiar with some of the specific terms used in this study. This unfamiliarity may have added to the subjectivity and limitations of the study.

Organization of the Study

This dissertation was organized into six chapters which related to the following topics:

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF LITERATURE

CHAPTER III: PROCEDURES USED IN THE STUDY

CHAPTER IV: RESULTS

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

CHAPTER II: REVIEW OF LITERATURE

The long-held assumption that various institutions will, without too much deliberate effort, acculturate youth to society's expectations for community service and volunteerism is being questioned and challenged from many corners and at several levels. Foundations, Congress, the states, cities, national groups, and college/universities have been leaders who have interest in the status of service in the youth culture. Many agencies have promoted a renewal of the service ethic and explored new approaches to augment the traditional view of community service as a bridge to responsible citizenship (Lewis, 1988:v).

Traditional service programs in high schools usually have been conducted through clubs, and out-of-school service opportunities have depended on traditional youth-serving organizations. The "new look" in youth service has experimented with mandating service programs throughout a school or on a district-wide basis, including them into the curriculum, developing city-wide service programs, or emphasizing service in magnet school programs. Research has not settled the debate over whether service should be mandatory or voluntary. In the final analysis, how can volunteerism be mandated? (Lewis, 1988:v).

As cited by Lewis, the justifications for youth service include:

- Documentation of the educational value of service. Through service, young people learn to cooperate with each other, develop problem-solving skills, and assume responsibility--all skills that schools are being urged to emphasize because of changing skills needed in the work place.

- Greater understanding of the environmental and human needs which could be attained by young people.
- Greater understanding of the costs of not learning how to serve, in terms of decreased participation in civic life and lack of interest in others, on the part of American citizens.

In Iowa, there has been considerable interest in the concept of youth community service as a way to broaden students' learning and improve local communities. Dr. William Lepley, Director of the Iowa Department of Education, in the Des Moines Register of March 31, 1989, called for community service work as a requirement for graduation. He was quoted as follows:

"I believe that if we are to create a quality of life that we desire in this state and this country, we need to ensure that all students have the value of giving of themselves to improve their communities. We are all happier and more productive when we are giving of ourselves to help others. Why should it be any different for kids?"

February, 1989, was referred to as media month for youth service by Streams, the newsletter produced by Youth Service America, a national advocacy group for youth community service located in Washington, D. C. Ted Koppel on "ABC Nightline" on February 8, 1989, devoted his half-hour program to the topic. This coverage included footage of the work of the California Conservation Corps and the City Volunteer Corps of New York City. The headline on the cover of the February 13 issue of U. S. News and World Report was "AMERICA NEEDS YOU...The Push for Voluntary National Service." This edition of U.S.

News and World Report featured the New York City Volunteer Corps and also included an article about the California Conservation Corps.

Streams cited other national publicity relating to youth community service during the month of February. The "MacNeil Lehrer NewsHour" of February 17 had a twenty-minute segment on the topic. During this newscast, national leaders including Senator Sam Nunn of Georgia advocated for youth service and discussed the Democratic Leadership Council's Citizenship Corps. The bill promoting the Citizenship Corps was popularly known as the Nunn bill. Senator Edward Kennedy (Massachusetts--Democrat) on February 21, 1989, announced his "Service to America Act of 1989." This bill provided \$100 million each year for five years for school- and campus-based service programs.

America's early history was noted for the helping spirit of its people. Alexis de Tocqueville, the early chronicler of the American scene, referred to these helping attitudes in the 1830s as "habits of the heart"--the penchant of this young nation's citizens to join together and to work for the civic good. There seems to have been a considerable change in this perception, however. There has been a concern that there has been a faltering civic spirit, especially among the materially-minded young. And an even greater concern has been that, in one of the most prosperous nations on earth, basic social needs such as elderly care and child care as well as help for the homeless, the poor and the mentally handicapped have gone largely unmet because of tight government budgets and a lack of public interest and involvement. It has been posited that a national volunteer corps of motivated, well-trained young people

could contribute mightily to solving these pressing problems (Sheler, Whitman & Shapiro, 1989:21).

The most prominent proponent for volunteer service currently has been President Bush, a strong believer in the redemptive qualities of doing good for others. His aides have suggested that President Bush will propose a modest \$35-million-to-\$40-million Youth Engaged in Service (YES) program that would dispense grants to community groups to encourage volunteer service. President Bush's hope has been that YES will enable "the young men and women of our tree-lined suburbs to get on a bus, or the subway or the metro, and go into the cities where the want is" (Sheler, Whitman & Shapiro, 1989:21).

Six bills were introduced in Congress during February, 1989. Each of these intended to encourage young Americans to undertake community service. Toward this end, President Bush has created the White House Office of National Service according to an article in Education Week written by Lisa Jennings (Jennings, 1989). The flurry of legislative proposals that have been introduced so far have shared a common assumption: that the federal government has a role to play in providing organizational and financial resources to support volunteerism among the young. The current bills have also unanimously rejected the idea that the new programs should be mandatory--in effect, a universal draft of young people for military or civilian work. At the time of this writing in March, 1990, these diverse bills have not been synthesized into one bill.

The proposals have differed in ways which have reflected decades-old disagreements about the fundamental character of any national service program, according to Jennings (Jennings, 1989). The key questions that will have to be answered before a major new initiative can become law include:

- Should volunteer programs offer incentives--in some proposals, hefty chunks of college-tuition aid--or should they rely exclusively on the desire for selfless service, with its non-monetary rewards?
- If we provide incentives, should they be in addition to existing forms of federal funding, notably college-student aid, or should participation in a service program be a prerequisite for such assistance?
- And, should volunteer initiatives stress efforts to encourage students at all levels to help others through school-based programs, or should the main focus be on getting high school graduates to spend a year or two working full-time on community service?

The Working Group on Youth Service Policy from Youth Service America, in January, 1988, stated that youth service has a tripartite mission:

- To provide substantive and sustained service meeting widely-acknowledged community needs;
- To develop young people in ways that enhance their self-esteem, education, leadership, employability and sense of caring for others;
- To alter policies of agencies dealing with youth to view young people as community resources.

The Working Group on Youth Service Policy from Youth Service America has further taken the position that youth service involves in-school as well as out-of-school young people from all segments of our society. While only a fraction of young people have been involved in current programs, the goal has been to expand young peoples' opportunities to serve until the ethic of service becomes a regular part of growing up in America for all. These opportunities should begin early in life and should be reinforced through the teenage and young adult years, including part-time and full-time civilian service opportunities as well as service in the armed forces. They should include both uncompensated service and such modestly compensated service as the state conservation corps and Peace Corps.

Youth service should involve a substantial commitment of a young person's life to organized activity in a structured setting in order to improve the lives of others.

Youth service should be about citizenship and should seek to bring together young people from different backgrounds for common purposes. Youth service should change the way society views young people and how young people view their responsibilities to society. Youth service should be integral to education in a democracy and to realizing the full potential of human development. The ethic of service nurtures a sense of social responsibility and a belief that an individual can make a difference.

Further, youth service can be a highly effective way to supplement formal schooling with structured, real-life experience that in turn enhances life skills, employability, self-esteem, and leadership.

Youth Service America was founded by the Constitutional Rights Foundation in Los Angeles, California, and has established these goals:

- Utilize the national leadership role of the Presidency to advocate, promote, and honor youth service;
- Enlist the strengths and capabilities of existing youth service organizations to build upon current national, state, and local efforts to rapidly expand the number of opportunities for young people to serve;
- Promote a wide diversity of youth service, including:
 - school-based programs,
 - community/city-based programs,
 - campus-based programs, and
 - state-wide and federal programs;
- Ensure that youth from all segments of society have access to part-time and full-time youth service programs;
- Ensure that substantive work is accomplished and that these accomplishments are reported to the public--including conservation, housing rehabilitation, and such human services as education/tutoring, literacy, daycare, and maintaining the quality of life of elderly citizens;
- Encourage a variety of vehicles for service, including schools, city and county governments, states, non-profit organizations, public-private partnerships, and national and federal programs;
- Exercise its leadership by generating funds to enable other organizations in the youth service field to conduct technical

assistance, research and evaluation, training for program operators and information exchange;

- Encourage innovation, creation, and long-term sustainability of youth service at all levels;
- Utilize its funds to leverage additional private and public support for youth service, with governors and state governments, corporations, and foundations as full partners in this effort; and
- Support the development of existing and additional programs in local communities and states rather than operating its own federal programs (Landrum & Slovig, The Working Group on Youth Service Policy, 1988:3).

The position of Youth Service America regarding national service and public service employment has been announced. Their position has been that a clear distinction should be made. According to their Recommendations To The Democratic Leadership Council Regarding The Proposed Citizen Service Legislation, Youth Service America Working Group on Youth Service Policy, January 24, 1989, "A federal administrative system of public service jobs, however decentralized, will neither strengthen the youth service field nor reinforce the ethic of service." Also this group takes the position on not restricting service to those youth who have graduated from high school: "The program should not be restricted to high school graduates, but rather should be designed to be truly open to all, including 'the forgotten half'" (Landrum & Slovig, Recommendations to the Democratic Leadership Council, 1989b:7).

Given the intense Congressional interest in youth service legislation and the current scramble to enact a national bill, Youth Service America has taken the position:

- That youth service proposals be considered in a thoroughly bipartisan fashion;
- That every effort be made to reconcile both executive and legislative branch interests and sponsorship;
- That school-based, campus-based, and community-based programs which have been part-time, and youth service corps which have been full-time, all be advanced by federal legislation;
- That any federal legislation build upon the existing network of youth service programs and leadership" (Landrum & Slovig, Recommendations Regarding Federal Involvement, 1989d:13)

In June, 1989, this writer participated in the Youth Service America national conference, the first national conference regarding the topic of youth community service, which was held in Washington, D. C. There, Senator Kennedy (Massachusetts--Democrat) and Roger Landrum, Co-director of Youth Service America, spoke of the need to incorporate the following points into youth service activities:

- Service performed must be valuable and worthwhile for the community and the students;
- Service must provide opportunities for young people to be depended upon;
- Service must provide youth with decision-making opportunities;
- The most effective community service projects involve adults and youth working together; and

- Good community service must provide systematic reflection on the youth experiences.

While Congress may not have as yet formulated a bill addressing the issue of youth service, the Iowa General Assembly has passed legislation (House File 375, 1989) to establish the Iowa Corps, offered through the Iowa Department of Economic Development. Iowa Corps is a program to encourage high school students to perform community service work for non-profit organizations and provide incentives for Iowa youth to attend Iowa post-secondary institutions. Students participating in Iowa Corps may earn a tuition payment of \$500 per year for a maximum of four years.

The community service work under Iowa Corps must be in one of the following areas: park maintenance and restoration; soil conservation; wildlife and land management; energy savings; community improvements; tourism; economic development; environmental protection and work benefiting human service programs. Applications for the 1989-1990 school year were due by December 31, 1989.

A pioneer project in the field was Youth Community Service (YCS) which began in 1984 as a program of the Constitutional Rights Foundation, a non-profit organization which has been developing educational programs on law, government and business since 1962. YCS has been implemented in cooperation with the Los Angeles Unified School District (LAUSD) in twenty-two high schools. The program assists youth in developing leadership skills and applying them in community service

projects in their schools and communities. According to their handbook, students participate in the following:

- Leadership Training Retreat:** Students attend an overnight retreat for two days filled with workshops, discussions, simulation activities, and share ideas with peers and outstanding community leaders.
- Ongoing School Meetings:** With assistance from specially trained teacher sponsors, students meet regularly to continue leadership skill development and to plan and implement service projects. Program experience has been chronicled in the quarterly publication, the YCS Community Beat.
- Community Resource Volunteers:** YCS participants have contact with an array of community volunteers from a variety of backgrounds and professions called "community resource volunteers." These volunteers assist students on all aspects of their leadership experiences, and serve as role models.
- Special English Skill Builders:** Activities which emphasize reading, writing, speaking, and research skill development in conjunction with leadership tasks have been developed in cooperation with LAUSD personnel. Academic credit may be available for student participants.
- Community Service Workshops:** Special conferences provide students with networking opportunities, leadership project guidance, continued skill development, and involvement with community members (Los Angeles Unified School District, 1986).

These earlier policy statements and efforts have laid the foundation for the present thinking in the area of youth community service. At the local level, a rich mix of new service opportunities for youths is emerging in schools and communities (Heffernan, 1989:2).

The push to strengthen and expand youth service programs, however, should proceed cautiously. Potential risks include creating a

national system requiring a period of service to be eligible for student aid or using service programs as a substitute for job creation efforts. When service activities are used as a substitute for real job opportunities, they can end up exploiting rather than enriching young people. Similarly, when large-scale service programs, in their efforts to perform useful projects in the community, end up displacing paid employees in the public or private nonprofit sectors, the broader public interest is poorly served. Such approaches could erode important programs designed to benefit disadvantaged youths (Heffernan, 1989:13).

In a C-Span telecast of a speech made by Senator Edward Kennedy (Massachusetts--Democrat) to the National Press Club on January 18, 1990, Senator Kennedy spoke of the legislative progress being made toward finalizing a national bill. He cited specific needs for youth service in the areas of environment, hunger, and homelessness. In relation to possible incentives to encourage young people to participate in organized programs, Senator Kennedy spoke of up to 15 percent forgiveness on student loans and an earned credit toward a down payment on a first-time home. While a national bill has not developed as of March, 1990, at the time of this writing, momentum is building toward the development of a more comprehensive national youth service system.

CHAPTER III: PROCEDURES USED IN THE STUDY

In May, 1989, a survey form (Appendix A) and a letter (Appendix B) from Dr. William Lepley, Director of the State Department of Education, was sent to each of the 433 superintendents of local public school districts of Iowa. By July, 226 of these had been returned. Subsequently, a second survey form was sent to the 207 superintendents who had not responded to the first mailing. With the second mailing, a note was sent which encouraged the superintendents to participate in the study. Ultimately, a total of 355 superintendents returned the completed survey forms, which represented a 81.9 percent return rate. In both mailings, a stamped, self-addressed envelope was enclosed.

Responses to each of the survey items were then tabulated, compiled, and presented in this study in the traditional dissertation research format.

The survey form asked superintendents to indicate their perceptions of youth participation in 30 selected youth development/community service programs in terms of whether these services and activities were offered by community groups, individual schools, and on a district-wide basis. In addition, superintendents were requested to present their perceptions of youth participation in these same activities and services in terms of enrollment in four grade-level classifications and enrollment in alternative and special programs. The grade-level classifications were K through 3, 4 through 6, 7 through 9, and 10 through 12.

The survey format which was used provided for a ten-point scale, "1" meaning "none" or no youth participation and "10" meaning "great participation." To better manage and describe the data which represented the superintendents' positive responses to the survey, those scores that were "2" through "10," the writer categorized these data into the following groups:

- "2," "3," and "4"
- "5"
- "6," "7," and "8"
- "9" and "10"

The rationale for categorizing the data in this way was arbitrary. However, the writer reasoned that respondents, when encouraged to rate their perceptions of youth participation in a variety of service activities using a ten-point scale, with "1" meaning "none" or no youth participation and "10" meaning "great participation," might think in categories of "low," "medium" or "average," "high" and "highest." Following that reasoning, the data groupings correspond to the indicated descriptors as follows:

- | | |
|---------------------|---------------------|
| - "2," "3," and "4" | "Low" |
| - "5" | "Medium or Average" |
| - "6," "7," and "8" | "High" |
| - "9" and "10" | "Highest" |

Existing youth community service programs which were recommended by survey respondents as especially effective and which could serve as examples for planners from other communities to consider in developing additional programs and activities were compiled into a document entitled YOUTH COMMUNITY SERVICES GUIDE. This docu-

ment, which describes the 67 programs that were recommended, is available from Department of Education staff or from this writer. In Chapter IV, these 67 programs are categorized into 20 different groupings.

The writer consulted and coordinated his research with Dr. Ray Morley and Mr. Ed Ranney, Consultants with the State Department of Education, in seeking Dr. Lepley's cooperation in helping conduct the study and in facilitating the mechanics and logistics of a study which had the support of the State Department of Education.

CHAPTER IV: RESULTS

Findings

As was stated previously, the purpose of this study was to generate databases of the following information:

- Assessment of Iowa public school superintendents' perceptions of the degree of youth participation in youth development/community service programs by grade levels and by enrollment in the area of alternative and special programs in terms of the following factors: whether the services were being offered by community groups, individual schools, and on a district-wide basis.
- Assessment of what Iowa public school superintendents perceived to be beneficial to the youth of their districts in the area of youth development/community service programs if these services had been available.
- Responses to the question: "Of the programs you considered beneficial to the youth of your district, which are not presently available, what are your top five in the order of your priority?"
- Recommendations of a program(s) which superintendents perceived to be especially effective and which could serve as an example for other communities to consider in developing additional programs and activities. These recommendations have been compiled into a document entitled YOUTH COMMUNITY SERVICES GUIDE, and are available from Department of Education staff or from this writer.
- Responses to the question: "If resources were available to provide the youth community service programs which you perceived to be beneficial to your community, would you support providing them through legislative mandate? _____ YES
_____ NO"

The superintendents were provided the opportunity to list other programs and services in addition to the ones selected for the survey form. Also, they were invited to make comments.

This study provided a survey form (Appendix A), accompanied by a letter from Dr. William Lepley, Director of the Department of Education (Appendix B), which was sent to each of the 433 public school superintendents of Iowa. A significant portion of Iowa's public school superintendents responded to the survey, 355 of the 433 superintendents, or 81.9 percent.

Regrettably, many of them did not respond to a considerable number of the items. Also, many respondents either did not understand or follow survey form instructions or were reluctant to commit themselves regarding their perceptions as requested by the survey format.

In relatively few instances, superintendents provided non-valid responses, which were those other than Arabic numbers "1" through "10," such as question marks and check marks. These could not be used in assessing degrees of youth participation and are referred to in the data as non-valid responses.

The presentation and analysis by section of the thirty survey form items which comprise the survey form follows. The sections are:

- Youth Services/Community Services,
- Youth Involvement/Leadership,
- Youth Enrichment Activities,
- Youth Community Career Connections,
- Youth Support Network of Services.

Findings Regarding
Youth Services/Community Services

This section of the study presents and analyzes the results of the participating superintendents' responses to the "Youth Services/Community Services" section of the survey instrument. The specific services and activities reported in this section are these:

- Peer Tutoring/Cross-Age Tutoring
- Other School Service
- Community Services:
 - Work With Children
 - Work With Older Children
 - Hunger Relief Projects
 - Environmental Projects
 - Other (specify).

Peer tutoring/cross-age tutoring

Findings and analysis concerning how programs are offered The survey form asked superintendents to indicate their perceptions of youth participation in "Peer Tutoring/Cross-Age Tutoring" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. As shown in Table 1, the survey respondents perceived that youth participation in services and activities in their communities which involved "Peer Tutoring/Cross-Age Tutoring" was at a low level when these services were offered by community groups as only 36 superintendents, 10.1 percent, reported participation. (This number 36 is the sum of the numbers in columns "2" through "10" for the item "Community Groups"; 36 superintendents represents 10.1 percent of the total of 355 respondents.) The modal positive response

to this item was at the "2" level (the total of the most frequently provided positive response was 14 in column "2"), and most of the responses were at the lower end of the range of positive responses ("2" through "4"). Respondents perceived that youth participated in tutoring services to a greater degree when that service was offered in individual schools as 192 superintendents, 54.1 percent, responded positively (that is, provided a response in one of the categories "2" through "10") to this item. (This number 192 is the sum of the numbers in columns "2" through "10" for the item "Individual Schools.") When offered on a district-wide basis, 156 superintendents, 43.9 percent, reported that youth participated in tutoring services and activities. (This number 156 and the percentage 43.9 are obtained in this instance in the same way as for the two previous examples.) In these latter two instances, the modal positive response was at the "5" level (the total of the most frequently provided positive response was 59 in column "5" for the item "Individual School" and 41 in column "5" for the item "District-Wide").

In the interest of clarity and brevity, the writer has made some interpretive remarks in Chapter IV rather than reserving all of them for Chapter V.

For Table 1 and for all subsequent tables through Table 30, each one of the categories such as "Community Groups, Individual Schools, District-Wide, K through 3, 4 through 6, 7 through 9, 10 through 12, and Other" total 355 in number because there was a total of 355 superintendents who participated in the study.

Table 1. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/PEER TUTORING/CROSS-AGE TUTORING" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	163	14	4	4	11	1	0	1	1	0	149	7
INDIVIDUAL SCHOOL	45	14	24	28	59	12	12	23	6	14	110	8
DISTRICT WIDE	78	23	20	26	41	14	12	10	2	8	108	13

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	80	28	23	17	30	16	15	12	2	11	115	6
4 through 6	62	20	34	23	49	15	14	14	2	8	107	7
7 through 9	61	23	30	24	51	15	13	20	6	11	94	7
10 through 12	60	35	24	21	44	9	14	18	10	18	97	5
Other ^C	20	0	0	1	0	1	0	1	0	1	326	5

^A"NO RESPONSE" in this instance and all subsequent instances.

^B"NON-VALID RESPONSE" in this instance and all subsequent instances.

^C"ALTERNATIVE AND SPECIAL PROGRAMS" in this instance and all subsequent instances.

Findings and analysis concerning participant grade level For each of the items included on the survey form, the superintendents were requested to indicate their perceptions of youth participation according to the following designations:

- Grades K through 3,
- Grades 4 through 6,
- Grades 7 through 9,
- Grades 10 through 12,
- Alternative and special programs.

The following information categorizes the youth participation data by grade level from Table 1, which is concerned with "Peer Tutoring/ Cross-Age Tutoring," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses

(those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	154	43.4	201	56.6
4 - 6	179	50.4	176	49.6
7 - 9	193	54.4	162	45.6
10 - 12	193	54.4	162	45.6
Other ^C	4	1.1	351	98.9

For all traditional grade designations (all those designations K through 12, or the grade level designations besides "Other"), survey results indicated that participation in "Peer Tutoring/Cross-Age Tutoring" services and activities was perceived to exist in approximately one-half of the reporting districts. (The writer makes this interpretive reference "approximately one-half" because the range was 43.4 percent for K - 3 to 54.4 percent for 7 - 9 and 10 - 12.) At the highest level of participation, superintendents indicated participation was not better than 54.4 percent at grade levels 7 through 9 and 10 through 12. At the lowest level of participation, superintendents indicated participation by students enrolled in K through 12 programs was not lower than 43.4 percent in grades K through 3. Participation was perceived to be nil, only four instances, 1.1 percent, for the 355 reporting superintendents, for the category concerned with alternative and special programs.

The following information from Table 1 categorizes the positive responses of superintendents regarding youth participation in "Peer Tutoring/Cross-Age Tutoring," those who provided responses at the "2" through the "10" levels, into four levels of participation (the rationale

for this method of categorizing the information was presented in Chapter III):

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	68	44.2	30	19.5	43	27.9	13	8.4
4 - 6	77	43.0	49	27.4	43	24.0	10	5.6
7 - 9	77	39.9	51	26.4	48	24.9	17	8.8
10 - 12	80	41.5	44	22.8	41	21.2	28	14.5
Other ^c	1		0		2		1	

For all traditional grade designations, a majority of the responses, reflecting superintendents' perceptions of relatively low youth participation in "Peer Tutoring/Cross-Age Tutoring," was at the "2," "3," "4" level. However, on an individual score basis (individual scores "2" through "10" rather than grouped scores as indicated above), the most frequently provided positive response was at the "5" level for all grades K through 12. There was minimal positive response, only four instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with only four responses, percentages would be misleading.

Other school service

Findings and analysis concerning how programs are offered Superintendents were solicited by the survey form to indicate their perceptions of youth participation in "Other School Service" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. As reflected in Table 2, the superintendents who responded to the survey perceived that participation in

services and activities described as "Other School Service" was at quite low levels. This was especially true when the services were offered by community groups as only 35 superintendents, 9.9 percent, responded to the item. Only 63 superintendents, 17.7 percent, reported participation in relation to other school services being offered by individual schools; and 52 superintendents, 14.6 percent, reported participation in terms of other school services being offered on a district-wide basis. The most frequently provided positive response to the item "Community Groups" was at the "2" level. For the "Individual School" item, the modal positive response was at the "3" level; and for the "District-Wide" item, this same statistic was at the "5" level.

Table 2. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/OTHER SCHOOL SERVICE" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	82	11	8	4	6	1	1	1	1	2	235	3
INDIVIDUAL SCHOOL	56	6	11	11	9	10	0	8	1	7	234	2
DISTRICT WIDE	55	6	8	5	13	7	1	5	1	6	243	5

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	61	7	10	7	13	4	1	4	1	5	239	3
4 through 6	57	7	12	5	13	4	0	8	0	5	241	3
7 through 9	54	10	6	9	13	4	2	7	1	6	240	3
10 through 12	51	8	12	8	15	5	2	9	0	8	234	3
Other ^C	22	0	0	0	0	1	0	0	0	0	331	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 2, regarding "Other School Service," into two categories:

positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	52	14.6	303	85.4
4 - 6	54	15.2	301	84.8
7 - 9	58	16.3	297	83.7
10 - 12	67	18.9	288	81.1
Other ^C	1	.3	354	99.7

Participation in other school service activities, besides "Peer Tutoring/Cross-Age Tutoring," was perceived to be at a relatively low level for all grade levels. For traditional grade designations, the range of participation was from 14.6 percent at grades K through 3 to 18.9 percent for grades 10 through 12. Participation was perceived to be nil, with only one instance, .3 percent, in terms of the category concerned with alternative and special programs.

The following information from Table 2 categorizes the positive responses of superintendents regarding youth participation in "Other School Service," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	24	46.2	13	25.0	9	17.3	6	11.5
4 - 6	24	44.4	13	24.1	12	22.2	5	9.3
7 - 9	25	43.1	13	22.4	13	22.4	7	12.1
10 - 12	28	41.8	15	22.4	16	23.9	8	11.9
Other ^C	0		0		1		0	

Reporting superintendents indicated youth participation in other school service activities besides "Peer Tutoring/Cross-Age Tutoring" to be at a relatively low level. For all grades K through 12, most of their responses identified participation at the "2," "3," "4" level. This was the case even though on an individual score basis, the most frequently provided positive response for grades K through 12 was at the "5" level. There was only one positive response to the category concerned with alternative and special programs. Consequently, the above information does not reflect percentages for this category as that would be misleading.

Work with children

Findings and analysis concerning how programs are offered The survey form solicited superintendents' perceptions of youth participation in "Community Service/Work With Children" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. One hundred and thirty-two superintendents, 37.2 percent, reported participation in the youth community service activity which was described as "Work With Children" on the survey form when the activity was offered by community groups. Youth participation was judged to be fairly evenly distributed along the continuum, with the modal positive response at the "5" level for this item. Fewer superintendents, 107, 30.1 percent, reported participation in this youth community service activity when offered by individual schools. The modal positive response in this instance was "5." In terms of youth participation in "Community Service/Work With Children" activities when offered on a district-wide basis, 115 superintendents,

32.4 percent, responded; and 240 superintendents, 67.6 percent, responded negatively. In this last instance, the most frequently provided positive response was at the "10" level. Table 3 provides other detailed information pertaining to this item.

Table 3. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/COMMUNITY SERVICES/WORK WITH CHILDREN" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	78	11	26	10	37	15	10	11	1	11	140	5
INDIVIDUAL SCHOOL	64	9	14	11	27	11	7	10	0	18	180	4
DISTRICT WIDE	66	12	14	12	19	14	9	13	2	20	169	5

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	59	19	18	15	29	12	11	14	0	24	151	3
4 through 6	52	18	20	14	30	16	14	12	0	22	154	3
7 through 9	61	16	23	11	24	13	11	8	1	17	169	1
10 through 12	63	18	23	9	26	13	9	8	3	17	165	1
Other ^C	16	0	0	1	1	0	0	0	0	0	335	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 3, regarding "Work With Children," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	142	40.0	213	60.0
4 - 6	146	41.1	209	58.9
7 - 9	124	34.9	231	65.1
10 - 12	126	35.5	229	64.5
Other ^C	2	.6	353	99.4

Participation in activities described as "Work With Children" was perceived to be at moderately low levels. For traditional grade designations, the range was from 34.9 percent for grade level 7 through 9 to 41.1 percent for grades 4 through 6. Again, superintendents' positive responses were nil, only two instances, .6 percent, for the category of alternative and special programs.

The following information from Table 3 categorizes the positive responses of superintendents regarding youth participation in activities associated with "Work With Children," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"	"6," "7," "8"		"9," "10"		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	52	36.6	29	20.4	37	26.1	24	16.9
4 - 6	52	35.6	30	20.5	42	28.8	22	15.1
7 - 9	50	40.2	24	19.6	32	25.8	18	14.4
10 - 12	50	39.7	26	20.6	30	23.8	20	15.9
Other ^c	1		1		0		0	

For traditional grade designations, relatively more of the reporting superintendents identified participation at the "2," "3," "4" level even though the modal positive response on an individual score basis for all grades was at the "5" level. For this item, superintendents ratings were relatively evenly distributed throughout the various participation levels. Since there were only two superintendents who provided positive responses to the category concerned with alternative and special programs, no percentages were given for this category.

Work with older children

Findings and analysis concerning how programs are offered The survey form solicited superintendents' perceptions of youth participation in community service activities described as "Work with Older Children" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. As shown in Table 4, the superintendents who responded to the survey perceived that youth participation in services and activities described as "Work With Older Children" was at relatively low levels. Positive responses were provided in response to this item regarding community groups by 98 superintendents, 27.6 percent. Concerning individual schools providing this service, 79 superintendents, 22.3 percent, indicated that youth participated at some level. When responding to this same service when offered on a district-wide basis, 88 superintendents, 24.8 percent, indicated some degree of youth participation. In all three instances, the positive responses were primarily at the lower levels of the continuum and the modal positive response for all three items was "2" on the scale. Other detailed information pertaining to this item have been shown in Table 4.

Table 4. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/COMMUNITY SERVICES/WORK WITH OLDER CHILDREN" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	92	23	18	9	19	8	7	4	1	9	162	3
INDIVIDUAL SCHOOL	80	15	11	7	14	5	8	4	1	14	192	4
DISTRICT WIDE	80	18	8	7	11	10	13	7	1	13	183	4

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	88	12	10	5	11	4	4	6	0	6	204	5
4 through 6	77	14	8	11	13	4	5	7	1	7	203	5
7 through 9	67	19	8	6	18	7	7	8	1	13	196	5
10 through 12	74	12	7	7	18	14	10	5	1	13	191	3
Other ^C	16	1	0	1	1	0	0	0	0	0	334	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 4, concerning "Work With Older Children," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	58	16.3	297	83.7
4 - 6	70	19.7	285	80.2
7 - 9	87	24.5	268	75.5
10 - 12	87	24.5	268	75.5
Other ^C	3	0.8	352	99.2

Generally, participation in activities associated with "Work With Older Children" was perceived to be at rather low levels. The range of partic-

icipation was reported to be from 16.3 percent at grades K through 3 to 24.5 percent at the other three traditional grade level designations. For alternative and special programs, there were only three positive responses, at the .8 percent level.

The following information from Table 4 categorizes the positive responses of superintendents regarding youth participation in community services referred to as "Work With Older Children," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	27	46.6	11	18.9	14	24.2	6	10.3
4 - 6	33	47.1	13	18.6	16	22.9	8	11.4
7 - 9	33	37.9	18	20.7	22	25.3	14	16.1
10 - 12	26	29.9	18	20.7	29	33.3	14	16.1
Other ^c	2		1		0		0	

Respondents' positive responses were primarily at the lower end of the continuum, at the "2," "3," "4" level, particularly for the lower grades. On an individual score basis, the modal positive response was "2" for grade levels K through 3, 4 through 6, and 7 through 9. For grade level 10 through 12, this statistic was "5." No percentages were provided for alternative and special programs since superintendents provided only three positive responses.

Hunger relief projects

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Hunger

Relief Projects" in terms of whether these activities and services were offered by community groups, individual schools, and on a district-wide basis. As reflected in Table 5, the survey respondents perceived that relatively few youth participated in "Hunger Relief Projects." Concerning hunger relief projects being offered by community groups, 107 respondents, 30.1 percent reported youth participation to some positive degree. Most of the responses were at the lower end of the continuum; however, "5" was the modal positive response in the case of the service being offered by community groups. There were fewer superintendents responding positively in terms of this service being offered by individual schools as only 68 superintendents, 19.2 percent, reported youth participation. In this case, the most frequently provided positive score was at the "5" level. In terms of "Hunger Relief Projects" as a community service being offered on a district-wide basis, the response was comparable to the first two instances with 65 respondents, 18.3 percent, reporting affirmatively to this item. For this particular item, the modal positive response was at the "3" level.

Table 5. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/COMMUNITY SERVICES/HUNGER RELIEF PROJECTS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	101	14	21	9	29	7	8	8	3	8	142	5
INDIVIDUAL SCHOOL	101	14	11	12	16	3	4	4	1	3	184	2
DISTRICT WIDE	109	11	15	10	10	3	4	6	1	5	178	3

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	103	21	9	11	14	5	3	6	1	4	175	3
4 through 6	95	20	15	9	20	4	3	7	2	4	173	3
7 through 9	89	17	15	12	17	10	4	9	2	3	174	3
10 through 12	89	22	14	12	17	6	5	9	2	4	173	2
Other ^C	19	0	0	0	2	0	0	0	0	0	332	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 5, regarding "Hunger Relief Projects," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	74	20.8	281	79.2
4 - 6	84	23.7	271	76.3
7 - 9	89	25.1	266	74.9
10 - 12	91	25.6	264	74.4
Other ^C	2	0.6	353	99.4

Regarding "Hunger Relief Projects," participation was perceived by reporting superintendents to be at moderately low levels. For tradi-

tional grade designations, the range was 20.8 percent for grades K through 3 to 25.6 percent for grades 10 through 12. The percentage of participation for alternative and special programs was at the .6 percent level with only two superintendents providing positive responses.

The following information from Table 5 categorizes the positive responses of superintendents regarding youth participation in "Hunger Relief Projects," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	41	55.4	14	18.9	14	18.9	5	6.8
4 - 6	44	52.4	20	23.8	14	16.7	6	7.1
7 - 9	44	49.4	17	19.2	23	25.8	5	5.6
10 - 12	48	52.7	17	18.7	20	22.0	6	6.6
Other ^c	0		2		0		0	

The responses of the reporting superintendents indicated that when youth enrolled on a K through 12 basis did participate in hunger relief projects, participation was at the lower level of the reporting scale, at the "2," "3," "4" level. On this item, superintendents ratings were relatively evenly distributed throughout the various participation levels. On an individual score basis, the most frequently provided positive response was indicated at the "2" level for all grades. No percentages were provided for alternative and special programs since respondents provided only two positive responses.

Environmental projects

Findings and analysis concerning how programs are offered The superintendents were encouraged by the survey form to indicate their

perceptions of youth participation in "Environmental Projects" in terms of whether these activities and services were offered by community groups, individual schools, and on a district-wide basis. The superintendents who responded to the survey perceived that youth participation in "Environmental Projects" when offered by community groups was at a moderately low level with 103 superintendents, 29.0 percent, responding affirmatively. Most of the responses in this case were at the "2," "3," and "4" levels of the scale. The modal positive response was at the "3" level. In terms of "Environmental Projects" being offered by individual schools, 109 respondents, 30.7 percent, reported youth participation. When responding to this service being available on a district-wide basis, 89 superintendents, 25.1 percent, responded that youth participated in this activity in their communities. In these latter two instances, however, the participation was perceived to be at a somewhat higher level with the modal positive response at the "5" level. Table 6 reflects other details pertaining to responses to this item.

Table 6. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SERVICES/COMMUNITY SERVICES/ENVIRONMENTAL PROJECTS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	92	18	26	10	25	4	6	10	1	3	154	6
INDIVIDUAL SCHOOL	72	14	20	13	32	6	7	7	1	9	167	7
DISTRICT WIDE	85	11	15	11	22	7	7	9	1	6	175	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	81	18	21	10	22	4	6	9	1	5	176	2
4 through 6	67	18	19	13	34	13	4	14	1	6	164	2
7 through 9	71	24	13	12	28	8	10	12	1	6	167	3
10 through 12	72	23	17	13	28	6	8	11	1	8	166	2
Other ^C	15	1	2	1	1	0	0	0	0	0	334	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 6, concerning "Environmental Projects," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	96	27.0	259	73.0
4 - 6	122	34.4	233	65.6
7 - 9	114	32.1	241	67.9
10 - 12	115	32.4	240	67.6
Other ^C	5	1.4	350	98.6

Youth participation in "Environmental Projects" was at the highest level perceived to be at 34.4 percent for grade level 4 through 6. The lowest

level of youth participation in environmental projects in terms of traditional grade designations was reported at 27.0 percent for grade level K through 3. There was minimal positive response, only five instances, 1.4 percent, to the category concerned with alternative and special programs.

The following information from Table 6 categorizes the positive responses of superintendents regarding youth participation in "Environmental Projects," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	49	51.0	22	22.9	19	19.8	6	6.3
4 - 6	50	41.0	34	27.9	31	25.4	7	5.7
7 - 9	49	43.0	28	24.6	30	26.3	7	6.1
10 - 12	53	46.1	28	24.3	25	21.8	9	7.8
Other ^c	4		1		0		0	

Generally, youth participation in "Environmental Projects" was perceived to be rather low. Nearly one-half of the respondents reported youth participation at the "2," "3," "4" level. The most frequently given positive rating on an individual score basis was at the "3" level for grades K through 3 and 4 through 6; and this same statistic was at the "5" level for grades 7 through 9 and 10 through 12. Percentages of positive scores were not given for alternative and special programs since there were only five superintendents who provided positive ratings in this category. Given this small number, percentages would be misleading.

Other youth services/community services (specify)

Superintendents were provided the opportunity on the survey form to specify other "Youth Services/Community Services" in addition to the services listed. The following were the superintendents' responses to the item "Other (specify):" in the "Community Services" section of the survey form (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Spring Cleanup/Community Cleanup--2
 Work at nursing home--2
 Breakfast Program
 FFA-BOAC
 4-H
 Goodfellows
 Jerry Lewis Telethon--MS
 Library Summer Program
 Lutheran Church started plastic milk jug collection
 Retirement Center Visitation
 Summer Lunch Program
 Upward Bound
 Various charities

Superintendents' top five youth services/community services program priorities in terms of perceived unmet needs

Further into the survey, superintendents were requested to list their top five program priorities, in the order of their priorities, in terms of their view of unmet program needs. While respondents, overall, did not report that youth participated in the "Youth Services/Community Services" described in the first six tables of this study to a high degree,

it should be noted that 30 superintendents did itemize the following "Youth Services/Community Services" programs as their first priority for desired programs (duplicate responses are indicated and presented first, most frequently to least frequently):

Peer tutoring--12
 Environmental projects--8
 Working with children--4
 Community tutoring--2
 Hunger relief--2
 Working with older children--2

In that same vein, the following "Youth Services/Community Services" were listed by 26 superintendents as their second priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Environmental projects--10
 Peer tutoring--7
 Peer tutoring (cross-age)--4
 Hunger Relief Projects--2
 Working with children--2
 Work with older children

As a third priority, 27 respondents listed the following "Youth Services/Community Services" (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Environmental projects--8
 Peer helping--4
 Working with children--community services--4
 Peer tutoring/cross-age tutoring--3
 Community service programs--2
 Working with older children--2

Community Services--work with children
 Community services--working with older children
 Hunger relief
 Tutoring (youth)

For a fourth priority among the five, 24 respondents listed the following "Youth Services/Community Services" (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Environmental projects--11
 Peer tutoring--4
 Community youth programs--2
 Working with older children--2
 Tutoring--2
 Cross-age tutoring
 Environmental studies lead by community groups
 Hunger relief

The following "Youth Services/Community Services" programs were listed by 23 superintendents as their fifth priority of desired programs (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Environmental projects--13
 Peer tutoring--5
 Hunger relief--2
 District-wide environmental education and projects
 Tutoring/cross-age
 Working with children

The above-referenced "Youth Services/Community Services" were valued by the participating superintendents as they listed items in this category of services as among their top five on 130 different occasions. This was the case even though, overall, the participating superinten-

dents perceived that youth did not participate in these services to any great degree.

Findings Regarding Youth Involvement/Leadership Activities

This section of the study presents and analyzes the results of the 355 participating superintendents' responses to the "Youth Involvement/Leadership Activities" section of the survey instrument. The specific services and activities reported in this section are these:

- Civic Groups (e.g., Youth in Government)
- Service/Leadership Programs
- Leadership Development for Groups
- Youth Clubs/Membership (e.g., Scouts, 4-H)
- Other (specify).

Civic groups (e.g., Youth in Government)

Findings and analysis concerning how programs are offered The survey form solicited superintendents' perceptions of youth participation in "Civic Groups (e.g., Youth in Government)" in terms of whether these activities and services were offered by community groups, individual schools, and on a district-wide basis. As illustrated in Table 7, the survey respondents perceived relatively low youth participation in civic groups when provided by community groups as only 74 superintendents, 20.8 percent, responded positively to this item. In this case, the modal positive response was at the "2" level. In terms of this activity being offered by individual schools, 99 superintendents, 27.9 percent, responded affirmatively. When the activity was offered on a district-wide basis, 90 superintendents, 25.4 percent, reported youth civic

group participation. In these last two instances, the most frequently provided single positive response was at the "5" level; however, proportionately more of the responses were at the lower range of the scale, at the "2," "3," and "4" levels.

Table 7. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH INVOLVEMENT/ LEADERSHIP/CIVIC GROUPS (e.g., YOUTH IN GOVERNMENT)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	106	28	10	7	24	7	5	6	4	3	150	5
INDIVIDUAL SCHOOL	70	13	20	14	22	12	9	5	3	1	179	7
DISTRICT WIDE	80	19	15	9	22	6	7	7	3	2	179	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	120	14	4	8	10	3	3	0	0	0	186	7
4 through 6	104	18	5	13	14	6	4	0	0	0	185	6
7 through 9	76	15	22	10	23	14	7	5	3	2	174	4
10 through 12	58	17	24	13	31	19	13	11	7	9	148	5
Other ^C	16	0	0	2	0	0	0	0	0	0	336	1

Findings and analysis concerning participant grade level For each of the items included on the survey form, the superintendents were encouraged to share their view of youth participation according to the following designations:

- Grades K through 3,
- Grades 4 through 6,
- Grades 7 through 9,
- Grades 10 through 12,
- Alternative and special programs.

The following information categorizes the youth participation data by grade level from Table 7, which was concerned with "Civic Groups (e.g., Youth in Government)," into two categories: positive responses (those

who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	42	11.8	313	88.2
4 - 6	60	16.9	295	83.1
7 - 9	101	28.5	254	71.5
10 - 12	144	40.6	211	59.4
Other ^C	2	.6	353	99.4

For grades K through 12, superintendents reported a considerable range of youth participation in civic groups, from 11.8 percent at the K through 3 level to 40.6 percent at the 10 through 12 level. Superintendents reported participation to be nil, only two instances, at the .6 percent level, for the category of alternative and special programs.

The following information from Table 7 categorizes the positive responses of superintendents regarding youth participation in "Civic Groups (e.g., Youth in Government)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	26	61.9	10	23.8	6	14.3	0	0
4 - 6	36	60.0	14	23.3	10	16.7	0	0
7 - 9	47	46.5	23	22.8	26	25.7	5	5.0
10 - 12	54	37.5	31	21.5	43	29.9	16	11.1
Other ^C	2		0		0		0	

Relatively more of the responses were at the "2," "3," "4" level. For traditional grade designations, the modal positive response on an individual score basis was at the "2" level of participation for grade levels K

through 3 and 4 through 6. For grade levels 7 through 9 and 10 through 12, the most frequently provided positive response on an individual score basis was "5." There was minimal positive response, only two instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with only 2 responses, percentages would be misleading.

Service/leadership programs

Findings and analysis concerning how programs are offered Superintendents were solicited by the survey form to indicate their perceptions of youth participation in "Service/Leadership Programs" in terms of whether these activities and services were offered by community groups, individual schools, and on a district-wide basis. Generally, the superintendents perceived that youth participated in services and/or activities associated with "Community Service/Leadership Program" activities at a relatively low level. When "Service/Leadership Programs" were offered by community groups, superintendents perceived participation at a relatively low level with 116 superintendents, 32.7 percent, reporting positively to the item. In this instance, most of the positive responses were at the "2," "3," "4" levels with the modal positive response at the "5" level. In response to the next item, regarding youth participation in "Service/Leadership Programs" when the service was offered by individual schools, 124 superintendents, 34.9 percent, responded favorably. In this instance, the modal affirmative response was also at the "5" level. In terms of this activity being offered on a

district-wide basis, 104 superintendents, 29.3 percent, reported positively. Most of the positive responses were at the "2," "3," and "4" levels; however, "5" was the most frequently given positive response on an individual score basis. Other detailed responses to this item are shown in Table 8.

Table 8. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH INVOLVEMENT/ LEADERSHIP/SERVICE/LEADERSHIP PROGRAMS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	80	25	16	16	26	7	4	12	5	5	155	4
INDIVIDUAL SCHOOL	49	15	24	12	29	10	10	10	6	8	178	4
DISTRICT WIDE	64	15	15	12	22	10	9	13	3	5	178	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	102	18	8	11	15	2	2	3	1	1	186	6
4 through 6	78	19	16	15	22	6	5	5	2	2	179	6
7 through 9	47	20	21	17	33	12	10	14	5	5	165	6
10 through 12	38	17	19	17	43	15	12	23	10	14	143	4
Other ^C	12	1	0	1	2	0	0	0	0	0	336	3

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 8, which was concerned with "Service/Leadership Programs," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	61	17.2	294	82.8
4 - 6	92	25.9	263	74.1
7 - 9	137	38.6	218	61.4
10 - 12	170	47.9	185	52.1
Other ^C	4	1.1	351	98.9

Participation in "Service/Leadership Programs" was lower for grade levels K through 3 and 4 through 6 than for the higher grades. For designations other than alternative and special programs, the range of participation was reported from 17.2 percent for K through 3 to 47.9 percent for grades 10 through 12. With only four superintendents reporting participation for alternative and special programs, the percent of participation in this designation was 1.1 percent.

The following information from Table 8 categorizes the positive responses of superintendents regarding youth participation in "Service/Leadership Programs," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	37	60.6	15	24.6	7	11.5	2	3.3
4 - 6	50	54.4	22	23.9	16	17.4	4	4.3
7 - 9	58	42.3	33	24.1	36	26.3	10	7.3
10 - 12	53	31.2	43	25.3	50	29.4	24	14.1
Other ^C	2		2		0		0	

The responses of the reporting superintendents indicated that when youth did participate in service/leadership programs, relatively more of their participation was at the lowest level of the reporting scale, at the

"2," "3," "4" levels, than at the higher levels. However, as one would expect, there was greater participation reported for youth enrolled in the higher grades. At grade levels 7 through 9, there was relatively more participation in this activity reported as there were 33 superintendents who responded at the "5" level; and for this activity at grades 10 through 12, there were 43 superintendents who reported participation at the "5" level. Since there were only four superintendents who provided positive responses to the category concerned with alternative and special programs, no percentages were given for this category, as that would be misleading.

Leadership development for groups

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in activities associated with "Leadership Development for Groups" in terms of whether these activities and services were offered by community groups, individual schools, and on a district-wide basis. Consistent with results reported for the previous "Youth Involvement/Leadership" activities, responding superintendents perceived youth participation at a relatively low level. When services and activities associated with "Leadership Development for Groups" were offered by community groups, 91 superintendents, 25.6 percent, responded positively to the item. The most frequently given positive response was at the "2" level. In terms of leadership development activities for groups being offered by individual schools, 111 superintendents, 31.3 percent, rated the item

affirmatively. In this case, the modal positive response was at the "5" level. When solicited for their view of youth participation in this activity in terms of the activity being offered on a district-wide basis, 93 superintendents, 26.2 percent, responded with an affirmative response. In this instance, the modal positive response was at the "6" level. Other detailed responses to this item are shown in Table 9.

Table 9. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH INVOLVEMENT/ LEADERSHIP/LEADERSHIP DEVELOPMENT FOR GROUPS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	89	24	16	8	14	9	5	8	4	3	169	6
INDIVIDUAL SCHOOL	57	12	19	11	29	10	9	9	7	5	180	7
DISTRICT WIDE	72	11	14	11	17	18	8	7	4	3	184	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	93	16	12	6	16	5	5	4	3	1	191	3
4 through 6	74	19	12	14	28	8	4	4	3	1	184	4
7 through 9	51	12	18	12	39	17	11	10	5	4	172	4
10 through 12	52	9	19	14	35	17	17	14	10	9	155	4
Other ^C	11	0	1	1	2	0	0	0	0	0	339	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 9, which was concerned with "Leadership Development for Groups," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	68	19.2	287	80.8
4 - 6	93	26.2	262	73.8
7 - 9	128	36.1	227	63.9
10 - 12	144	40.6	211	59.4
Other ^C	4	1.1	351	98.9

Participation in "Leadership Development for Groups" was lower for grade levels K through 3 and 4 through 6 than for the two higher grades. For designations other than alternative and special programs, the range was from 19.2 percent for K through 3 to 40.6 percent for grades 10 through 12. With only four superintendents reporting participation regarding this service in terms of alternative and special programs, the percent of participation was only 1.1 percent.

The following information from Table 9 categorizes the positive responses of superintendents regarding youth participation in services and activities associated with "Leadership Development for Groups," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	34	50.0	16	23.5	14	20.6	4	5.9
4 - 6	45	48.3	28	30.1	16	17.3	4	4.3
7 - 9	42	32.8	39	30.5	38	29.7	9	7.0
10 - 12	42	29.2	35	24.3	48	33.3	19	13.2
Other ^C	2		2		0		0	

Respondents perceived relatively low youth participation in youth leadership development programs. Most of the responses were at the "2,"

"3," "4" level even though the most frequently given positive response for all grades on an individual score basis was at the "5" level. For grade level K through 3, there were two modal positive responses, at the "2" and the "5" levels. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive response, only four instances.

Youth clubs/membership (e.g., Scouts, 4-H)

Findings and analysis concerning how programs are offered The survey form solicited superintendents' perceptions of youth participation in "Youth Clubs/Membership (e.g., Scouts, 4-H)" in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As shown in Table 10, the survey respondents perceived considerable youth participation in youth involvement/leadership activities when offered by community groups as reflected in the item, "Youth Clubs/Membership (e.g., Scouts, 4-H)" as 278 superintendents, 78.3 percent, reported to the affirmative. This is the first survey item to which over half the superintendents responded positively. To a lesser degree, superintendents indicated participation in this activity when offered by individual schools. In this case, there were 124 superintendents, 34.9 percent, who provided affirmative responses. In terms of the activity being offered on a district-wide basis, 151 superintendents, 42.5 percent, provided positive responses. The modal positive response was at the "5" level in terms of the activity being offered by community groups, by individual schools, and on a district-wide basis.

Table 10. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH DEVELOPMENT/ LEADERSHIP/YOUTH CLUBS/MEMBERSHIP (e.g., SCOUTS, 4-H)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	7	3	9	15	48	30	42	67	16	48	60	10
INDIVIDUAL SCHOOL	59	11	11	10	30	15	11	17	7	12	166	6
DISTRICT WIDE	57	10	8	11	29	16	17	26	11	23	138	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	47	14	16	14	45	20	27	29	9	20	106	8
4 through 6	14	7	16	19	61	32	41	45	12	30	71	7
7 through 9	14	12	24	17	56	30	43	36	11	31	75	6
10 through 12	23	16	22	21	49	23	28	36	9	32	85	11
Other ^C	11	1	0	1	0	0	1	0	0	1	338	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 10, which was concerned with "Youth Clubs/Membership (e.g., Scouts, 4-H)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	194	54.6	161	45.4
4 - 6	263	74.1	92	25.9
7 - 9	260	73.2	95	26.8
10 - 12	236	66.5	119	33.5
Other ^C	4	1.1	351	98.9

Most superintendents reported youth participation in activities associated with "Youth Clubs/Membership (e.g., Scouts, 4-H)". For traditional grade designations, the range of participation was reported to be from 54.6 percent at grade level K through 3 to 74.1 percent for grade level 4 through 6. Only four superintendents, 1.1 percent, reported participation in the case of alternative and special programs.

The following information from Table 10 categorizes the positive responses of superintendents regarding youth participation in services and activities associated with "Youth Clubs/Membership (e.g., Scouts, 4-H)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	"2," "3," "4"		Levels of Participation				"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	44	22.7	45	23.2	76	39.2	29	14.9
4 - 6	42	16.0	61	23.2	118	44.9	42	15.9
7 - 9	53	20.4	56	21.5	109	41.9	42	16.2
10 - 12	59	25	49	20.8	87	36.8	41	17.4
Other ^c	2		0		1		1	

Survey results indicate that where this particular youth activity was reported as having been available, the superintendents perceived that the participation on a K through 12 basis was at relatively high levels as more of the responses were at the upper end of the continuum, at the "6," "7," "8" level than at the other levels of participation. However, the most frequent positive response on an individual score basis for all traditional grade designations was at the "5" level. Since there were only four superintendents who provided positive responses to the category

concerned with alternative and special programs, no percentages were given for this category as that would be misleading.

Other youth involvement/leadership service activities (specify)

Survey respondents were invited to specify other "Youth Involvement/Leadership" service activities in addition to the ones listed. The following were the superintendents' responses provided to the item "Other (specify):" in the "Youth Involvement/Leadership" section of the survey form (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Church Groups--5
 Say No To Drugs--2
 Boy Scouts/Girl Scouts
 Boys' Club/Girls' Club
 Brownies
 Camp Fire Girls
 Claws Pause
 4-H
 Future Farmers of America
 Meals On Wheels
 Student Council
 Veteran's Administration
 Volunteers for Youth
 YMCA
 YMCA/YWCA
 Y-Teens

Superintendents' top five youth involvement/leadership program priorities in terms of perceived unmet needs

In terms of perceived unmet needs, the superintendents were encouraged by the survey form to name their top five program prior-

ities, in the order of their priorities. While those who responded did not generally perceive that youth participated in the youth involvement/leadership activities described in Table 7 through Table 10 of this study to any great degree, with the exception of those in the category of "Youth Clubs/Membership (e.g., Scouts, 4-H), 19 superintendents did itemize the following "Youth Involvement/Leadership" programs as their first priority of desired programs (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Service leadership programs--8
 Leadership development for groups--4
 Youth in Government--2
 Civic groups
 Community leadership
 Leadership training by local businesses and organizations
 Nursing home contacts
 Service unit in high school

The following "Youth Involvement/Leadership" programs were listed by 23 superintendents as their second priority for most desired programs (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Leadership development--10
 Service and leadership--8
 Civic groups--3
 Youth in Government
 Youth leadership

As a third priority, 25 responding superintendents listed the following "Youth Involvement/Leadership" programs (duplicate

responses are indicated and presented first; single responses are presented in alphabetical order):

Leadership development programs--11
 Service/leadership programs--9
 Civic groups--3
 Civic groups/Youth in Government
 Leadership development for older children

For a fourth priority among the five most desired programs which they were invited to specify, 23 respondents listed the following "Youth Involvement/Leadership" programs (duplicate responses are indicated and presented first, most frequently to least frequently):

Leadership development--9
 Service leadership programs--6
 Civic groups for youth--5
 Youth clubs--3

The following "Youth Involvement/Leadership" programs were listed by 19 superintendents who responded to the survey as their fifth priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Leadership development for groups--8
 Civic groups--4
 Service/leadership programs--4
 Civic group involvement
 Service groups
 Youth club membership

The above-referenced "Youth Involvement/Leadership" activities and services were valued by the responding superintendents as the items in this category were listed as their top five in 109 instances.

This was the case even though, generally, participating superintendents reported youth participation in these services to be minimal (Scouting and 4-H activities were the exception).

Findings and Analysis Regarding Youth Enrichment Activities

This section of the study presents and analyzes the results of the 355 participating superintendents' responses to the "Youth Enrichment Activities" section of the survey instrument. The specific services reported in this section are these:

- Sports
- Wellness/Fitness
- Visual Arts (e.g., Painting, Film)
- Performing Arts (e.g., Drama, Music, Dance)
- Education Clubs (e.g., Language, Science)
- Academic Clubs (e.g., Academic Decathlon)
- Other (specify).

Sports

Findings and analysis concerning how programs are offered Superintendents' perceptions of youth participation in "Sports" activities were requested in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As shown in Table 11, the survey respondents perceived youth participation in "Sports" as a youth enrichment activity when offered by community groups at quite a high level as 228 superintendents, 64.2 percent, responded positively to the item. The most frequently provided positive rating was at the "10" level. Superintendents indicated that participa-

tion in "Sports" when offered by individual schools was at a somewhat lower level as 212, 59.7 percent, provided positive responses. To an even greater degree, respondents reported participation in "Sports" activities when these activities were offered district-wide. In this case, 241 superintendents, 67.9 percent, reported participation at some level. The modal positive response was at the "10" level for all three of these categories.

"Sports" is the second survey item to which over half the superintendents provided an affirmative response.

Table 11. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/SPORTS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	14	2	13	15	45	14	16	50	22	51	107	6
INDIVIDUAL SCHOOL	5	0	2	2	10	11	12	43	30	102	133	5
DISTRICT WIDE	14	1	4	2	14	8	25	57	28	102	90	10

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	52	15	15	21	29	21	9	19	11	35	124	4
4 through 6	14	6	19	16	41	26	20	41	16	57	93	6
7 through 9	2	1	1	3	14	19	28	69	39	122	50	7
10 through 12	2	0	1	4	7	24	23	57	38	144	49	6
Other ^C	11	0	0	0	1	4	0	1	0	0	338	0

Findings and analysis concerning participant grade level For each of the items included on the survey form, the superintendents were requested to share their perceptions of youth participation according to the following designations:

- Grades K through 3,
- Grades 4 through 6,

- Grades 7 through 9,
- Grades 10 through 12,
- Alternative and special programs.

The following information categorizes the youth participation data by grade level from Table 11, which was concerned with "Sports," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NRA NV ^B)	
	Number	Percent	Number	Percent
K - 3	175	49.3	180	50.7
4 - 6	242	68.2	113	31.8
7 - 9	296	83.4	59	16.6
10 - 12	298	83.9	57	16.1
Other ^C	6	1.7	349	98.3

Responding superintendents reported relatively high levels of youth participation in "Sports." For the traditional grade designations, the range was 49.3 percent for grade level K through 3 to 83.9 percent for grade level 10 through 12. For the category alternative and special programs, six superintendents, 1.7 percent, indicated there was participation in sports activities.

The following information from Table 11 categorizes the positive responses of superintendents regarding youth participation in "Sports," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	51	29.1	29	16.6	49	28.0	46	26.3
4 - 6	41	16.9	41	16.9	87	36.0	73	30.2
7 - 9	5	1.7	14	4.7	116	39.2	161	54.4
10 - 12	5	1.7	7	2.3	104	34.9	182	61.1
Other ^c	0		1		5		0	

Responding superintendents perceived that participation in sports activities was at relatively high levels for grade levels for all traditional grade designations. For grade levels K through 3 and 4 through 6, more of the responses were at the upper end of the continuum, at the "6," "7," "8," level. For grade levels 7 through 9 and 10 through 12, relatively more of the responses were at the "9" and "10" levels than for the lower levels. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive responses only six instances.

Wellness/fitness

Findings and analysis concerning how programs are offered Superintendents were requested by the survey form to indicate their perceptions of youth participation in wellness/fitness activities in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. The superintendents' responses to the item, "Wellness/Fitness," in the youth enrichment activities category of the survey form were at a lower level in comparison with their responses to the previous item, "Sports." As indicated in Table 12, the respondents perceived that youth participation in wellness/fitness ac-

tivities when provided by community groups was at an only a moderate level with 132 superintendents, 37.2 percent, responding positively. In this case, the most frequently provided positive response was at two levels: "2" and "5." Superintendents indicated that youth participation in programs associated with wellness and fitness when offered by individual schools was at higher level with 178 superintendents, 50.1 percent, responding affirmatively. In this instance, the modal positive response was at the "5" level. When programs associated with wellness/fitness were offered on a district-wide basis, respondents perceived participation at a somewhat higher level as 206 superintendents, 58.0 percent, provided a positive response to this item. For this item, the most frequently given positive response was at two levels: "8" and "10."

Table 12. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/WELLNESS/FITNESS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	65	27	13	12	27	10	12	16	3	12	155	3
INDIVIDUAL SCHOOL	26	5	7	10	40	17	23	31	13	32	150	1
DISTRICT WIDE	33	7	8	10	33	29	26	39	15	39	108	8

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	36	11	18	19	38	19	21	28	11	25	125	4
4 through 6	28	11	13	18	45	30	18	36	12	25	115	4
7 through 9	18	10	8	20	37	28	28	47	15	33	107	4
10 through 12	19	9	13	15	40	20	30	47	22	37	100	3
Other ^C	10	2	1	0	3	1	0	4	0	2	331	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade

level from Table 12, which was concerned with "Wellness/Fitness," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NRA NVB)	
	Number	Percent	Number	Percent
K - 3	190	53.5	165	46.5
4 - 6	208	58.6	147	41.4
7 - 9	226	63.7	129	36.3
10 - 12	233	65.6	122	34.4
Other ^c	13	3.7	342	96.3

Respondents reported more "Wellness/Fitness" activities for grade level K through 3 than they reported sports activities for K through 3. Contrarily, they reported relatively more sports activities for grades 4 through 12 than "Wellness/Fitness" activities. The range for traditional grade designations for "Wellness/Fitness" activities was 53.5 percent for grade level K through 3 to 65.6 percent for grade level 10 through 12. Youth participation in this activity for the category alternative and special programs was perceived to be at a low level with only 13 superintendents, 3.7 percent, responding affirmatively.

The following information from Table 12 categorizes the positive responses of superintendents regarding youth participation in "Wellness/Fitness" activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	48	25.3	38	20.0	68	35.8	36	18.9
4 - 6	42	20.3	45	21.6	84	40.3	37	17.8
7 - 9	38	16.8	37	16.4	103	45.6	48	21.2
10 - 12	37	15.9	40	17.2	97	41.6	59	25.3
Other ^c	3	23.1	3	23.1	5	38.5	2	15.3

Reporting superintendents perceived participation in wellness/fitness activities as fairly evenly distributed throughout the various participation levels. Generally, they reported greater participation for the grade levels 7 through 9 and 10 through 12. For traditional grade designations, the modal positive responses on an individual score basis were "5" for grade levels K through 3 and 4 through 6 and "8" for grade levels 7 through 9 and 10 through 12. There was relatively low positive response, only 13 instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with this relatively small number, percentages would be misleading.

Visual arts (e.g., painting, film)

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Visual Arts (e.g., Painting, Film)" in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As reflected in Table 13, 143 of the participating superintendents, 40.3 percent, perceived youth participating to some positive de-

gree in these activities when they were offered by community groups. In this case, participation was reported at a high level with "10" as the most frequently provided positive response. Concerning youth participation in visual arts when offered by individual schools, reporting superintendents perceived somewhat greater participation as 175, 49.3 percent, reported positively to this item. The modal positive response in this instance was "5" on the continuum. When visual arts activities were offered on a district-wide basis, 193 superintendents, 54.4 percent, reported to the affirmative in terms of this item with "5" being the modal positive response.

Table 13. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/VISUAL ARTS (e.g., PAINTING, FILM)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	76	29	21	12	23	6	7	8	2	35	132	4
INDIVIDUAL SCHOOL	26	10	13	10	47	18	19	18	12	28	148	6
DISTRICT WIDE	33	12	16	12	43	22	19	23	15	31	118	11

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	39	24	26	16	41	14	10	20	3	37	118	7
4 through 6	30	17	23	16	51	19	17	22	5	41	108	6
7 through 9	25	14	22	17	41	31	27	27	11	38	99	3
10 through 12	24	15	23	18	41	21	26	32	19	40	92	4
Other ^C	13	1	0	0	2	0	1	1	1	0	334	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 13, which was concerned with "Visual Arts (e.g., Painting, Film)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who

responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	191	53.8	164	46.2
4 - 6	211	59.4	144	40.6
7 - 9	228	64.2	127	35.8
10 - 12	235	66.2	120	33.8
Other ^C	6	1.7	349	98.3

Regarding visual arts as an enrichment activity, superintendents provided more positive responses than negative ones. For traditional grade designations, the range was 53.8 percent for grade level K through 3 to 66.2 percent for grade level 10 through 12. Participation was perceived to be very low with only six instances, at the 1.7 percent level, for the 355 reporting superintendents for the category of alternative and special programs.

The following information from Table 13 categorizes the positive responses of superintendents regarding youth participation in the "Visual Arts (e.g., Painting, Film)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	66	34.6	41	21.5	44	23.0	40	20.9
4 - 6	56	26.5	51	24.2	58	27.5	46	21.8
7 - 9	53	23.2	41	18.0	85	37.3	49	21.5
10 - 12	56	23.8	41	17.5	79	33.6	59	25.1
Other ^C	1		2		2		1	

Respondents generally perceived youth participation in visual arts activities as relatively evenly distributed along the continuum from

"little" participation to "great" participation. However, for grade level K through 3, most of the responses were at the "2," "3," "4" level. For all traditional grade designations, the modal response was at the "5" level on an individual score basis. There was minimal positive response, only six instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with only six instances, percentages would be misleading.

Performing arts (e.g., drama, music, dance)

Findings and analysis concerning how programs are offered The survey format provided for superintendents to indicate their perceptions of youth participation in "Performing Arts (e.g., Drama, Music, Dance)" in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As reflected in Table 14, the superintendents perceived participation in this activity when offered by community groups at a moderate level as 140 of them, 39.4 percent, reported positively to this item. In this instance, the most frequently provided positive response was at the "3" level. Concerning this same activity being offered by individual schools, a greater number, 175 superintendents, 49.3 percent, reported affirmatively. On a district-wide basis, even more superintendents, 193, 54.4 percent, reported positively to this item. In these latter two instances, the modal positive responses were higher, at the "10" level.

Table 14. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/PERFORMING ARTS (e.g., DRAMA, MUSIC, DANCE)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	67	25	21	21	24	12	9	9	2	17	140	8
INDIVIDUAL SCHOOL	13	4	7	11	41	27	11	47	14	45	128	7
DISTRICT WIDE	22	8	16	12	37	24	25	37	16	43	104	11

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	47	27	25	17	45	15	9	20	5	33	104	8
4 through 6	33	20	25	21	45	21	18	26	8	39	91	8
7 through 9	21	9	12	23	43	21	33	50	22	41	70	10
10 through 12	10	5	11	19	35	27	27	64	35	60	51	11
Other ^C	11	3	0	0	0	0	1	1	0	0	339	0

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 14, which was concerned with "Performing Arts (e.g., Drama, Music, Dance)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	196	55.2	159	44.8
4 - 6	223	62.8	132	37.2
7 - 9	254	71.6	101	28.4
10 - 12	283	79.7	72	20.3
Other ^C	5	1.4	350	98.6

Most superintendents reported participation in the "Performing Arts (e.g., Drama, Music, Dance)." There were more positive responses than negative responses for all traditional grade designations. At the highest level, youth participation was reported at 79.4 percent for grade level 10 through 12. At the lowest level, participation was reported at 55.2 percent for grade level K through 3. Participation was perceived to be at a very low level, only five instances, 1.4 percent, for the 355 reporting superintendents, for the category concerned with alternative and special programs.

The following information from Table 14 categorizes the positive responses of superintendents regarding youth participation in the "Performing Arts (e.g., Drama, Music, Dance)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	69	35.2	45	23.0	44	22.4	38	19.4
4 - 6	66	29.6	45	20.2	65	29.1	47	21.1
7 - 9	44	17.4	43	16.9	104	40.9	63	24.8
10 - 12	35	12.4	35	12.4	118	41.7	95	33.5
Other ^c	3		0		2		0	

Concerning student participation in the performing arts, responding superintendents reported lower participation, at the "2," "3," "4" level, for students enrolled at grade level K through 3. Superintendents' responses were relatively evenly distributed for grade level 4 through 6. For grade levels K through 3 and 4 through 6, the modal positive response was at the "5" level on an individual score basis. However, for both grade levels 7 through 9 and 10 through 12, most of the positive

responses were reported at the higher levels. On an individual score basis for these latter two grade levels, the most frequently provided positive response was at the "8" level. Since there were only five positive responses to the category concerned with alternative and special programs, the above information does not reflect percentages for this category.

Educational clubs (e.g., Language, Science)

Findings and analysis concerning how programs are offered The survey form solicited superintendents' perceptions of youth participation in "Educational Clubs (e.g., Language, Science)" in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. Table 15 reflects the superintendents' perceptions of youth participation in educational clubs such as those in the language and science areas. The superintendents perceived participation in educational clubs when offered by the community at a low level with 34 superintendents, 9.6 percent, reporting to the affirmative. Respondents reported youth participation in education clubs when offered by individual schools to a greater degree as 164 superintendents, 46.2 percent, provided a positive response to this item. Reporting superintendents perceived youth participation in educational clubs when offered on a district-wide basis at a moderately low level with 131, 36.9 percent, reporting affirmatively to this item. The most frequently provided positive response to the item "Community Groups" was at the "2" level. For the "Individual School" item, the modal positive response was

at the "5" level; and for the "District-wide" item, the modal positive response was at the "2" level.

Table 15. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/EDUCATIONAL CLUBS (e.g, LANGUAGE, SCIENCE)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	145	16	1	7	4	2	0	1	2	1	171	5
INDIVIDUAL SCHOOL	51	20	24	20	30	18	13	16	4	19	134	6
DISTRICT WIDE	70	26	24	16	19	12	9	9	7	9	146	8

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	136	17	12	5	10	3	0	2	1	3	160	6
4 through 6	122	20	14	6	11	6	2	7	1	4	155	7
7 through 9	80	17	23	22	23	19	9	10	7	11	128	6
10 through 12	47	18	32	27	29	28	12	23	12	21	100	6
Other ^C	13	0	0	0	0	0	0	1	0	0	340	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 15, which was concerned with "Educational Clubs (e.g., Language, Science)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	53	14.9	302	85.1
4 - 6	71	20.0	284	80.0
7 - 9	141	39.7	214	60.3
10 - 12	202	56.9	153	43.1
Other ^C	1	.3	354	99.7

At the highest level, youth participation in educational clubs was not perceived to be better than 56.9 percent for grade level 10 through 12. At the lowest level, participation in traditional grade designations was 14.9 percent for grade level K through 3. Participation was perceived to be nil, only one instance, .3 percent, for the category concerned with alternative and special programs.

The following information from Table 15 categorizes the positive responses of superintendents regarding youth participation in "Educational Clubs (e.g., Language, Science)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	34	64.2	10	18.9	5	9.4	4	7.5
4 - 6	40	56.3	11	15.5	15	21.1	5	7.1
7 - 9	62	44.0	23	16.3	38	26.9	18	12.8
10 - 12	77	38.1	29	14.4	63	31.2	33	16.3
Other ^c	0		0		1		0	

For all traditional grade designations, a majority of the respondents reported participation in educational clubs at the "2," "3," "4" level. On an individual score basis for grade levels K through 3 and 4 through 6, the modal positive response was at the "2" level. For grade levels 7 through 9 and 10 through 12, superintendents reported generally higher participation. On an individual score basis, there were two modal positive responses for grade level 7 through 9: "3" and "5." The modal positive response for grade level 10 through 12 on an individual score basis was higher than for the other grade levels, at "5." Because there was only one positive response to the category concerned with alter-

native and special programs, the above information does not reflect percentages for this category.

Academic clubs (e.g., Academic Decathlon)

Findings and analysis concerning how programs are offered Superintendents were solicited by the survey form to indicate their perceptions of youth participation in "Academic Clubs (e.g., Academic Decathlon)" in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. Consistent with results reported for the previously reported youth enrichment activity when offered by community groups, a proportionately small number of reporting superintendents, 29, 8.2 percent, provided a positive response to this item. The modal positive response was at the "2" level. Regarding academic clubs being offered on an individual school basis, 175 superintendents, 49.3 percent, provided a positive response to this item. Concerning youth participation in "Academic Clubs (e.g., Academic Decathlon)" when these clubs were offered on a district-wide basis, 132 superintendents, 37.2 percent, reported affirmatively. In these latter two instances, the modal positive response was at the "5" level. Other details regarding superintendents' responses to this item are shown in Table 16.

Table 16. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH ENRICHMENT ACTIVITIES/ACADEMIC CLUBS (e.g., ACADEMIC DECATHLON)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	146	8	6	3	5	3	0	2	1	1	174	6
INDIVIDUAL SCHOOL	45	15	22	18	41	19	10	22	8	20	126	9
DISTRICT WIDE	63	16	14	18	35	11	10	10	9	9	148	12

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	137	21	7	5	10	3	1	1	0	2	163	5
4 through 6	107	20	14	14	21	13	4	1	2	5	147	7
7 through 9	66	16	22	14	33	17	19	17	7	13	123	8
10 through 12	37	22	23	19	52	20	21	22	12	27	91	9
Other ^C	16	0	0	0	1	0	0	1	0	0	335	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 16, which was concerned with "Academic Clubs (e.g., Academic Decathlon)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	50	14.1	305	85.9
4 - 6	94	26.5	261	73.5
7 - 9	158	44.5	197	55.5
10 - 12	218	61.4	137	38.6
Other ^C	2	.6	353	99.4

In the case of grade level 10 through 12, the grade level at which one would expect academic clubs to be most popular, 61.4 percent of the responding superintendents reported affirmatively. For grade level K through 3, the grade level at which one would expect academic clubs to be the least popular, 50 superintendents, 14.1 percent, reported positively. Participation was perceived to be nil, only two instances, .6 percent, for the category concerned with alternative and special programs.

The following information from Table 16 categorizes the positive responses of superintendents regarding youth participation in "Academic Clubs (e.g., Academic Decathlon)," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	33	66.0	10	20.0	5	10.0	2	4.0
4 - 6	48	51.2	21	22.3	18	19.1	7	7.4
7 - 9	52	32.9	33	20.9	53	33.5	20	12.7
10 - 12	64	29.4	52	23.9	63	28.8	39	17.9
Other ^c	0		1		1		0	

For grade levels K through 3 and 4 through 6, relatively more of the superintendents' positive responses were at the "2," "3," "4" level. On an individual score basis, the modal positive response was "2" for grade level K through 3 and "5" for grade level 4 through 6. For grade level 7 through 9, most of the positive responses were nearly equally divided between the "2," "3," "4" level and the "6," "7," "8" level. For grade level 10 through 12, the positive responses were fairly evenly distributed throughout the participation levels with the fewest at the "9," "10" level. The most frequently provided positive response on an individual score

basis was "5" for both grade levels 7 through 9 and 10 through 12. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive response, only two instances.

Other youth enrichment activities (specify)

The following were the responses provided by the survey respondents to the item "Other (specify):" in the "Youth Enrichment Activities" section of the survey form (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Talented and Gifted--3
 National Honor Society--2
 Quiz Bowl--2
 Artist in residence
 Citizenship
 Church
 Children's Theater
 College for Kids (TAG)
 Odyssey of the Mind
 Junior Engineering Technical Society Competition
 Mock Trial
 Physics Olympics--math and English
 SHARKS
 Student Exchange Programs

Superintendents' top five youth enrichment activity priorities in terms of perceived unmet needs

Superintendents were encouraged to list their top five program priorities, in the order of their priorities, in terms of their view of unmet program needs. While respondents, overall, did not report that youth participated in services associated with "Youth Enrichment Activities"

described in Tables 11 through 16 to any considerable degree, eight superintendents did itemize the following "Youth Enrichment Activities" as their first priority of desired programs (duplicate responses are indicated and presented first, most frequently to least frequently):

Wellness/fitness--3
 Visual arts: K through 3
 Visual arts--2

As a second priority, 12 respondents listed the following "Youth Enrichment Activities" (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Wellness/fitness--4
 Academic and education clubs in the school supported by community efforts--2
 Education clubs--2
 Performing arts--2
 Health and fitness
 Visual/performing arts

In that same vein, the following "Youth Enrichment Activities" were listed as 22 responding superintendents' their third priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Academic clubs--5
 Visual and performing arts--5
 Wellness/fitness--5
 Academic Decathlon--2
 Performing arts--2
 Education clubs
 Sports
 Youth enrichment activities

For a fourth priority among the five they were invited to name, ten respondents listed the following "Youth Enrichment Activities" (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Academic clubs--3
Performing arts--3
Fine arts--2
Education clubs
Visual arts

The following "Youth Enrichment Activities" were listed as their fifth priority by 34 superintendents who responded to the survey (duplicate responses are indicated and presented first, most frequently to least frequently):

Performing arts--22
Academic clubs--4
Education clubs--4
Visual/performing arts--3
Wellness/fitness

The above-referenced "Youth Enrichment Activities" were valued by the participating superintendents in that the items in this category were listed as their top five on 86 different occasions. This was the case even though, generally, they perceived that youth did not participate in these activities to any great degree.

Findings and Analysis Regarding
Youth Community Career Connections

This section of the study presents and analyzes the results of the superintendents' responses to the "Youth Community Career Connections" section of the survey instrument. The specific services reported in this section are these:

- Career Awareness
- Career Exploration
- Career Counseling
- Internship
- Mentorship
- Vocational Education Clubs (e.g., FFA, VICA, DECA)
- Work Experience
- Other (specify).

Career awareness

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Career Awareness" activities in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As reflected in Table 17, the respondents perceived youth participation in career awareness activities offered by community groups at relatively low levels as only 78 superintendents, 22.0 percent, responded positively to this item. The modal positive response was "2." Youth participation in "Career Awareness" activities was perceived to be at a higher level when these activities were offered by individual schools as

206 superintendents, 58.0 percent, responded to the affirmative on this item. The most frequently provided positive response was "5." To an even greater degree, participation in "Career Awareness" activities was reported when these activities were offered on a district-wide basis with 229 superintendents, 64.5 percent, responding affirmatively with the modal positive response at the "5" level.

Table 17. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/CAREER AWARENESS" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	106	26	12	8	14	4	1	7	4	2	164	7
INDIVIDUAL SCHOOL	8	0	7	10	44	30	36	37	9	33	138	3
DISTRICT WIDE	20	5	9	9	49	25	46	44	12	30	97	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	26	24	29	28	45	17	20	22	5	27	107	5
4 through 6	17	16	16	29	55	28	29	25	6	29	101	4
7 through 9	7	4	9	16	44	34	46	54	19	43	72	7
10 through 12	6	6	4	9	41	25	46	53	30	60	68	7
Other ^C	14	0	0	1	0	0	1	1	1	1	335	1

Findings and analysis concerning participant grade level For each of the items included on the survey form, the superintendents were requested to specify their view of youth participation according to the following designations:

- Grades K through 3,
- Grades 4 through 6,
- Grades 7 through 9,
- Grades 10 through 12,
- Alternative and special programs.

The following information categorizes the youth participation data by grade level from Table 17, which was concerned with "Career Awareness," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	217	61.1	138	38.9
4 - 6	233	65.6	122	34.4
7 - 9	269	75.8	86	24.2
10 - 12	274	77.2	81	22.8
Other ^C	5	1.4	350	98.6

Most superintendents reported youth participation in "Career Awareness" activities. For traditional grade designations, the range of participation was reported to be from 61.1 percent for grade level K through 3 to 77.2 percent for grade level 10 through 12. Only five superintendents, 1.4 percent, reported participation in the case of alternative and special programs.

The following information from Table 17 categorizes the positive responses of superintendents regarding youth participation in "Career Awareness" activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	81	37.3	45	20.7	59	27.2	32	14.8
4 - 6	61	26.2	55	23.6	82	35.2	35	15.0
7 - 9	29	10.8	44	16.4	134	49.8	62	23.0
10 - 12	19	6.9	41	15.0	124	45.3	90	32.8
Other ^c	1		0		2		2	

As indicated above for grade level K through 3, superintendents reported lower youth participation in "Career Awareness" activities with relatively more of their positive responses at the "2," "3," "4" level. For grade level 4 through 6, a majority of the positive responses were at the "6," "7," "8" level. For both these grade levels, the modal positive response on an individual score basis was "5." However, for grade levels 7 through 9 and 10 through 12, superintendents reported greater participation as more of the positive responses were at the "6," "7," "8" level; for grade level 10 through 12, the same statistic was "10." There was minimal positive response, only five instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with only five responses, percentages would be misleading.

Career exploration

Findings and analysis concerning how programs are offered The survey form requested superintendents' perceptions of youth participation in career exploration activities in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. Consistent with results reported for the previous survey item, "Career Awareness" activities, a proportionately small

number of participating superintendents, 82, 23.1 percent, reported youth participation in career exploration activities when these were offered by community groups. In this instance, the modal positive response was at the "2" level. Reporting superintendents' responses were different, however, concerning the item, "Career Exploration," when these activities were offered by individual schools as 207 superintendents, 58.3 percent, provided an affirmative response to this item. The modal positive response was at the "5" level. Regarding superintendents' perceptions of youth participation in these same activities when offered on a district-wide basis, the responses totaled the same as for "Career Awareness" activities which were offered by individual schools as 207 superintendents, 58.3 percent, responding affirmatively. Again, the modal positive response was at the "5" level. Table 18 reflects other details regarding responses to this item.

Table 18. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/CAREER EXPLORATION" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	101	22	19	13	14	5	1	4	2	2	166	6
INDIVIDUAL SCHOOL	11	2	9	11	56	27	24	35	12	31	132	5
DISTRICT WIDE	21	8	12	15	50	25	28	35	10	24	118	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	52	31	25	21	42	14	9	9	5	17	126	4
4 through 6	39	26	16	29	51	23	13	15	6	18	114	5
7 through 9	13	7	12	17	57	29	42	41	20	40	71	6
10 through 12	11	4	12	8	50	35	41	48	26	41	73	6
Other ^C	15	0	0	1	1	1	1	1	0	0	334	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 18, which was concerned with "Career Exploration," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	173	48.7	182	51.3
4 - 6	197	55.5	158	44.5
7 - 9	265	74.6	90	25.4
10 - 12	265	74.6	90	25.4
Other ^C	5	1.4	350	98.6

Nearly one-half of the responding superintendents reported participation in career exploration activities for students enrolled in grades K through 12. For these grades, the range of participation was reported to be 48.7 percent for grade level K through 3 to 74.6 percent for grade level 10 through 12. There was minimal positive response, only five instances, 1.4 percent, to the category concerned with alternative and special programs.

The following information from Table 18 categorizes the positive responses of superintendents regarding youth participation in career exploration activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	77	44.5	42	24.3	32	18.5	22	12.7
4 - 6	71	36.0	51	25.9	51	25.9	24	12.2
7 - 9	36	13.6	57	21.5	112	42.3	60	22.6
10 - 12	24	9.1	50	18.9	124	46.8	67	25.2
Other ^c	1		1		3		0	

The responses of the reporting superintendents indicated that they perceived the participation of elementary-age students to be rather limited in terms of career exploration activities. Most of their responses for grades K through 3 and grades 4 through 6 were at the "2," "3," "4" level. As one would expect, the superintendents reported more participation on the part of older youth in grades 7 through 9 and grades 10 through 12, with a relative majority of responses at the "6," "7," "8." level. For all K through 12 grades, the modal positive response was at "5." There were only five positive responses to the category concerned with alternative and special programs. Consequently, the above information does not reflect percentages for this category.

Career counseling

Findings and analysis concerning how programs are offered Superintendents were asked on the survey form to indicate their perceptions of youth participation in "Career Counseling" in terms of whether this service was offered by community groups, individual schools, and on a district-wide basis. Consistent with results reported for the previous survey items, a small proportion of superintendents, 58, or 16.3 percent, responded positively in terms of this service being made available by community groups. The responses, however, were at a higher level

in the case of youth participation in "Career Counseling" which was offered by individual schools with 207 superintendents, 58.3 percent, responding affirmatively to this item. The response was similar regarding "Career Counseling" services which were offered on a district-wide basis with 199 superintendents, 56.1 percent, reporting affirmatively. The most frequently provided positive response to the item "Community Groups" was at the "2" level. For the "Individual School" item, the modal positive response was higher at the "5" level; and for the "District-Wide" item, the modal positive response was also at the "5" level. Table 19 reflects other details regarding superintendents' responses to this item.

Table 19. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/CAREER COUNSELING" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	117	23	9	8	12	1	0	1	2	2	172	8
INDIVIDUAL SCHOOL	9	3	8	13	50	24	27	40	7	35	133	6
DISTRICT WIDE	26	6	9	10	47	27	26	42	9	23	121	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	77	33	23	14	35	8	8	10	1	10	130	6
4 through 6	54	23	23	27	44	16	10	14	0	10	128	6
7 through 9	13	5	16	20	53	34	31	56	12	33	77	5
10 through 12	6	6	5	6	44	25	41	71	23	59	64	5
Other ^C	14	0	0	1	0	0	0	2	1	0	336	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 19, which was concerned with "Career Counseling," into two categories: positive responses (those who responded at the "2"

through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	142	40.0	213	60.0
4 - 6	167	47.0	188	53.0
7 - 9	260	73.2	95	26.8
10 - 12	280	78.9	75	21.1
Other ^C	4	1.1	351	98.9

As one would expect, participation in "Career Counseling" activities was reported to be more common for secondary-age students than for elementary-age students. The range of participation, as reported, was at the 40.0 percent level for the designation K through 3 to the 78.9 percent level for the designation 10 through 12. There was minimal positive response, only four instances, 1.1 percent, to the category concerned with alternative and special programs.

The following information from Table 19 categorizes the positive responses of superintendents regarding youth participation in "Career Counseling", those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	70	49.3	35	24.6	26	18.3	11	7.8
4 - 6	73	43.7	44	26.3	40	24.0	10	6.0
7 - 9	41	15.8	53	20.4	121	46.5	45	17.3
10 - 12	17	6.1	44	15.7	137	48.9	82	29.3
Other ^C	1		0		2		1	

Regarding elementary-age students participation in "Career Counseling" activities, most of the responding superintendents indicated participation at the lower end of the continuum with most responses at the "2," "3," "4" levels. However, even for elementary-age students, the most frequently given positive response on an individual score basis was at the "5" level. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive response, only four instances.

Internship

Findings and analysis concerning how programs are offered The survey form asked superintendents to indicate their perceptions of youth participation in "Internship" activities in terms of whether this activity was offered by community groups, individual schools, and on a district-wide basis. As shown in Table 20, the survey respondents perceived youth participating in relatively few internship opportunities when these internships were offered by community groups as only 39 superintendents, 11.0 percent, gave a positive rating to this item. Their responses were not much more positive with respect to participation in internship opportunities when these opportunities were offered by individual schools as only 67 superintendents, 18.9 percent, reported to the affirmative in this instance. Reporting superintendents' responses were similar in terms of this career activity when offered on a district-wide basis as 68, 19.2 percent, reported affirmatively. The most frequently provided positive response to the item was at the "2" level in

terms of the activity being offered by community groups, individual schools, and on a district-wide basis.

Table 20. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/INTERNSHIP" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	137	13	9	4	6	2	2	2	1	0	172	7
INDIVIDUAL SCHOOL	111	20	7	7	13	4	4	5	4	3	171	6
DISTRICT WIDE	122	20	6	9	11	5	8	4	2	3	160	5

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	155	10	4	2	2	1	1	0	0	1	174	5
4 through 6	157	12	4	2	3	0	3	0	0	0	168	6
7 through 9	137	13	8	5	9	0	4	1	2	2	169	5
10 through 12	112	21	13	7	20	6	8	5	3	10	145	5
Other ^C	32	0	0	1	0	1	0	0	0	0	316	5

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 20, which was concerned with "Internship," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	21	5.9	334	94.1
4 - 6	24	6.8	331	93.2
7 - 9	44	12.4	311	87.6
10 - 12	93	26.2	262	73.8
Other ^C	2	.6	353	99.4

For traditional grade designations, survey results indicated that participation in internship experiences was at a relatively low level. At the lowest level, superintendents reported participation at 5.9 percent for grade level K through 3. At the highest level, superintendents reported participation at 26.2 percent for grade level 10 through 12. Participation was perceived to be nil, only two instances, .6 percent, for the 355 reporting superintendents for the category concerned with alternative and special programs.

The following information from Table 20 categorizes the positive responses of superintendents regarding youth participation in internship experiences, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	16	76.2	2	9.4	2	9.4	1	5.0
4 - 6	18	75.0	3	12.5	3	12.5	0	0
7 - 9	26	59.1	9	20.5	5	11.4	4	9.0
10 - 12	41	44.1	20	21.5	19	20.4	13	14.0
Other ^c	1		0		1		0	

For all grade levels, superintendents reported relatively low youth participation in internship experiences with a majority of responses at the "2," "3," "4" level. On an individual score basis for all grade levels, superintendents reported youth participation in internship experiences at a low level with the most frequently provided positive response at the "2" level on the continuum. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive response, only two instances.

Mentorship

Findings and analysis concerning how programs are offered The survey format provided for superintendents to indicate their perceptions of youth participation in "Mentorship" activities in terms of whether this service was offered by community groups, individual schools, and on a district-wide basis. Participation in mentorship opportunities as career connections experiences was perceived by responding superintendents to be even more limited than internship opportunities. Only 29 superintendents, 8.2 percent, provided positive ratings on this item regarding mentorship services and activities being made available by community groups. In this instance, the modal positive response was at the "2" level. Also, respondents indicated participation in mentorship opportunities which were offered by individual schools as very limited as only 57 superintendents, 16.1 percent, gave positive ratings to this item. For this item, the modal positive response was at the "3" level. Similar perceptions were reported regarding participation in mentorship activities which were offered on a district-wide basis as only 61 superintendents, 17.2 percent, provided positive responses with the most frequently provided positive response at the "2" level. Table 21 provided other details regarding superintendents' responses to the survey item regarding "Mentorship" as a career connections experience.

Table 21. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/MENTORSHIP" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	152	11	7	2	5	2	0	1	1	0	167	7
INDIVIDUAL SCHOOL	117	17	14	5	11	2	4	3	1	0	172	9
DISTRICT WIDE	124	14	14	7	11	3	8	1	1	2	164	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	149	15	3	1	4	0	1	0	0	1	175	6
4 through 6	146	14	6	3	6	1	0	1	0	0	171	7
7 through 9	136	16	9	2	10	0	3	3	2	2	165	7
10 through 12	119	17	15	8	11	4	6	4	2	6	157	6
Other ^C	56	1	0	0	0	1	0	0	0	0	295	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 21, which was concerned with "Mentorship," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	25	7.0	330	93.0
4 - 6	31	8.7	324	91.3
7 - 9	47	13.2	308	86.8
10 - 12	73	20.6	282	79.4
Other ^C	2	.6	353	99.4

Participation in mentorship activities was perceived to be at a low level--particularly for the lower grade levels. For grades K through 12,

the lowest level of participation was reported at the 7.0 level for grade level K through 3, and the highest level of participation was reported at the 20.6 percent level for grade level 10 through 12. There was minimal positive response, only two instances, .6 percent, for the category concerned with alternative and special programs.

The following information from Table 21 categorizes the positive responses of superintendents regarding youth participation in mentorship activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	19	76.0	4	16.0	1	4.0	1	4.0
4 - 6	23	74.2	6	19.4	2	6.4	0	0
7 - 9	27	57.4	10	21.3	6	12.8	4	8.5
10 - 12	40	54.8	11	15.1	14	19.2	8	10.9
Other ^c	1		0		1		0	

The responses of the reporting superintendents indicated that when youth enrolled on a K through 12 basis did participate in mentorship activities--particularly for the lower grades--participation was at the lowest level of the reporting scale, at the "2," "3," "4" level. On an individual score basis, the modal positive response was at the "2" level for all grades. No percentages were provided for alternative and special programs since respondents provided only two positive responses.

Vocational education clubs (e.g. FFA, VICA, DECA)

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Voca-

tional Education Clubs (e.g., FFA, VICA, DECA)" concerning whether these activities were offered by community groups, individual schools, and on a district-wide basis. The reporting superintendents indicated that they perceived youth participation in vocational education clubs at a considerably higher level when these activities were offered by individual schools and on a district-wide basis than when offered by community groups. Respondents reported youth participation in vocational club activities when offered by community groups at a low level with only 59 superintendents, 16.6 percent, reporting positively to this item. When "Vocational Education Clubs (e.g., FFA, VICA, DECA)" were offered by individual schools, 192 superintendents, 54.1 percent, provided positive responses. When vocational education clubs were offered on a district-wide basis, 131 superintendents, 36.9 percent, indicated positive youth participation. In all three instances, the most frequently provided positive response was at the "5" level. Other detailed information regarding superintendents' responses to this item are contained in Table 22.

Table 22. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	121	9	11	6	11	6	4	5	3	4	169	6
INDIVIDUAL SCHOOL	42	2	17	13	39	18	18	33	12	40	118	3
DISTRICT WIDE	69	8	12	13	25	14	12	19	10	18	153	2

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	166	8	3	3	2	1	0	0	1	1	166	4
4 through 6	162	3	6	4	4	2	2	1	1	1	163	6
7 through 9	87	16	17	16	18	18	10	18	13	14	119	9
10 through 12	32	2	20	32	45	22	22	47	26	50	54	3
Other ^C	24	1	0	1	1	1	0	0	0	0	327	0

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 22, which was concerned with "Vocational Education Clubs (e.g., FFA, VICA, DECA)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	19	5.4	336	94.6
4 - 6	24	6.8	331	93.2
7 - 9	140	39.4	215	60.6
10 - 12	266	74.9	89	25.1
Other ^C	4	1.1	351	98.9

Participation in vocational education clubs, at its highest level was reported at 74.9 percent for grade level 10 through 12. Conversely, participation was reported at the lowest level, 5.4 percent for grade level K through 3. For alternative and special programs, there were only four positive responses, at the 1.1 percent level.

The following information from Table 22 categorizes the positive responses of superintendents regarding youth participation in vocational education clubs, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	14	73.8	2	10.5	1	5.2	2	10.5
4 - 6	13	54.2	4	16.7	5	20.8	2	8.3
7 - 9	49	35.0	18	12.9	46	32.9	27	19.2
10 - 12	54	20.3	45	16.9	91	34.2	76	28.6
Other ^c	2		1		1		0	

As one could anticipate, where vocational education clubs were available, participation was primarily at the upper grade levels. For grade levels K through 3 and 4 through 6, superintendents reported participation primarily at the "2," "3," "4" level with the modal positive response on an individual score basis at the "2" level for grades K through 3 and at the "3" level for grade level 4 through 6. For those enrolled in grades 7 through 9, superintendents perceived participation to be relatively evenly distributed along the continuum with the most frequently given individual responses on an individual score basis at the "5," "6," "8" level. The superintendents reported greater participation in vocational education clubs for students enrolled in grades 10 through 12 with most

of the responses at the "6," "7," "8" level. The most frequently given positive response on an individual score basis was at the "10" level with 50 superintendents reporting participation at this highest level for their students in grades 10 through 12. Percentages of positive scores were not provided for alternative and special programs since there were only four superintendents who reported affirmatively to this category. Given this small number, percentages would be misleading.

Work experience

Findings and analysis concerning how programs are offered The survey form solicited superintendents to indicate their perceptions of youth participation in "Work Experience" in terms of whether this service was offered by community groups, individual schools, and on a district-wide basis. Youth participation in work experience activities was perceived by responding superintendents to be at a higher level than mentorship opportunities were. In the case of participation in work experience opportunities which were offered by community groups, only 82 superintendents, 23.1 percent, provided positive responses to this item. Regarding participation in work experience opportunities offered by individual schools, many more superintendents responded positively with 165, 46.5 percent, reporting affirmatively in this case. In relation to youth participation in work experience activities when these activities were offered on a district-wide basis, 121 superintendents, 34.1 percent, provided a positive response. In all three cases, the modal positive response was at the "5" level. Other

details pertaining to superintendents' responses to this item are shown in Table 23.

Table 23. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH COMMUNITY CAREER CONNECTIONS/WORK EXPERIENCE" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	83	9	15	19	19	2	4	8	1	5	184	6
INDIVIDUAL SCHOOL	38	18	23	23	37	10	13	18	8	15	146	6
DISTRICT WIDE	58	15	17	17	21	10	11	13	3	14	170	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	142	8	0	1	2	1	0	0	1	1	192	7
4 through 6	140	5	6	2	3	0	1	0	1	1	189	7
7 through 9	111	18	7	11	8	3	2	7	5	1	174	8
10 through 12	27	28	23	29	43	17	13	35	15	26	93	6
Other ^C	13	0	1	2	1	0	1	0	0	1	335	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 23, which was concerned with "Work Experience," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	14	3.9	341	96.1
4 - 6	19	5.4	336	94.6
7 - 9	62	17.5	293	82.5
10 - 12	229	64.5	126	35.5
Other ^C	6	1.7	249	98.3

Regarding the item, "Work Experience," most responding superintendents reported participation was primarily at the secondary level. At the highest level, participation was reported to be at 64.5 percent for grade level 10 through 12. In terms of traditional grade designations, participation was reported to be at the lowest level, 3.9 percent, for grade level K through 3. There was minimal positive response, only six instances, 1.7 percent, to the category concerned with alternative and special programs.

The following information from Table 23 categorizes the positive responses of superintendents regarding youth participation in work experience, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	9	64.3	2	14.3	1	7.1	2	14.3
4 - 6	13	68.4	3	15.8	1	5.3	2	10.5
7 - 9	36	58.1	8	12.9	12	19.3	6	9.7
10 - 12	80	34.9	43	18.8	65	28.4	41	17.9
Other ^c	3		1		1		1	

For all grade levels, the reporting superintendents indicated that youth participated in work experience at a low level with most of their responses at the "2," "3," "4" level. On an individual score basis, the most frequently provided positive response was "2" for grade levels K through 3, 4 through 6, and 7 through 9. For students in grades 10 through 12, superintendents reported participation as more evenly distributed along the continuum. The most frequently given positive response on an individual score basis for grades 10 through 12 was at the

"5" level. Percentages of positive scores were not provided for alternative and special programs since there were only six superintendents who reported affirmatively to this category. Given this small number, percentages would be misleading.

Other youth community career connections activities (specify)

The following were the responses provided by the survey respondents to the item "Other (specify):" in the "Youth Community Career Connections" sections of the survey form:

Career Centers
 FBLA
 4-H
 MOC
 Part-time jobs
 Special Education
 Special Education Transition Program
 Summer School
 Work at Scott County Pet Farm

Superintendents' top five youth community career connection priorities in terms of perceived unmet needs

In relation to their view of unmet needs, the superintendents were solicited by the survey form to specify their top five program priorities, in the order of their priorities. While those who responded did not generally view that the "Youth Community Career Connections" services described in Table 17 through Table 23 of this study to have high degrees of youth participation, 20 superintendents did list the following youth community/career connections experiences as their first priority of desired programs (duplicate responses are indicated and presented

first, most frequently to least frequently; single responses are presented in alphabetical order):

Internships--6
 Mentorship--4
 Career awareness--3
 Career counseling--2
 Career exploration--2
 Work experience--2
 Vocational education clubs

In that same vein, the following "Youth Community/Career Connections" programs were listed by 23 superintendents as their second priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Mentorship/mentoring--7
 Work experience--5
 Career awareness--4
 Career exploration--2
 Career education
 Career mentorship
 Internship
 Use of more community resources for career exploration, job shadowing, and mentoring activities
 Vocational education

As a third priority, 26 respondents itemized the following "Youth Community/Career Connections" programs (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Career exploration--5
 Work experience--4
 Career awareness--3

Career counseling--3
 Internship--3
 Mentorship--3
 Internships and mentorships for youth in community--2
 Career education
 FFA Green Thumb
 Vocational education clubs

For a fourth priority among the five they were invited to specify, 20 respondents listed the following "Youth Community/Career Connections" programs (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Internship--5
 Mentorship--5
 Career awareness--4
 Vocational clubs--2
 Career counseling
 Career and job requirements
 Work experience
 Youth career connections

The following "Youth Community/Career Connections" programs were listed by 21 of those who responded to the survey as their fifth priority (duplicate responses are indicated and presented first, most frequently to least frequently):

Work experience--5
 Mentorship--4
 Career awareness--3
 Career counseling--3
 Career exploration--3
 Internship--2
 Career education

The above-referenced "Youth Community/Career Connections" services and activities were valued by the reporting superintendents as they listed items in this category of services as among their top five on 110 different occasions.

Findings and Analysis Regarding Youth Support Network of Services

This section of the study presents and analyzes the results of the 355 participating superintendents' responses to the "Youth Support Network of Services" section of the survey instrument. The specific services reported in this section are these:

- Peer Helping
- Parent Education
- Drug Abuse Prevention
- Dropout Prevention
- Teen Pregnancy Support
- Family Crisis Counseling
- Individual Crisis Counseling (e.g., Hot Lines)
- Other (specify).

Peer helping

Findings and analysis concerning how programs are offered Superintendents were asked by the survey form to indicate their perceptions of youth participation in "Peer Helping" activities in terms of whether this service was offered by community groups, individual schools, and on a district-wide basis. Superintendents who responded to the survey perceived youth participation in peer helping activities which were offered by community groups at a low level as only 68, 19.2 percent,

reported participation. The modal positive response to this item was at the "2" level, and most of the responses were at the lower end of the range of positive responses, "2" through "10." Respondents reported more peer helping activity when offered by individual schools as 171, 48.2 percent, reporting to the affirmative to this item. The modal positive response was higher in this instance, at the "5" level. Superintendents reported lower youth participation in peer helping activities when these activities were offered on a district-wide basis with 134, 37.7 percent, reported positively to this item. A majority of the positive responses were at the lower end of the scale with two modal positive responses, at the "2" and "5" levels. Table 24 shows other details regarding "Peer Helping" as a youth support network of services activity.

Table 24. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/PEER HELPING" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	111	21	8	4	4	4	2	2	0	1	170	6
INDIVIDUAL SCHOOL	51	15	18	15	34	16	10	25	7	31	124	9
DISTRICT WIDE	73	19	17	16	18	19	7	17	6	15	142	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	98	22	19	12	12	7	3	6	1	8	163	4
4 through 6	88	21	20	15	22	7	6	8	1	10	154	3
7 through 9	66	18	18	15	27	13	18	31	9	16	117	7
10 through 12	49	25	19	20	33	18	22	36	15	26	86	6
Other ^C	13	1	0	0	0	0	0	0	1	1	337	2

Findings and analysis concerning participant grade level For each of the items included on the survey form, the superintendents were

solicited by the survey form to specify their view of youth participation according to the following designations:

- Grades K through 3,
- Grades 4 through 6,
- Grades 7 through 9,
- Grades 10 through 12,
- Alternative and special programs.

The following information categorizes the youth participation data by grade level from Table 24, which was concerned with "Peer Helping," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NRA NV ^B)	
	Number	Percent	Number	Percent
K - 3	90	25.4	265	74.6
4 - 6	110	31.0	245	69.0
7 - 9	165	46.5	190	53.5
10 - 12	214	60.3	141	39.7
Other ^C	3	.8	352	99.2

Regarding superintendents' perceptions concerning students' participation in peer helping activities in grades K through 12, responses were at the lowest level for students at grade level K through 3, with 90 superintendents, or 25.4 percent, reporting affirmatively in this case, and at their highest level for students at grade level 10 through 12, with 214 superintendents, or 60.3 percent reporting positively. Participation was perceived to be nil, only three instances, at the .8 percent level, for 355

responding superintendents, in the category of alternative and special programs.

The following information from Table 24 categorizes the positive responses of superintendents regarding youth participation in peer helping activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	53	58.9	12	13.3	16	17.8	9	10.0
4 - 6	56	50.9	22	20.0	21	19.1	11	10.0
7 - 9	51	30.8	27	16.4	62	37.6	25	15.2
10 - 12	64	29.9	33	15.4	76	35.5	41	19.2
Other ^c	1						2	

Reporting superintendents indicated youth participation in "Peer Helping" at a low level at grade levels K through 3, 4 through 6, and 7 through 9, with relatively more of their responses at the "2," "3," "4" level. For grade level 10 through 12, however, most of the responses were at the "6," "7," "8" level. On an individual score basis, the modal positive response was "2" for grade level K through 3. For the other traditional grade designations, the most frequently provided positive response was at "5." Since there was only three positive responses in the alternative and special programs category, percentages were not given for this category.

Parent education

Findings and analysis concerning how programs are offered The survey form encouraged superintendents to indicate their perceptions of participation in "Parent Education" activities in terms of whether

these activities were offered by community groups, individual schools, and on a district-wide basis. Superintendents' responses indicated that involvement in parent education activities was at a somewhat higher level than was "Peer Helping." Regarding parent education activities being offered by community groups, 108 superintendents, 30.4 percent, provided a positive response with the modal positive response at the "3" level. They reported more participation in "Parent Education" when these services were offered by individual schools with 148 superintendents, 41.7 percent, responding affirmatively to this item. The most frequently provided positive response for this item was "3." Superintendents reported less participation in parent education activities when these activities were offered on a district-wide basis with 156, 43.9 percent, responding positively to the item. In this instance, the modal positive response was "4." Table 25 shows more details regarding parent education as a youth support network of services activity.

Table 25. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/PARENT EDUCATION" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	86	23	24	20	17	6	7	6	1	4	158	3
INDIVIDUAL SCHOOL	48	24	30	25	24	10	7	15	5	8	154	5
DISTRICT WIDE	56	25	23	28	25	10	17	12	7	9	138	5

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	57	25	34	20	25	7	8	15	3	11	144	6
4 through 6	58	20	35	23	28	6	11	14	4	9	142	5
7 through 9	44	21	34	21	32	10	16	17	5	6	142	7
10 through 12	51	31	28	22	29	10	13	19	6	7	131	8
Other ^C	14	3	2	3	2	1	0	1	1	1	325	2

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 25, which was concerned with "Parent Education," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	148	41.7	207	58.3
4 - 6	150	42.3	205	57.7
7 - 9	162	45.6	193	54.4
10 - 12 - -	165	46.5	190	53.5
Other ^C	14	3.9	341	96.1

Participation in parent education activities was perceived to be at the highest level for grades 10 through 12, with 165 superintendents, 46.5 percent, reporting affirmatively to this item. For traditional grade designations, participation was at the lowest level for grade level K through 3, with 148 superintendents, 41.7 percent, responding positively. In the case of alternative and special programs, 14 superintendents, 3.9 percent, responded to the affirmative.

The following information from Table 25 categorizes the positive responses of superintendents regarding participation in "Parent Education," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	79	53.4	25	16.9	30	20.3	14	9.4
4 - 6	78	52.0	28	18.7	31	20.7	13	8.6
7 - 9	76	46.9	32	19.8	43	26.5	11	6.8
10 - 12	81	49.1	29	17.6	42	25.4	13	7.9
Other ^c	8		2		2		2	

Survey results indicated that where parent education was reported as having been available on a K through 12 basis, the superintendents perceived that the participation was at relatively low levels as most of the responses were at the "2," "3," "4" levels. The most frequently provided positive response for grades K through 3, grades 4 through 6, and grades 7 through 9 on an individual score basis was at the "3" level. For grades 10 through 12, the most frequently provided positive response on an individual score basis was at the "2" level. Percentages were not given for the category concerned with alternative and special programs since there was minimal positive response, only two instances.

Drug abuse prevention

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Drug Abuse Prevention" activities concerning whether these activities were offered by community groups, individual schools, and on a district-wide basis. Participation in drug abuse prevention activities was higher and, apparently, more available when offered by community groups, indi-

vidual schools, and on a district-wide basis than were the previous youth network of services activities. Regarding "Drug Abuse Prevention" being offered as a service by community groups, 151 superintendents, 42.5 percent, reported youth participation. The participation was higher when the services were offered by individual schools with 200 superintendents, 56.3 percent, reporting participation. Participation was perceived to be at the highest level when offered on a district-wide basis, as 236 superintendents, 66.5 percent, reported affirmatively. The most frequently provided positive response to the item "Community Groups" was at the "5" level. For the "Individual School" item, the modal positive response was at the "8" level; and for the "District-Wide" item, the modal positive response was also at the "8" level. Table 26 contains other, more detailed information regarding superintendents' responses to this item.

Table 26. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/DRUG ABUSE PREVENTION" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	59	19	28	15	36	8	7	22	4	12	138	7
INDIVIDUAL SCHOOL	10	3	12	14	36	20	26	38	19	32	139	6
DISTRICT WIDE	12	7	10	12	36	25	34	50	18	44	97	10

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	20	15	19	19	43	19	26	39	10	41	100	4
4 through 6	9	3	22	14	47	21	32	47	19	47	90	4
7 through 9	7	5	12	14	38	29	38	61	20	56	68	7
10 through 12	6	8	14	11	45	28	38	51	30	50	67	7
Other ^C	14	1	4	0	2	1	0	2	0	2	329	0

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 26, which was concerned with "Drug Abuse Prevention," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	231	65.1	124	34.9
4 - 6	252	71.0	103	29.0
7 - 9	273	76.9	82	23.1
10 - 12	275	77.5	80	22.5
Other ^C	12	3.4	343	96.6

As reflected by the above, superintendents reported participation by youth in "Drug Abuse Prevention" to be at higher levels than the previously reported activities which were a part of the youth support network of services. Survey results indicated that participation in these activities was at the highest level, 77.5 percent, for grade level 10 through 12. For grades K through 12, the participation in drug abuse prevention activities was at the lowest level, 65.1 percent, for grade level K through 3. Twelve respondents, 3.4 percent, indicated youth enrolled in alternative and special programs participated in these activities.

The following information from Table 26 categorizes the positive responses of superintendents regarding youth participation in services and activities associated with "Drug Abuse Prevention," those who pro-

vided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	53	22.9	43	18.6	84	36.4	51	22.1
4 - 6	39	15.5	47	18.6	100	39.7	66	26.2
7 - 9	31	11.4	38	13.9	128	46.9	76	27.8
10 - 12	33	12.0	45	16.4	117	42.5	80	29.1
Other ^c	5		2		3		2	

Overall, superintendents reported relatively high youth participation in drug abuse prevention services and activities and gave ratings at the higher end of the continuum--particularly for grade levels 7 through 9 and 10 through 12. The most frequently given positive response on an individual score basis for students in grades K through 3 was at the "5" level. For students in grades 4 through 6, there were three modal responses: at the "5," "8," "10" levels. The response which was the most frequent on an individual score basis for grades 7 through 9 and grades 10 through 12 was at the "8" level. In the case of students in grades 7 through 9, 56 superintendents provided responses at the highest level; and in grades 10 through 12, 50 superintendents provided responses at the highest level. There was relatively low participation reported for students enrolled in alternative and special programs as only 12 superintendents responded affirmatively. Therefore, the above information does not reflect percentages for this category because with this limited number of responses, percentages would be misleading.

Dropout prevention

Findings and analysis concerning how programs are offered The survey form provided for superintendents to indicate their perceptions of youth participation in "Dropout Prevention" activities in terms of whether these activities were offered by community groups, individual schools, and on a district-wide basis. As indicated in Table 27, superintendents reported relatively few youth participated in dropout prevention activities when these were offered by community groups as only 56 superintendents, 15.8 percent responded to the affirmative on this item. The most frequently provided positive response was at the "2" level. There was a considerably higher response in relation to dropout prevention activities being offered by individual schools. When services were offered by individual schools, 189 respondents reported participation at the 53.2 percent level. In terms of youth participation in "Dropout Prevention" being offered on a district-wide basis, 187 superintendents, 52.7 percent, reported positively in this case. In the latter two instances, the modal positive response was at the "5" level.

Table 27. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/DROPOUT PREVENTION" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	123	20	6	2	13	2	4	4	3	2	172	4
INDIVIDUAL SCHOOL	18	9	14	23	54	10	18	31	13	17	141	7
DISTRICT WIDE	32	9	13	23	42	10	17	37	17	19	129	7

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	78	26	14	7	19	8	8	17	11	13	149	5
4 through 6	59	24	19	13	27	9	10	19	10	15	146	4
7 through 9	20	10	20	19	47	19	24	42	12	26	111	5
10 through 12	18	8	17	17	47	24	29	44	25	29	92	5
Other ^C	13	1	0	0	1	0	0	0	1	2	336	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 27, which was concerned with "Dropout Prevention," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	123	34.6	232	65.4
4 - 6	146	41.1	209	58.9
7 - 9	219	61.7	136	38.3
10 - 12	240	67.6	115	32.4
Other ^C	5	1.4	350	98.6

Participation in dropout prevention services was higher for secondary-age students than elementary-age students according to reporting su-

perintendents. For designations other than alternative and special programs, the range of participation was reported from 34.6 percent for grade level K through 3 to 67.6 percent for grade level 10 through 12. Only five superintendents, 1.4 percent, reported participation in dropout prevention activities on the part of students enrolled in alternative and special programs.

The following information from Table 27 categorizes the positive responses of superintendents regarding youth participation in dropout prevention services and activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	"2," "3," "4"		Levels of Participation				"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	47	38.3	19	15.4	33	26.8	24	19.5
4 - 6	56	38.4	27	18.5	38	26.0	25	17.1
7 - 9	49	22.3	47	21.5	85	38.8	38	17.4
10 - 12	42	17.5	47	19.6	97	40.4	54	22.5
Other ^c	1		1		1		2	

For grade levels K through 3 and 4 through 6, superintendents reported relatively fewer youth participating in dropout prevention services and activities with relatively more of their responses at the "2," "3," "4" level. For grade levels 7 through 9 and 10 through 12, superintendents reported relatively more youth participation in dropout prevention activities with more of their responses at the "6," "7," "8" participation level. On an individual score basis for grade level K through 3, the most frequently provided affirmative response was "2." For grade levels 4 through 6 and 7 through 9, the modal positive response on an individual score basis was at the "5" level; for grade level 10 through 12, this

same statistic was "8." Since there were only five positive responses to the category concerned with alternative and special programs, the above information does not reflect percentages for this category.

Teen pregnancy support

Findings and analysis concerning how programs are offered The survey form solicited superintendents to indicate their perceptions of youth participation in "Teen Pregnancy Support" services and activities in terms of whether these services and activities were offered by community groups, individual schools, and on a district-wide basis. As shown in Table 28, the survey respondents perceived participation in teen pregnancy support activities which were offered by community groups was rather limited as only 98 superintendents, 27.6 percent, reported participation. The modal positive response was "2." Superintendents indicated that youth participation in activities and services associated with "Teen Pregnancy Support" which were offered by individual schools was at a somewhat higher level as 158, 44.5 percent, responded positively. In this instance, the most frequently provided positive response was at the "5" level. When considering pregnancy programs for teens offered on a district-wide basis, superintendents reported fewer youth participating as 135, 38.0 percent, responded affirmatively with the modal positive response on an individual score basis at "5" on the scale.

Table 28. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/TEEN PREGNANCY SUPPORT" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	101	24	22	9	20	6	6	8	1	2	151	5
INDIVIDUAL SCHOOL	44	18	24	21	31	7	10	24	4	19	148	5
DISTRICT WIDE	68	23	13	15	26	7	9	20	6	16	147	5

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	144	6	2	1	9	2	2	6	2	6	169	6
4 through 6	119	15	8	6	11	3	4	6	4	7	166	6
7 through 9	62	14	32	9	28	11	14	18	10	21	128	8
10 through 12	43	19	28	14	32	14	22	28	15	29	107	4
Other ^C	16	1	1	0	2	0	1	0	1	1	331	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 28, which was concerned with "Teen Pregnancy Support," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	36	10.1	319	89.9
4 - 6	64	18.0	291	82.0
7 - 9	157	44.2	198	55.8
10 - 12	201	56.6	154	43.4
Other ^C	7	2.0	348	98.0

Youth participation in services associated with "Teen Pregnancy Support" was reported to be at relatively low levels for all grade levels. For

traditional grade designations, the range of participation was reported to be from 10.1 percent for grade level K through 3 to 56.6 percent for grade level 10 through 12. Youth participation was also reported to be low for alternative and special programs as only seven superintendents, 2.0 percent, reported affirmatively to this item.

The following information from Table 28 categorizes the positive responses of superintendents regarding youth participation in pregnancy support services and activities, those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	9	25.0	9	25.0	10	27.8	8	22.2
4 - 6	29	45.3	11	17.2	13	20.3	11	17.2
7 - 9	55	35.0	28	17.8	43	27.5	31	19.7
10 - 12	61	30.3	32	16.0	64	31.8	44	21.9
Other ^c	2		2		1		2	

At the K through 3 grade level, superintendents reported participation in pregnancy support activities on a fairly evenly distributed basis with almost equal percentages of their responses at each participation level. The modal positive response on an individual score basis was "5" in this case. At grade levels 4 through 6, 7 through 9, and 10 through 12, superintendents perceived participation at lower levels with most of their responses at the "2," "3," "4" level. On an individual score basis, the modal positive response was at the "2" participation level for grade level 4 through 6; at the "3" participation level for grade level 7 through 9 and at "5" participation level for grade level 10 through 12. Percentages of positive scores were not provided for alternative and special

programs since there were only seven superintendents who reported affirmatively to this category. Given this small number, percentages were deemed to be misleading.

Family crisis counseling

Findings and analysis concerning how programs are offered Superintendents were asked by the survey form to indicate their perceptions of youth participation in "Family Crisis Counseling" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. As illustrated in Table 29, responding superintendents perceived youth participation in "Family Crisis Counseling" to be limited regardless of whether the services were offered by community groups, individual schools, or on a district-wide basis. Regarding these services being offered by community groups, 138 superintendents, 38.9 percent, provided an affirmative response. In this case, the modal positive response was at the "5" level. Superintendents gave a similar response to youth participation in family crisis counseling services whether those services were offered by individual schools or on a district-wide basis. In the case of the service offered by individual schools, 129 superintendents, 36.3 percent, responded affirmatively to the item with the modal positive response at the "3" level. Concerning youth participation in family crisis counseling services when offered on a district-wide basis, 138 superintendents, 38.9 percent, reported positively. In this instance, the modal positive response was "3."

Table 29. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/FAMILY CRISIS COUNSELING" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	78	15	28	14	30	14	8	12	5	12	133	6
INDIVIDUAL SCHOOL	60	18	29	19	18	8	3	19	4	11	163	3
DISTRICT WIDE	64	18	25	18	24	12	6	17	9	9	147	6

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	73	31	28	14	22	1	8	8	9	9	149	3
4 through 6	65	26	36	17	22	5	9	11	10	9	143	2
7 through 9	53	25	34	28	27	7	17	16	9	11	125	3
10 through 12	50	27	34	25	31	10	15	17	10	12	121	3
Other ^C	14	1	2	1	2	1	1	0	0	0	332	1

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 29, which was concerned with "Family Crisis Counseling," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	130	36.6	225	63.4
4 - 6	145	40.8	210	59.2
7 - 9	174	49.0	181	51.0
10 - 12	181	51.0	174	49.0
Other ^C	8	2.3	347	97.7

Participation in "Family Crisis Counseling" was reported at moderate levels with the range of participation for traditional grade designations

from 36.6 percent for grade level K through 3 to 51.0 percent for grade level 10 through 12. Only eight superintendents, 2.3 percent, reported participation in family crisis counseling on the part of students enrolled in alternative and special programs.

The following information from Table 29 categorizes the positive responses of superintendents regarding youth participation in "Family Crisis Counseling," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	73	56.2	22	16.9	17	13.1	18	13.8
4 - 6	79	54.5	22	15.2	25	17.2	19	13.1
7 - 9	87	50.0	27	15.5	40	23.0	20	11.5
10 - 12	86	47.5	31	17.1	42	23.2	22	12.2
Other ^c	4		2		2		0	

For all traditional grade designations, superintendents reported youth participation at relatively low levels for counseling services directed at families as a majority of their positive response were at the "2," "3," "4" level. The modal positive response on an individual score basis supported this finding as for grade level K through 3 the most frequently provided positive response was "2"; and for the other three grade levels, the most frequently provided positive response was "3." There was relatively low positive response, only eight instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages for this category because with this relatively small number, percentages would be misleading.

Individual crisis counseling

Findings and analysis concerning how programs are offered As was true for the other survey items, the format provided for superintendents to indicate their perceptions of youth participation in "Individual Crisis Counseling" in terms of whether these services were offered by community groups, individual schools, and on a district-wide basis. Responding superintendents perceived youth participation in "Individual Crisis Counseling" to be comparable to youth participation in "Family Crisis Counseling." In terms of both services, superintendents reported youth participation to be limited regardless of whether the services were offered by community groups, individual schools, or on a district-wide basis. Regarding individual counseling services being offered by community groups, 116 superintendents, 32.7 percent, provided a positive response to this item. Superintendents gave a similar response to youth participation in individual counseling services whether those services were offered by individual schools or on a district-wide basis. In the case of the service offered by individual schools, 131, 36.9 percent, reported positively. Concerning youth participation in this service when offered on a district-wide basis, 138 superintendents, 38.9 percent, responded affirmatively. The most frequently provided positive response to the item "Community Groups" was at the "2" level. For the "Individual School" item, the modal positive response was at the "8" level; and for the "District-Wide" item, the

modal positive response was at the "5" level. Table 30 illustrates additional information regarding this survey item.

Table 30. RESPONSES (1 through 10: 1 = "none"; 10 = "great participation") TO THE ITEM "YOUTH SUPPORT NETWORK OF SERVICES/INDIVIDUAL CRISIS COUNSELING (e.g., HOT LINES)" IN TERMS OF "PROGRAM OFFERED BY" AND "PARTICIPANT GRADE LEVEL"

PROGRAM OFFERED BY:

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
COMMUNITY GROUPS	97	18	24	11	22	9	10	10	3	9	137	5
INDIVIDUAL SCHOOL	59	9	15	15	20	13	9	26	5	19	158	7
DISTRICT WIDE	66	12	18	13	22	9	9	31	9	15	142	9

PARTICIPANT GRADE LEVEL

Degree of Participation	1	2	3	4	5	6	7	8	9	10	NR ^A	NV ^B
K through 3	76	23	21	14	20	7	5	13	8	15	150	3
4 through 6	64	21	28	16	20	11	4	18	7	16	146	4
7 through 9	46	16	24	23	31	12	14	26	7	22	128	6
10 through 12	47	17	22	15	35	14	17	26	12	24	120	6
Other ^C	14	1	1	1	1	1	0	0	0	0	333	3

Findings and analysis concerning participant grade level The following information categorizes the youth participation data by grade level from Table 30, which was concerned with "Individual Crisis Counseling (e.g., Hot Lines)," into two categories: positive responses (those who responded at the "2" through the "10" levels) and negative responses (those who responded at the "1" level, those who gave non-valid responses, and those who did not respond):

Grade Levels	Total Positive Responses ("2" through "10")		Total Negative Responses ("1" NR ^A NV ^B)	
	Number	Percent	Number	Percent
K - 3	126	35.5	229	64.5
4 - 6	141	39.7	214	60.3
7 - 9	175	49.3	180	50.7
10 - 12	182	51.3	173	48.7
Other ^C	5	1.4	350	98.6

Participation in "Individual Crisis Counseling" was reported at moderate levels with the range of participation for traditional grade designations from 35.5 percent for grade level K through 3 to 51.3 percent for grade level 10 through 12. Regarding alternative and special programs, only five superintendents, 1.4 percent, reported participation in individual crisis counseling.

The following information from Table 30 categorizes the positive responses of superintendents regarding youth participation in "Individual Crisis Counseling," those who provided responses at the "2" through the "10" levels, into four levels of participation:

Grade Levels	Levels of Participation							
	"2," "3," "4"		"5"		"6," "7," "8"		"9," "10"	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
K - 3	58	46.0	20	15.9	25	19.8	23	18.3
4 - 6	65	46.1	20	14.2	33	23.4	23	16.3
7 - 9	63	36.0	31	17.7	52	29.7	29	16.6
10 - 12	54	29.7	35	19.2	57	31.3	36	19.8
Other ^c	3		1		1		0	

For all traditional grade designations, most of the responses, reflecting superintendents' perceptions of relatively low youth participation in individual crisis counseling activities, were at the "2," "3," "4" level. On an individual score basis for grade levels K through 3 and 4 through 6, the most frequently provided positive response was at the "2" level. This same statistic in the case of grade levels 7 through 9 and 10 through 12 was "5." There was minimal positive response, only four instances, to the category concerned with alternative and special programs. Therefore, the above information does not reflect percentages

for this category because with only four responses, percentages would be misleading.

Other youth support network of services activities (specify)

The following were the responses provided by 11 survey respondents to the item "Other (specify):" in the "Youth Support Network of Services" section of the survey form (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Students/Teachers In Assistance (STAT)--3
 Touch Group--2
 Big Brothers/Big Sisters
 Child abuse
 Cooperative learning
 Counseling services
 Home Work Hot Line
 Services available in nearby communities or county

Superintendents' top five youth "Youth Support Network of Services" program priorities in terms of perceived unmet needs

Superintendents were encouraged to itemize their top five program priorities, in the order of their priorities, concerning their perceptions of unmet program needs. While respondents, overall, did not perceive the youth support services described in Tables 24 through 30 of this study to have high youth participation, it should be noted that 130 superintendents did name the following "Youth Support Network of Services" programs as their first priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Parent education--32
 Drug abuse prevention--24
 Family crisis counseling--24
 Peer helping--21
 Individual crisis counseling--11
 Dropout prevention--4
 Drug abuse education--2
 Additional community-based counseling for teen pregnancy
 Alcohol education
 At-risk youth services
 Counseling: individual and family crisis/stress/substance abuse/career
 planning
 Dropout counseling
 Elementary guidance program
 Emergency rescue unit
 Help for teenagers: peer pressure, alcohol/drug abuse, family
 counseling
 Summer Meal Program
 Teen Center
 Teen pregnancy support
 Youth support

In that same vein, the following "Youth Support Network of Ser-
 vices" programs were listed by 110 superintendents as their second
 priority (duplicate responses are indicated and presented first, most
 frequently to least frequently; single responses are presented in
 alphabetical order):

Parent education--26
 Family crisis counseling--22
 Individual crisis counseling--14
 Dropout prevention--9
 Peer helping--9
 Teen pregnancy support--9
 Drug and alcohol education/awareness/prevention--8
 Community parent education--3
 Family counseling--2
 Community drug program

Drug awareness
 Government programs
 Home School Liaison
 Helping family care providers make a decision as to when to pull a child
 from its home
 More professional counseling services
 Support group for teens recovering from alcohol/drug addiction
 Victim/crime counseling

As a third priority, 80 respondents listed the following "Youth
 Support Network of Services" programs (duplicate responses are
 indicated and presented first, most frequently to least frequently):

Family counseling and crisis counseling--19
 Individual crisis counseling--16
 Parent education--12
 Dropout prevention--10
 Drug abuse prevention--10
 Teen pregnancy support--8
 Peer helping--4
 Something for latch-key children

For a fourth priority among the five they were requested to itemize,
 72 respondents listed the following "Youth Support Network of Services"
 programs (duplicate responses are indicated and presented first, most
 frequently to least frequently; single responses are presented in alpha-
 betical order):

Dropout prevention--19
 Parent education--12
 Teen pregnancy support--10
 Family crisis counseling--9
 Individual crisis counseling--8
 Drug abuse prevention--6
 Peer helping--2
 Youth support network--2
 Community youth programs
 Counseling youth to realize leaving here (southern Iowa) is important

Family and individual counseling
 Parent education for community development and support of youth

The following "Youth Support Network of Services" programs were listed by 45 superintendents who responded to the survey as their fifth priority (duplicate responses are indicated and presented first, most frequently to least frequently):

Family counseling/crisis counseling--10
 Peer helping--6
 Teen pregnancy support--6
 Dropout prevention--5
 Drug abuse prevention--5
 Parent education--5
 Drug education--3
 Individual crisis counseling--2
 Substance abuse education--2
 Youth support services

The above-referenced "Youth Support Network of Services" programs were valued by more participating superintendents than was true for the other services and activities in the other four categories. This was the case in that these items were listed as the superintendents' top five choices for programs to address unmet needs on 437 different occasions.

Findings Regarding
Superintendents' Perceptions of Beneficial Programs
Which Were Not Available At Time Survey Was Completed

On page 3 of the survey instrument, superintendents were asked to select their choices regarding which youth development programs/ youth community service programs they perceived to be beneficial in

terms of those which were not available in their communities at the time the survey form was completed. A checklist format was used as shown in the survey form (Appendix A).

The following is a presentation by section of the superintendents' selections of the thirty program options which comprised the survey form. The sections to be covered are:

- Youth Services/Community Services,
- Youth Involvement/Leadership,
- Youth Enrichment Activities,
- Youth Community Career Connections,
- Youth Support Network of Services.

Youth Services/Community Services

Table 31 reflects participating superintendents' views of youth development programs/community service programs in the category of "Youth Services/Community Services." As indicated previously, these perceptions were requested concerning which activities and services respondents perceived to be beneficial in light of those not available in their communities at the time of the survey.

Table 31. SUPERINTENDENTS' CHOICES OF BENEFICIAL YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE IN THEIR COMMUNITIES AT TIME OF SURVEY

YOUTH SERVICES	COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER ^c
PEER TUTORING/CROSS-AGE TUTORING	55	68	85	78	85	94	94	5
OTHER SCHOOL SERVICE	19	18	22	23	22	23	27	2
WORK WITH CHILDREN	69	45	62	57	64	56	58	3
WORK WITH OLDER CHILDREN	55	35	41	26	37	45	49	3
HUNGER RELIEF PROJECTS	40	25	30	35	34	24	35	2
ENVIRONMENTAL PROJECTS	79	49	61	64	71	77	76	5

Of the 48 different program services and activities options shown in Table 31, the following are the ten which were selected the most frequently:

- Peer Tutoring/Cross-Age Tutoring for grade level 7 through 9,
- Peer Tutoring/Cross-Age Tutoring for grade level 10 through 12,
- Peer Tutoring/Cross-Age Tutoring for grade level 4 through 6,
- Peer Tutoring/Cross-Age Tutoring on a district-wide basis,
- Environmental Projects offered by community groups,
- Peer Tutoring/Cross-Age Tutoring for grade level K through 3,
- Environmental Projects for grade level 7 through 9,
- Environmental Projects for grade level 10 through 12,
- Environmental Projects for grade level 4 through 6, and
- Work With Children offered by community groups.

In this category, "Peer Tutoring/Cross-Age Tutoring" and "Environmental Projects" were the two programs which participating superintendents perceived as the most beneficial the most often.

Youth Involvement/Leadership

Table 32 illustrates participating superintendents' perceptions of programs in the "Youth Involvement/Leadership" section of the survey form. Superintendents were asked to indicate which programs and services they perceived to be beneficial under the condition that the services and activities were not available in their communities at the time they completed the survey form.

Table 32. SUPERINTENDENTS' CHOICES OF BENEFICIAL YOUTH INVOLVEMENT/LEADERSHIP PROGRAMS NOT AVAILABLE IN THEIR COMMUNITIES AT TIME OF SURVEY

YOUTH INVOLVEMENT/LEADERSHIP	COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER ^a
CIVIC GROUPS (e.g., Youth in Government)	84	42	48	30	39	67	74	4
SERVICE/LEADERSHIP PROGRAMS	91	49	41	35	49	75	86	5
LEADERSHIP DEVELOPMENT FOR GROUPS	81	45	52	38	51	71	83	5
YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)	51	27	33	39	52	51	49	3

As reflected in Table 32, the following are participating superintendents' ten most frequently chosen program options in the category of

services and activities described as "Youth Involvement/Leadership programs":

- Service/Leadership Programs provided by community groups,
- Service/Leadership Programs for grade level 10 through 12,
- Civic Groups (e.g., Youth in Government) provided by community groups,
- Leadership Development for Groups for grade level 10 through 12,
- Leadership Development for Groups provided by community groups,
- Service/Leadership Programs for grade level 7 through 9,
- Civic Groups (e.g., Youth in Government) for grade level 10 through 12,
- Leadership Development for Groups for grade level 10 through 12,
- Civic Groups (e.g., Youth in Government) for grade level 7 through 9,
- Youth Clubs/Membership (e.g., Scouts, 4-H) provided by community groups, and
- Youth Clubs/Membership (e.g., Scouts, 4-H) for grade level 7 through 9.

In this category of programs, the participating superintendents perceived a variety of services and activities as beneficial with "Service/Leadership Programs" being a slight preference.

Youth Enrichment Activities

Respondents' priorities for youth development programs/community service programs in the category of "Youth Enrichment Activities" are reflected in Table 33. These perceptions were requested in relation to which activities and services superintendents perceived to be beneficial under the terms that these programs were not available at the time of the survey.

Table 33. SUPERINTENDENTS' CHOICES OF BENEFICIAL YOUTH ENRICHMENT ACTIVITIES NOT AVAILABLE IN THEIR COMMUNITIES AT TIME OF SURVEY

YOUTH ENRICHMENT ACTIVITIES	COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER ^c
SPORTS	43	35	41	36	42	48	49	2
WELLNESS/FITNESS	63	40	53	59	67	68	67	6
VISUAL ARTS (e.g., Painting, Film)	51	38	39	54	57	59	58	6
PERFORMING ARTS (e.g., Drama, Music, Dance)	45	39	51	51	57	58	60	5
EDUCATION CLUBS (e.g., Language, Science)	28	48	42	30	36	56	55	4
ACADEMIC CLUBS (e.g., Academic Decathlon)	33	62	45	36	41	61	65	3

As illustrated in Table 33, the following ten program options in the area of youth enrichment activities were those chosen most frequently under the conditions indicated in this section of the survey form:

- Wellness/Fitness for grade level 7 through 9,
- Wellness/fitness for grade level 4 through 6,
- Wellness/Fitness for grade level 10 through 12,
- Academic Clubs (e.g., Academic Decathlon) for grade level 10 through 12,
- Wellness/Fitness provided by community groups,
- Academic Clubs (e.g., Academic Decathlon) for grade level 7 through 9,
- Academic Clubs (e.g., Academic Decathlon) as provided by individual schools,
- Performing Arts (e.g., Drama, Music, Dance) for grade level 10 through 12,
- Visual Arts (e.g., Painting, Film) for grade level 7 through 9, and
- Performing Arts (e.g., Drama, Music, Dance) for grade level 7 through 9.

In this case, superintendents perceived programs associated with wellness/fitness and academic clubs to be the most beneficial of the options.

Youth Community Career Connections

As was true for the other items being studied, superintendents were asked their perceptions of which program services and activities in the

category of "Youth Community Career Connections" they considered beneficial in their communities in view of the fact that at the time of the survey these services and activities were not being provided in their communities. Those data are reflected in Table 34.

Table 34. SUPERINTENDENTS' CHOICES OF BENEFICIAL YOUTH COMMUNITY CAREER CONNECTIONS PROGRAMS NOT AVAILABLE IN THEIR COMMUNITIES AT TIME OF SURVEY

YOUTH COMMUNITY CAREER CONNECTIONS	COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER*
CAREER AWARENESS	48	37	47	49	50	64	58	3
CAREER EXPLORATION	46	37	48	38	46	56	56	2
CAREER COUNSELING	37	33	39	30	36	49	54	2
INTERNSHIP	60	31	32	21	23	35	54	5
MENTORSHIP	58	30	30	26	30	49	57	5
VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)	27	37	32	19	22	40	55	2
WORK EXPERIENCE	45	45	39	19	17	31	68	2

As shown in Table 34, the ten program options in the category of "Youth Community Career Connections" which were selected most often are as follows:

- Work Experience for grade level 10 through 12,
- Career Awareness for grade level 7 through 9,
- Career Awareness for grade level 7 through 9,
- Internship provided by community groups,
- Mentorship provided by community groups,
- Mentorship for grade level 10 through 12,
- Career Exploration for grade level 10 through 12,
- Career Exploration for grade level 7 through 9,
- Career Counseling for grade level 10 through 12, and
- Internship for grade level 10 through 12.

Regarding the "Youth Community Career Connections" section of the survey form, superintendents perceived a variety of program options to be beneficial.

Youth Support Network of Services

Table 35 reflects responding superintendents' perceptions of youth development programs/youth community service programs in the category of "Youth Support Network of Services." These perceptions were requested in terms of which activities and services respondents perceived to be beneficial in relation to those programs not being available in their communities at the time of the survey.

Table 35. SUPERINTENDENTS' CHOICES OF BENEFICIAL YOUTH SUPPORT NETWORK OF SERVICES PROGRAMS NOT AVAILABLE IN THEIR COMMUNITIES AT TIME OF SURVEY

YOUTH SUPPORT NETWORK OF SERVICES	COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER*
PEER HELPING	46	53	62	45	64	84	80	5
PARENT EDUCATION	104	39	82	77	78	81	85	14
DRUG ABUSE PREVENTION	78	40	64	55	69	75	75	3
DROPOUT PREVENTION	52	45	52	40	58	71	67	3
TEEN PREGNANCY SUPPORT	76	47	49	31	42	69	80	5
FAMILY CRISIS COUNSELING	76	46	62	79	76	100	101	3
INDIVIDUAL CRISIS COUNSELING (e.g., HOT LINES)	88	41	51	55	64	76	79	6

As shown in Table 35, the following ten program options related to youth support services were identified most frequently as being beneficial although unavailable at the time the survey form was completed:

- Parent Education provided by community groups,
- Family Crisis Counseling for grade level 10 through 12,
- Family Crisis Counseling for grade level 7 through 9,
- Individual Crisis Counseling (e.g., Hot Lines) provided by community groups,
- Parent Education for grade level 10 through 12,
- Peer Helping for grade level 7 through 9,
- Parent Education provided on a district-wide basis,
- Parent Education for grade level 7 through 9,
- Family Crisis Counseling for grade level K through 3, and
- Individual Crisis Counseling (e.g., Hot Lines) for grade level 10 through 12.

Programs involved with parent education and family crisis counseling were the superintendents' preferences in this category of services.

Findings Regarding
Respondents' Top Five Program Selections

On page 4 of the survey form, respondents were asked to list the top five most beneficial programs: "Of the programs you rated on page 3, which are not presently available but which you perceive to be beneficial, what are your top five in the order of your priority?"

First Priority for Beneficial Services

The following were the services and activities which respondents indicated as their first priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Parent education--32
 Drug abuse prevention--24
 Family crisis counseling--24
 Peer helping--21
 Peer tutoring--12
 Individual crisis counseling--11
 Environmental projects--8
 Service leadership programs--8
 Internships--6
 Dropout prevention--4
 Leadership development for groups--4
 Mentorship--4
 Working with children--4
 Career awareness--3
 Wellness/fitness--3

Drug abuse education--2
 Career counseling--2
 Career exploration--2
 Teen pregnancy support--2
 Work experience--2
 Youth in Government--2
 Visual arts--2
 Academic clubs
 Additional community-based counseling for teen pregnancy
 Affordable day care
 Alcohol education
 At-risk youth services
 Civic groups
 Community leadership
 Community services of working with older children
 Community tutoring
 Counseling: individual and family crisis/stress/substance abuse/career
 planning
 Dropout counseling
 Elementary guidance program
 Emergency rescue unit
 Help for teenagers: peer pressure, alcohol/drug abuse, family
 counseling
 Hunger relief
 Hunger Relief/Homeless Project
 Leadership training by local businesses and organizations
 More tutoring available for high risk or high need youth
 Nursing home contacts
 Summer Meal Program
 Service unit in high school
 Teen Center
 Visual arts: K through 3
 Vocational education clubs
 Working with older children
 Youth services
 Youth support

Second Priority for Beneficial Services

The following were the services which the respondents indicated as their second priority (duplicate responses are indicated and presented

first, most frequently to least frequently; single responses are presented in alphabetical order):

Parent education--26
 Family crisis counseling--22
 Individual crisis counseling--14
 Environmental projects--10
 Leadership development--10
 Dropout prevention--9
 Peer helping--9
 Teen pregnancy support--9
 Drug and alcohol education/awareness/prevention--8
 Service and leadership--8
 Mentorship/mentoring--7
 Peer tutoring--7
 Work experience--5
 Peer tutoring (cross-age)--4
 Wellness/fitness--4
 Civic groups--3
 Academic and education clubs in the school supported by community efforts--2
 Career exploration--2
 Family counseling--2
 Community parent education--2
 Education clubs--2
 Hunger Relief Projects--2
 Performing arts--2
 Working with children--2
 Adult education
 Career education
 Career mentorship
 Community drug program
 Drug awareness
 Government programs
 Home School Liaison
 Health and fitness
 Helping family care providers make a decision as to when to pull a child from its home
 Internship

More professional counseling services
 Support group for teens recovering from alcohol/drug addiction
 Use of more community resources for career exploration, job shadowing,
 and mentoring activities
 Victim/crime counseling
 Visual/performing arts
 Vocational education
 Work with older children
 Youth in Government
 Youth leadership

Third Priority for Beneficial Services

The following were the services which the respondents indicated as their third priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Family counseling and crisis counseling--19
 Individual crisis counseling--16
 Parent education--12
 Leadership development programs--11
 Dropout prevention--10
 Drug abuse prevention--10
 Service/leadership programs--9
 Environmental projects--8
 Teen pregnancy support--8
 Academic clubs--5
 Career exploration--5
 Visual and performing arts--5
 Wellness/fitness--5
 Peer helping--4
 Work experience--4
 Working with children--community service--4
 Career awareness--3
 Career counseling--3
 Civic groups--3
 Mentorship--3
 Academic Decathlon--2

Community service program--2
 Internships and mentorships for youth in community--2
 Internship--2
 Peer tutoring--2
 Performing arts--2
 Working with older children--2
 Vocational education clubs--2
 Career education
 Civic groups/Youth in Government
 Community services--work with children
 Community services--working with older children
 Education clubs
 FFA Green Thumb
 Hunger relief
 Individual counseling--new approaches such as Crisis Hot Line
 Leadership development for older children
 Peer tutoring/cross-age tutoring
 Something for latch-key children
 Sports
 Tutoring (youth)
 Work with older children in the form of shelter care
 Youth enrichment activities

Fourth Priority for Beneficial Services

The following were the services which the respondents indicated as their fourth priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Dropout prevention--19
 Parent education--12
 Environmental projects--11
 Teen pregnancy support--10
 Family crisis counseling--9
 Leadership development--9
 Individual crisis counseling--8
 Drug abuse prevention--6
 Service leadership programs--6

Civic groups for youth--5
 Internship--5
 Mentorship--5
 Peer tutoring--4
 Wellness/Fitness--4
 Academic Clubs--3
 Career awareness--3
 Performing arts--3
 Youth clubs--3
 Fine arts--2
 Peer helping--2
 Tutoring--2
 Vocational clubs--2
 Working with older children--2
 Youth support network--2
 Career counseling
 Career and job requirements
 Community youth programs
 Counseling youth to realize leaving here (southern Iowa) is important
 Community service
 Cross-age tutoring
 Education clubs
 Environmental studies lead by community groups
 Family and individual counseling
 Hunger relief
 Other school service
 Parent education for community development and support of youth
 Visual arts
 Work experience
 Youth career connections

Fifth Priority for Beneficial Services

The following were the services which the respondents indicated as their fifth priority (duplicate responses are indicated and presented first, most frequently to least frequently; single responses are presented in alphabetical order):

Performing arts--22
 Environmental projects--13
 Family counseling/crisis counseling--10
 Leadership development for groups--8
 Peer helping--6
 Teen pregnancy support--6
 Drug abuse prevention--5
 Dropout prevention--5
 Mentorship--5
 Parent education--5
 Peer tutoring--5
 Work experience--5
 Academic clubs--4
 Career awareness--4
 Civic groups--4
 Education clubs--4
 Service/leadership programs--4
 Career counseling--3
 Career exploration--3
 Drug education--3
 Visual/performing arts--3
 Hunger relief--2
 Individual crisis counseling--2
 Internship--2
 Substance abuse education--2
 Career education
 Correcting the negative attitudes of people in southern Iowa
 Civic group involvement
 District-wide environmental education and projects
 Service groups
 Tutoring/cross-age
 Wellness/fitness
 Working with children
 Youth club membership
 Youth support services

The above-referenced programs, services, and activities were listed by participating superintendents as their top five rated programs in

terms of these same programs not being available to youth in their communities at the time of the study. These ratings are presented in their entirety as reported by the participating superintendents.

Where applicable, superintendents' top rated programs were categorized and presented previously in this chapter in the appropriate sections of the study where findings regarding similar services were presented.

Findings Regarding Superintendents' Responses to Question Concerned with Legislative Mandate

Near the conclusion of the survey, superintendents were asked to respond to the following question: "If resources were available to provide the youth community service programs which you perceive to be beneficial to your community, would you support providing them through legislative mandate? ____ YES ____ NO."

To this question, 125 participating superintendents responded "YES," 106 responded "NO," and 124 did not provide a response.

Findings Regarding Participating Superintendents' Comments

On the survey form, superintendents were invited to make comments. In response, 82 superintendents did so. In the interest of brevity and clarity, these comments have been summarized into categories which represent major themes. Selected verbatim comments which are representative of these major themes have been given. The

major themes which have been used to categorize the comments are as follows:

- Negative responses to concept of providing youth community services programs through legislative mandate
- Need for additional funding to support additional offerings
- Support for additional youth community service offerings
- District size as an issue in offering programs
- Desire for local control
- Insufficient time and resources to implement new programs
- Satisfaction with present level of service
- General responses to survey form and participation in study
- Youth need for additional offerings
- Community involvement rather than school involvement

The following are selected verbatim comments which correspond to the above-referenced themes.

Negative responses to concept of providing youth community services programs through legislative mandate

"Special programs demanding 'designated' funds are already too numerous and eating into the amount of funding available for 'regular education.' I am basically opposed to any more legislative mandates requiring additional programming.

"No more legislative mandates, please! The load on the public schools is too great already. All we ever do is add responsibility which means we must dilute what we are already trying to do. We have to establish some priorities. I believe Ben Franklin once said about what should be taught: 'All things are good and desirable, we must choose those which are most good and most desirable.'

"The problem is with the word 'mandate.' I agree with the concept but am fundamentally opposed to the 'extra programs' that are mandated. Programs shouldn't be 'forced' on people. Why not change 'mandate' to 'incentives' and I can be 100 percent in favor. Thank you."

Need for additional funding to support additional offerings

"I am not in favor of any additional mandates. I am in favor of grant programs which are available to those who are interested.

"Funds need to be provided to accomplish this.

"History has shown most programs come about through legislative mandates but funding is not included. Schools are to provide the program without any financial help. Programs developed through legislation should not be added to the heavy load of schools."

Support for additional youth community service offerings

"I would support a legislative mandate if it were in place long-term.

"I would hope we could require that each student contribute so many hours of service to the community prior to high school graduation. If we can't require it, we could at least be required to make a service unit a voluntary program.

"I support providing youth community service programs depending on the program and the requirements."

District size as an issue in offering programs

"Most of the towns in our district are too small to be able to afford organized programs. Most take advantage of programs available in the larger towns surrounding our district.

"In some situations a mandate to activate a program would be helpful, e.g., drug abuse prevention. In other activities such as job placement (career exploration), a small community would be restricted by lack of high level skill areas.

"Rural districts suffer because of limited work experience areas except for agriculture."

Desire for local control

"Local control means more effective allocation of the funds in needed areas.

"I believe this should be a local decision to see if there is interest, and more importantly, time to require community service programs. With the current graduation requirements, class load, co-curricular activities, and part-time jobs our students have placed on them, how will we find the time to require our students to do this? In a six and one-half hour school day, our secondary students have five hours of class plus physical education and music. We have good participation in athletics, speech and drama which are all scheduled after school. I estimate that 30 to 40 percent of our students also have part-time jobs. If we make it an out-of-school requirement our activity program will suffer. If we make community service an in-school requirement, our activity program will suffer. If we make it an in-school requirement something else will suffer, probably our elective classes.

"I believe the way schools and communities interact should be left to their discretion. The legislature has mandated too much already, usurping local control and initiative."

Insufficient time and resources to implement new programs

"One does not legislate 'concern,' 'caring,' or 'values.' It is so typical for the ivory tower types to add to the requirements. You answer this question: What do you plan to mandate taking out of the curriculum to fit this in?

"Too many mandates at present time. Give us time to implement what is already legislated!

"We are already overwhelmed with legislative mandates and the formulation of committees. It is difficult to see how volunteerism can be mandated!"

Satisfaction with present level of service

"Let's provide schools with adequate funding and increase the length of the school year and things will then take care of themselves. Let the American system of private initiative work. Don't mandate another program. Schools are filled with government mandates. We don't need more. Kids are being served. We don't have to have a planned activity for every minute of a student's/child's day! Get off this, please.

"Our community is rural and social events evolve around the church, school and family. The children/youth are very involved in all these activities and there doesn't seem to be enough hours in the day for them to do everything that is available for them now! When special events/needs and/or crisis occur, the community (including the youth) rallies and provides needed support or service.

"This district has a tradition of identifying needs and serving its citizens. Legislative mandates are becoming so numerous that they are starting to interfere with local autonomy and the ability to get things done quickly and effectively. We prefer to operate on the basis of local needs with the freedom to respond selectively."

General responses to survey form and participation in study

"Being new to the job and community, this has been a taxing task. We no longer have 9 through 12 classes housed in the school building so this reflects some of my answers.

"This survey was difficult to complete in a shared school district. I am not sure about more legislative mandates. As I see the paperwork that goes with that, I do not need more.

"It is possible that not all programs offered by the community are known to me."

Youth need for additional offerings

"Family counseling is badly needed.

"We have trouble placing students in work experience situations in our community. We need an avenue for parent counseling. They have nothing locally.

"I would support legislative mandates for internship/mentorship programs and vocational education clubs because of the need. I would not support civic groups."

Community involvement rather than school involvement

"I feel we have some needs but they should be met by means other than legislative mandate. Community awareness is needed. It seems too many things are left to the school. We need more parent involvement. We can't do it all!

"Yes, but a community-based program needs to be operated at the community level. Schools cannot operate and manage these programs in addition to what they are currently doing. The community programs would supplant what schools are currently doing.

"Additional programs should be offered through the community not through the school district. I think the past practice of making the school 'responsible' for every social issue that has developed in the past 30 years is a mistake. I think the 'community' should be responsible for these needs."

Findings Regarding Superintendents' Desire for Abstract of Study

The last item on the survey form was "I would like to receive a copy of the result of this study: _____ YES _____ NO." In response to this question, 162 of the respondents indicated that they would like to receive a copy of the results, and a summary of the report findings was sent to them.

Summary of Findings

Superintendents' perceptions of youth participation in youth development/community service programs

As a way of summarizing the data regarding superintendents' perceptions of the degree to which children and young people participate in youth development programs/youth community service programs, the programs which were included in the survey form have been ranked in a series of tables according to the factors under study. Specifically, these factors were whether the programs were provided by community groups, individual schools, or on a district-wide basis. Also, the data were collected according to enrollment in four grade level classifications and enrollment in alternative and special programs. The grade level classifications were K through 3, 4 through 6, 7 through 9, and 10 through 12.

Summary of findings when services are provided by community groups The youth development programs/community service programs from the survey form are ranked in Table 36, on the basis of highest degree of participation to lowest degree of participation when the identified programs are provided by community groups.

As reflected in Table 36, the participating superintendents perceived the following five programs as having the greatest degree of youth participation when programs are provided by community groups:

- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Sports,
- Drug Abuse Prevention,

- Visual Arts (e.g., Painting, Film),
- Performing Arts (e.g., Drama, Music, Dance).

Over one-half of the responding superintendents reported youth participation in two of the programs: Youth Club/Membership (e.g., Scouts, 4-H) and Sports.

The five programs which the superintendents perceived to have the lowest degree of youth participation when programs are offered by community groups are:

- Academic Clubs (e.g., Academic Decathlon),
- Mentorship,
- Education Clubs (e.g., Language, Science),
- Other School Service,
- Peer Tutoring/Cross-age Tutoring.

Summary of findings in when services are provided by individual schools To summarize the findings of superintendents' perceptions of youth participation in programs offered on an individual school basis, the youth development programs/community service programs itemized on the survey form are ranked in Table 37, from high to low.

From the reporting superintendents' perspective, as reflected in Table 37, the five programs with the greatest degree of youth participation in terms of the programs being offered by individual schools were:

- Sports,
- Career Exploration,
- Career Counseling,
- Career Awareness,
- Drug Abuse Prevention.

Table 36. SUPERINTENDENTS' PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS PROVIDED BY COMMUNITY GROUPS

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
278	78.3	Youth Clubs/Membership (e.g., Scouts, 4-H)
228	64.2	Sports
151	42.5	Drug Abuse Prevention
143	40.3	Visual Arts (e.g., Painting, Film)
140	39.4	Performing Arts (e.g., Drama, Music, Dance)
138	38.9	Family Crisis Counseling
132	37.2	Work With Children
132	37.2	Wellness/Fitness
116	32.7	Service/Leadership Programs
116	32.7	Individual Crisis Counseling (e.g., Hot Lines)
108	30.4	Parent Education
107	30.1	Hunger Relief Projects
103	29.0	Environmental Projects
98	27.6	Work With Older Children
98	27.6	Teen Pregnancy Support
91	25.6	Leadership Development for Groups
82	23.1	Work Experience
82	23.1	Career Exploration
78	22.0	Career Awareness
74	20.8	Civic Groups (e.g., Youth in Government)
68	19.2	Peer Helping
59	16.6	Vocational Education Clubs (e.g., FFA, VICA, DECA)
58	16.3	Career Counseling
56	15.8	Dropout Prevention
39	11.0	Internship
36	10.1	Peer Tutoring/Cross-Age Tutoring
35	9.9	Other School Service
34	9.6	Education Clubs (e.g., Language, Science)
29	8.2	Mentorship
29	8.2	Academic Clubs (e.g., Academic Decathlon)

Regarding programs provided by individual schools, over one-half of the superintendents reported youth participation in nine of the programs:

- Sports,
- Career Exploration,
- Career Counseling,
- Career Awareness,
- Drug Abuse Prevention,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Peer Tutoring/Cross-Age Tutoring,
- Dropout Prevention,
- Wellness/Fitness.

The five programs having the lowest degree of youth participation when provided by individual schools were:

- Mentorship,
- Other School Service,
- Internship,
- Hunger Relief Projects,
- Work With Older Children.

Summary of findings when services are provided on a district-wide basis The youth development programs/community service programs listed on the survey form are ranked in Table 38, from high to low to show the degree of youth participation which was reported by the participating superintendents in terms of the programs were provided on a district-wide basis.

Table 37. SUPERINTENDENTS' PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS PROVIDED BY INDIVIDUAL SCHOOLS

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
212	59.7	Sports
207	58.3	Career Exploration
207	58.3	Career Counseling
206	58.0	Career Awareness
200	56.3	Drug Abuse Prevention
192	54.1	Vocational Education Clubs (e.g., FFA, VICA, DECA)
192	54.1	Peer Tutoring/Cross-Age Tutoring
189	53.2	Dropout Prevention
178	50.1	Wellness/Fitness
175	49.3	Visual Arts (e.g., Painting, Film)
175	49.3	Performing Arts (e.g., Drama, Music, Dance)
175	49.3	Academic Clubs (e.g., Academic Decathlon)
171	48.2	Peer Helping
165	46.5	Work Experience
164	46.2	Education Clubs (e.g., Language, Science)
158	44.5	Teen Pregnancy Support
148	41.7	Parent Education
131	36.9	Individual Crisis Counseling (e.g., Hot Lines)
129	36.3	Family Crisis Counseling
124	34.9	Youth Clubs/Membership (e.g., Scouts, 4-H)
124	34.9	Service/Leadership Programs
111	31.3	Leadership Development for Groups
109	30.7	Environmental Projects
107	30.1	Work With Children
99	27.9	Civic Groups (e.g., Youth in Government)
79	22.3	Work With Older Children
68	19.2	Hunger Relief Projects
67	18.9	Internship
63	17.7	Other School Service
57	16.1	Mentorship

As shown in Table 38, from the reporting superintendents' perspective, the five programs with the greatest degree of youth participation in terms of the programs being offered on a district-wide basis were:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Wellness/Fitness.

In considering programs offered on a district-wide basis, over one-half of the superintendents reported youth participation in the following nine programs:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Wellness/Fitness,
- Career Counseling,
- Visual Arts (e.g., Painting, Film),
- Performing Arts (e.g., Drama, Music, and Dance),
- Dropout Prevention.

The five programs which in the superintendents' view have the lowest degree of youth participation when programs are offered on a district-wide basis were:

- Other School Services,
- Mentorship,
- Hunger Relief Projects,
- Internship,
- Work With Older Children.

Table 38. SUPERINTENDENTS' PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS OFFERED ON A DISTRICT-WIDE BASIS

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
241	67.9	Sports
236	66.5	Drug Abuse Prevention
229	64.5	Career Awareness
207	58.3	Career Exploration
206	58.0	Wellness/Fitness
199	56.1	Career Counseling
193	54.4	Visual Arts (e.g., Painting, Film)
193	54.4	Performing Arts (e.g., Drama, Music, Dance)
187	52.7	Dropout Prevention
156	43.9	Peer Tutoring/Cross-Age Tutoring
156	43.9	Parent Education
151	42.5	Youth Clubs/Membership (e.g., Scouts, 4-H)
138	38.9	Individual Crisis Counseling (e.g., Hot Lines)
138	38.9	Family Crisis Counseling
135	38.0	Teen Pregnancy Support
134	37.7	Peer Helping
132	37.2	Academic Clubs (e.g., Academic Decathlon)
131	36.9	Vocational Education Clubs (e.g., FFA, VICA, DECA)
131	36.9	Education Clubs (e.g., Language, Science)
121	34.1	Work Experience
115	32.4	Work With Children
104	29.3	Service/Leadership Programs
93	26.2	Leadership Development for Groups
90	25.4	Civic Groups (e.g., Youth in Government)
89	25.1	Environmental Projects
88	24.8	Work With Older Children
68	19.2	Internship
65	18.3	Hunger Relief Projects
61	17.2	Mentorship
52	14.6	Other School Service

Summary of findings when services are offered to children enrolled in grades K through 3 In summary, the youth development programs/ community service programs which were included on the survey form are ranked in Table 39, on the basis of high to low, to show the degree of youth participation reported by the participating superintendents for those students enrolled in grade levels K through 3.

As shown in Table 39, the participating superintendents perceived the five programs with the greatest degree of youth participation with children enrolled in grades K through 3 as follows:

- Drug Abuse Prevention,
- Career Awareness,
- Performing Arts (e.g., Drama, Music, Dance),
- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Visual Arts, (e.g., Painting, Film).

In programs provided to children enrolled in grade level K through 3, over one-half of the responding superintendents reported participation in the following six programs:

- Drug Abuse Prevention,
- Career Awareness,
- Performing Arts (e.g., Drama, Music, Dance),
- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Visual Arts (e.g., Painting, Film),
- Wellness/Fitness.

The five programs which in the superintendents' view have the lowest degree of youth participation in terms of children enrolled in grades K through 3 are these:

- Work Experience,
- Vocational Education (e.g., FFA, VICA, DECA),

- Internship,
- Mentorship,
- Teen Pregnancy Support.

Summary of findings when services are offered to students enrolled in grades 4 through 6 The youth development programs/ community service programs which were included on the survey form are ranked in Table 40, on the basis of highest degree of participation to lowest degree of participation. Table 40 illustrates any positive degree of youth participation which was reported by the participating superintendents for students enrolled in grade level 4 through 6.

The participating superintendents' reported the following five programs had the greatest degree of youth participation for students enrolled in grade level 4 through 6:

- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Drug Abuse Prevention,
- Sports,
- Career Awareness,
- Performing Arts (e.g., Drama, Music, Dance).

Table 39. SUPERINTENDENTS' PERCEPTIONS OF CHILDREN'S PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS BY GRADE LEVEL K THROUGH 3

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
231	65.1	Drug Abuse Prevention
217	61.1	Career Awareness
196	55.2	Performing Arts (e.g., Drama, Music, Dance)
194	54.6	Youth Clubs/Membership (e.g., Scouts, 4-H)
191	53.8	Visual Arts (e.g., Painting, Film)
190	53.5	Wellness/Fitness
175	49.3	Sports
173	48.7	Career Exploration
154	43.4	Peer Tutoring/Cross-Age Tutoring
148	41.7	Parent Education
142	40.0	Work With Children
142	40.0	Career Counseling
130	36.6	Family Crisis Counseling
126	35.5	Individual Crisis Counseling (e.g., Hot Lines)
123	34.6	Dropout Prevention
96	27.0	Environmental Projects
90	25.4	Peer Helping
74	20.8	Hunger Relief Projects
68	19.2	Leadership Development for Groups
61	17.2	Service/Leadership Programs
58	16.3	Work With Older Children
53	14.9	Education Clubs (e.g., Language, Science)
52	14.6	Other School Service
50	14.1	Academic Clubs (e.g., Academic Decathlon)
42	11.8	Civic Groups (e.g., Youth in Government)
36	10.1	Teen Pregnancy Support
25	7.0	Mentorship
21	5.9	Internship
19	5.4	Vocational Education Clubs (e.g., FFA, VICA, DECA)
14	3.9	Work Experience

Table 40. SUPERINTENDENTS' PERCEPTIONS OF STUDENT PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS BY GRADE LEVEL 4 THROUGH 6

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
263	74.1	Youth Clubs/Membership (e.g., Scouts, 4-H)
252	71.0	Drug Abuse Prevention
242	68.2	Sports
233	65.6	Career Awareness
223	62.8	Performing Arts (e.g., Drama, Music, Dance)
211	59.4	Visual Arts (e.g., Painting, Film)
208	58.6	Wellness/Fitness
197	55.5	Career Exploration
179	50.4	Peer Tutoring/Cross-Age Tutoring
167	47.0	Career Counseling
150	42.3	Parent Education
146	41.1	Work With Children
146	41.1	Dropout Prevention
145	40.8	Family Crisis Counseling
141	39.7	Individual Crisis Counseling (e.g., Hot Lines)
122	34.4	Environmental Projects
110	31.0	Peer Helping
94	26.5	Academic Clubs (e.g., Academic Decathlon)
93	26.2	Leadership Development for Groups
92	25.9	Service/Leadership Programs
84	23.7	Hunger Relief Projects
71	20.0	Education Clubs (e.g., Language, Science)
70	19.7	Work With Older Children
64	18.0	Teen Pregnancy Support
60	16.9	Civic Groups (e.g., Youth in Government)
54	15.2	Other School Service
31	8.7	Mentorship
24	6.8	Vocational Education Clubs (e.g., FFA, VICA, DECA)
24	6.8	Internship
19	5.4	Work Experience

When considering programs provided to children enrolled in grade level 4 through 6, over one-half of the superintendents reported youth participation in the following nine programs:

- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Drug Abuse Prevention
- Sports,
- Career Awareness,
- Performing Arts (e.g., Drama, Music, Dance),
- Visual Arts (e.g., Painting, Film),
- Wellness/Fitness,
- Career Exploration,
- Peer Tutoring/Cross-Age Tutoring.

The five programs which superintendents believe have the lowest degree of youth participation in terms of students enrolled in grade level 4 through 6 were:

- Work Experience,
- Internship,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Mentorship,
- Other School Service

Summary of findings for services offered to students enrolled in grades 7 through 9 In summary, the youth development programs/community service programs which were itemized on the survey form are ranked in Table 41, on the basis of high to low. This data illustrates the degree of youth participation which was reported by the participating superintendents for students enrolled in grade level 7 through 9.

Table 41. SUPERINTENDENTS' PERCEPTIONS OF STUDENT PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS FOR STUDENTS IN GRADE LEVEL 7 THROUGH 9

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
296	83.4	Sports
273	76.9	Drug Abuse Prevention
269	75.8	Career Awareness
265	74.6	Career Exploration
260	73.2	Career Counseling
254	71.6	Performing Arts (e.g., Drama, Music, Dance)
226	63.7	Wellness/Fitness
219	61.7	Dropout Prevention
193	54.4	Peer Tutoring/Cross-Age Tutoring
175	49.3	Individual Crisis Counseling (e.g., Hot Lines)
174	49.0	Family Crisis Counseling
165	46.5	Peer Helping
162	45.6	Parent Education
160	45.1	Youth Clubs/Membership (e.g., Scouts, 4-H)
158	44.5	Academic Clubs (e.g., Academic Decathlon)
157	44.2	Teen Pregnancy Support
141	39.7	Education Clubs (e.g., Language, Science)
140	39.4	Vocational Education Clubs (e.g., FFA, VICA, DECA)
137	38.6	Service/Leadership Programs
128	36.1	Leadership Development for Groups
124	34.9	Work With Children
118	33.2	Visual Arts (e.g., Painting, Film)
114	32.1	Environmental Projects
101	28.5	Civic Groups (e.g., Youth in Government)
89	25.1	Hunger Relief Projects
87	24.5	Work With Older Children
62	17.5	Work Experience
58	16.3	Other School Service
47	13.2	Mentorship
44	12.4	Internship

As shown above, the participating superintendents perceived the five programs with the greatest degree of youth participation for students enrolled in grade level 7 through 9 were:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Career Counseling.

For programs provided to youth enrolled in grade level 7 through 9, over one-half of the superintendents reported youth participation in the following nine programs:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Career Counseling,
- Performing Arts (e.g., Drama, Music, Dance),
- Wellness/Fitness,
- Dropout Prevention,
- Peer Tutoring/Cross-Age Tutoring.

The five programs which superintendents believe have the lowest degree of youth participation for students enrolled in grade level 7 through 9 were:

- Internship,
- Mentorship,
- Other School Services,
- Work Experience,
- Work With Older Children.

Summary of findings for services offered to students enrolled in grades 10 through 12 In summary, the youth development programs/ community service programs which were included on the survey form are ranked below in Table 42, on the basis of high to low, to show the degree of youth participation reported by the participating superintendents for those students enrolled in grade level 10 through 12.

As shown in Table 42, the participating superintendents' perceived the five programs with the greatest degree of youth participation for students enrolled in grade level 10 through 12 were:

- Sports,
- Performing Arts (e.g., Drama, Music, Dance),
- Career Counseling,
- Drug Abuse Prevention,
- Career Awareness.

Regarding programs provided to youth enrolled in grade level 10 through 12, over one-half of the responding superintendents reported participation on the part of youth enrolled in grades 10 through 12 in the following 19 programs:

- Sports,
- Performing Arts (e.g., Drama, Music, Dance),
- Career Counseling,
- Drug Abuse Prevention,
- Career Awareness,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Career Exploration,
- Dropout Prevention,
- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Visual Arts (e.g., Painting, Film),
- Wellness/Fitness,
- Work Experience,
- Academic Clubs (e.g., Academic Decathlon),

- Peer Helping,
- Education Clubs (e.g., Language, Science),
- Teen Pregnancy Support,
- Peer Tutoring/Cross-Age Tutoring,
- Individual Crisis Counseling (e.g., Hot Lines),
- Family Crisis Counseling.

The five programs which superintendents believe have the lowest degree of youth participation in terms of students enrolled in grade level 10 through 12 are these:

- Other School Service,
- Mentorship,
- Work With Older Children,
- Hunger Relief Projects,
- Internship.

Summary of findings for services offered to students enrolled in alternative and special programs The youth development programs/ community service programs which were listed on the survey form are ranked in Table 43, on the basis of highest reported participation to lowest reported participation. Table 43 illustrates any positive degree of youth participation reported by the participating superintendents in terms of students enrolled in alternative and special programs.

As reflected in Table 43, from the viewpoint of the participating superintendents, the five programs with the greatest degree of youth participation in terms of students enrolled in alternative and special programs were as follows:

- Parent Education,
- Wellness/Fitness,
- Drug Abuse Prevention,
- Family Crisis Counseling,
- Teen Pregnancy Support.

The five programs which in the superintendents' view have the lowest degree of youth participation in relation to students enrolled in alternative and special programs were:

- Education Clubs (e.g., Language, Science),
- Other School Service,
- Academic Clubs (e.g., Academic Decathlon),
- Civic Groups (e.g., Youth in Government),
- Hunger Relief Projects.

The validity of these ratings is dubious since the total number of responses to the "Other" category, which pertains to alternative and special programs, are so few. As was noted earlier in the study, superintendents' failure to respond to survey form items which related to alternative and special programs was particularly noteworthy.

Superintendents' recommendations for program(s) to be included in YOUTH COMMUNITY SERVICES GUIDE.

Superintendents were asked to recommend at least one existing program(s), an especially effective, successful program, which could serve as an example for practitioners in other communities to consider in developing additional services and activities. Superintendents submitted information regarding 67 programs, and this information was compiled into a YOUTH COMMUNITY SERVICES GUIDE.

Table 42. SUPERINTENDENTS' PERCEPTIONS OF YOUTH PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS FOR STUDENTS ENROLLED IN GRADE LEVEL 10 THROUGH 12

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
298	83.9	Sports
283	79.7	Performing Arts (e.g., Drama, Music, Dance)
280	78.9	Career Counseling
275	77.5	Drug Abuse Prevention
274	77.2	Career Awareness
266	74.9	Vocational Education Clubs (e.g., FFA, VICA, DECA)
265	74.6	Career Exploration
240	67.6	Dropout Prevention
236	66.5	Youth Clubs/Membership (e.g., Scouts, 4-H)
235	66.2	Visual Arts (e.g., Painting, Film)
233	65.6	Wellness/Fitness
229	64.5	Work Experience
218	61.4	Academic Clubs (e.g., Academic Decathlon)
214	60.3	Peer Helping
202	56.9	Education Clubs (e.g., Language, Science)
201	56.6	Teen Pregnancy Support
193	54.4	Peer Tutoring/Cross-Age Tutoring
182	51.3	Individual Crisis Counseling (e.g., Hot Lines)
181	51.0	Family Crisis Counseling
170	47.9	Service/Leadership Programs
165	46.5	Parent Education
144	40.6	Leadership Development for Groups
144	40.6	Civic Groups (e.g., Youth in Government)
126	35.5	Work With Children
115	32.4	Environmental Projects
93	26.2	Internship
91	25.6	Hunger Relief Projects
87	24.5	Work With Older Children
73	20.6	Mentorship
67	18.9	Other School Service

Table 43. SUPERINTENDENTS' PERCEPTIONS OF PARTICIPATION IN YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS FOR STUDENTS ENROLLED IN ALTERNATIVE AND SPECIAL PROGRAMS

Number of Superintendents Indicating Participation	Percentage of Superintendents Indicating Participation	Youth Development Programs
14	3.9	Parent Education
13	3.7	Wellness/Fitness
12	3.4	Drug Abuse Prevention
8	2.3	Family Crisis Counseling
7	2.0	Teen Pregnancy Support
6	1.7	Work Experience
6	1.7	Visual Arts (e.g., Painting, Film)
6	1.7	Sports
5	1.4	Performing Arts (e.g., Drama, Music, Dance)
5	1.4	Individual Crisis Counseling (e.g., Hot Lines)
5	1.4	Environmental Projects
5	1.4	Dropout Prevention
5	1.4	Career Exploration
5	1.4	Career Awareness
4	1.1	Youth Clubs/Membership (e.g., Scouts, 4-H)
4	1.1	Vocational Education Clubs (e.g., FFA, VICA, DECA)
4	1.1	Service/Leadership Programs
4	1.1	Peer Tutoring/Cross-Age Tutoring
4	1.1	Leadership Development for Groups
4	1.1	Career Counseling
3	.8	Work With Older Children
3	.8	Peer Helping
2	.6	Work With Children
2	.6	Mentorship
2	.6	Internship
2	.6	Hunger Relief Projects
2	.6	Civic Groups (e.g., Youth in Government)
2	.6	Academic Clubs (e.g., Academic Decathlon)
1	.3	Other School Service
1	.3	Education Clubs (e.g., Language, Science)

The 67 recommended programs were categorized into the following groupings:

Substance Abuse Prevention	18
Community Service (e.g., visits to elderly, donating blood)	11
Peer Helping	7
Recreation/Sports	5
Parent Education	4
Tutoring	3
Work Experience/Career Education	3
Fine Arts Clubs (e.g., theater, TV production)	2
Self Esteem Building	2
Waste Recycling	2
Academic Club	1
4-H Service Project	1
FFA Service Project	1
Leadership Development	1
Life Saving--CPR	1
Religious	1
Talented And Gifted Service Project	1
Teen Court--delinquency prevention	1
Teen Parenting	1
Youth Shelter	1

This guide has been submitted to staff of the Iowa Department of Education to use in assisting educators and other human services professionals in consulting and advising those with an interest in providing programs of this type.

Superintendents' ranking of beneficial youth development/community service programs not available in their communities at time survey was completed

To assess the superintendents' views of which youth development/community service programs would be the most beneficial to

youth if these program services and activities were available, superintendents were asked by the survey form to indicate the programs which they considered beneficial but that were not presently available.

Summary of findings in terms of services being provided by community groups As a way of summarizing superintendents' responses, the programs are ranked in Table 44 to reflect the superintendents' choices of desirable although unavailable programs which they would like to have provided by community groups.

The superintendents' choices ranged from 104 superintendents, 29.3 percent, for the item, "Parent Education," to 19 superintendents, 5.4 percent for the item "Other School Service."

As reflected in Table 44, the five programs which were selected most frequently by participating superintendents as being beneficial if provided by community groups were:

- Parent Education,
- Service/Leadership Programs,
- Individual Crisis Counseling (e.g., Hot Lines),
- Civic Groups (e.g., Youth in Government),
- Leadership Development for Groups.

Conversely, from Table 44, the five programs which were chosen least frequently were:

- Other School Service,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Education Clubs (e.g., Language, Science),
- Academic Clubs (e.g., Academic Decathlon),
- Career Counseling.

Summary of findings for services provided by individual schools
Superintendents' choices of programs considered beneficial but

unavailable are ranked in Table 45 from those programs most often chosen to those least often chosen. The superintendents' responses ranged from 68 superintendents, 19.2 percent, choosing "Peer Tutoring/Cross-Age Tutoring" to 18 superintendents, 5.1 percent, choosing "Other School Services."

As reflected in Table 45, the five programs which were selected most frequently by participating superintendents as being beneficial if provided by individual schools were the following:

- Peer Tutoring/Cross-Age Tutoring,
- Academic Clubs (e.g., Academic Decathlon),
- Peer Helping,
- Service Leadership Programs,
- Environmental Projects.

At the bottom end of the ranking in Table 45, the five programs which were selected least frequently were:

- Other School Service,
- Hunger Relief Projects,
- Youth Clubs/Membership (e.g., Scouts, 4-H)
- Mentorship,
- Internship.

Summary of findings for services offered on a district-wide basis

Regarding the superintendents' selections of beneficial although unavailable programs which they would like offered in their communities on a district-wide basis, such selections are ranked in Table 46 from those most often selected to those least often selected.

Table 44. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL FOR PROGRAMS PROVIDED BY COMMUNITY GROUPS

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
104	29.3	PARENT EDUCATION
91	25.6	SERVICE/LEADERSHIP PROGRAMS
88	24.8	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
84	23.7	CIVIC GROUPS (e.g., Youth in Government)
81	22.8	LEADERSHIP DEVELOPMENT FOR GROUPS
79	22.3	ENVIRONMENTAL PROJECTS
78	22.0	DRUG ABUSE PREVENTION
76	21.4	TEEN PREGNANCY SUPPORT
76	21.4	FAMILY CRISIS COUNSELING
69	19.4	WORK WITH CHILDREN
63	17.7	WELLNESS/FITNESS
60	16.9	INTERNSHIP
58	16.3	MENTORSHIP
55	15.5	WORK WITH OLDER CHILDREN
55	15.5	PEER TUTORING/CROSS-AGE TUTORING
52	14.6	DROPOUT PREVENTION
51	14.4	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
51	14.4	VISUAL ARTS (e.g., Painting, Film)
48	13.5	CAREER AWARENESS
46	13.0	PEER HELPING
46	13.0	CAREER EXPLORATION
45	12.7	WORK EXPERIENCE
45	12.7	PERFORMING ARTS (e.g., Drama, Music, Dance)
43	12.1	SPORTS
40	11.3	HUNGER RELIEF PROJECTS
37	10.4	CAREER COUNSELING
33	9.3	ACADEMIC CLUBS (e.g., Academic Decathlon)
28	7.9	EDUCATION CLUBS (e.g., Language, Science)
27	7.6	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
19	5.4	OTHER SCHOOL SERVICE

Table 45. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL FOR PROGRAMS BEING PROVIDED BY INDIVIDUAL SCHOOLS

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
68	19.2	PEER TUTORING/CROSS-AGE TUTORING
62	17.5	ACADEMIC CLUBS (e.g., Academic Decathlon)
53	14.9	PEER HELPING
49	13.8	SERVICE/LEADERSHIP PROGRAMS
49	13.8	ENVIRONMENTAL PROJECTS
48	13.5	EDUCATION CLUBS (e.g., Language, Science)
47	13.2	TEEN PREGNANCY SUPPORT
46	13.0	FAMILY CRISIS COUNSELING
45	12.7	WORK WITH CHILDREN
45	12.7	WORK EXPERIENCE
45	12.7	LEADERSHIP DEVELOPMENT FOR GROUPS
45	12.7	DROPOUT PREVENTION
42	11.8	CIVIC GROUPS (e.g., Youth in Government)
41	11.5	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
40	11.3	WELLNESS/FITNESS
40	11.3	DRUG ABUSE PREVENTION
39	11.0	PERFORMING ARTS (e.g., Drama, Music, Dance)
39	11.0	PARENT EDUCATION
38	10.7	VISUAL ARTS (e.g., Painting, Film)
37	10.4	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
37	10.4	CAREER EXPLORATION
37	10.4	CAREER AWARENESS
35	9.9	WORK WITH OLDER CHILDREN
35	9.9	SPORTS
33	9.3	CAREER COUNSELING
31	8.7	INTERNSHIP
30	8.5	MENTORSHIP
27	7.6	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
25	7.0	HUNGER RELIEF PROJECTS
18	5.1	OTHER SCHOOL SERVICE

Table 46. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL IN TERMS OF PROGRAMS WHEN OFFERED ON DISTRICT-WIDE BASIS

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
85	23.9	PEER TUTORING/CROSS-AGE TUTORING
82	23.1	PARENT EDUCATION
64	18.0	DRUG ABUSE PREVENTION
62	17.5	WORK WITH CHILDREN
62	17.5	PEER HELPING
62	17.5	FAMILY CRISIS COUNSELING
61	17.2	ENVIRONMENTAL PROJECTS
53	14.9	WELLNESS/FITNESS
52	14.6	LEADERSHIP DEVELOPMENT FOR GROUPS
52	14.6	DROPOUT PREVENTION
51	14.4	PERFORMING ARTS (e.g., Drama, Music, Dance)
51	14.4	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
49	13.8	TEEN PREGNANCY SUPPORT
48	13.5	CIVIC GROUPS (e.g., Youth in Government)
48	13.5	CAREER EXPLORATION
47	13.2	CAREER AWARENESS
45	12.7	ACADEMIC CLUBS (e.g., Academic Decathlon)
42	11.8	EDUCATION CLUBS (e.g., Language, Science)
41	11.5	WORK WITH OLDER CHILDREN
41	11.5	SPORTS
41	11.5	SERVICE/LEADERSHIP PROGRAMS
39	11.0	WORK EXPERIENCE
39	11.0	VISUAL ARTS (e.g., Painting, Film)
39	11.0	CAREER COUNSELING
33	9.3	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
32	9.0	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
32	9.0	INTERNSHIP
30	8.5	MENTORSHIP
30	8.5	HUNGER RELIEF PROJECTS
22	6.2	OTHER SCHOOL SERVICE

The superintendents' selections ranged from 85 superintendents, 23.9 percent for the program, "Peer Tutoring/Cross-Age Tutoring," to 22 superintendents, 6.2 percent, for the program, "Other School Service." As illustrated in Table 46, the five programs which were selected most often in light of unmet needs if offered on a district-wide basis were as follows:

- Peer Tutoring/Cross-Age Tutoring,
- Parent Education,
- Drug Abuse Prevention,
- Work With Children,
- Peer Helping.

Those programs selected least frequently in terms of beneficial although unavailable programs which superintendents would like to have offered on a district-wide basis were:

- Other School Service,
- Hunger Relief Projects,
- Mentorship,
- Internship,
- Vocational Education Clubs (e.g., FFA, VICA, DECA).

Summary of findings for services to children enrolled in grades K through 3 To assess the superintendents' perspectives regarding which youth development/community service programs would be the most beneficial to children enrolled in grade level K through 3 if these program services and activities were available, superintendents were requested by the survey form to indicate their choices under these terms. The programs showing the number of times they were selected are ranked in Table 47.

The superintendents' responses ranged from 79 superintendents, 22.3 percent, for the program, "Family Crisis Counseling," to 19 superintendents, 5.4 percent, for "Vocational Education Clubs (e.g., FFA, VICA, DECA)."

The programs chosen most often as illustrated in Table 47 and considered beneficial although unavailable for children enrolled in grades K through 3 were:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,
- Parent Education,
- Environmental Projects,
- Wellness/Fitness.

Conversely, the programs chosen least often were:

- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Work Experience,
- Internships,
- Other School Service,
- Mentorship.

Summary of findings for services to students enrolled in grades 4 through 6 To summarize the superintendents' choices of beneficial programs which were not available in their communities at the time the survey was completed for students enrolled in grades 4 through 6, the programs are ranked in Table 48 from those most often chosen to those least often chosen.

Table 47. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL FOR CHILDREN ENROLLED IN GRADES K THROUGH 3

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
79	22.3	FAMILY CRISIS COUNSELING
78	22.0	PEER TUTORING/CROSS-AGE TUTORING
77	21.7	PARENT EDUCATION
64	18.0	ENVIRONMENTAL PROJECTS
59	16.7	WELLNESS/FITNESS
57	16.1	WORK WITH CHILDREN
55	15.5	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
55	15.5	DRUG ABUSE PREVENTION
54	15.2	VISUAL ARTS (e.g., Painting, Film)
51	14.4	PERFORMING ARTS (e.g., Drama, Music, Dance)
49	13.8	CAREER AWARENESS
45	12.7	PEER HELPING
40	11.3	DROPOUT PREVENTION
39	11.0	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
38	10.7	LEADERSHIP DEVELOPMENT FOR GROUPS
38	10.7	CAREER EXPLORATION
36	10.1	SPORTS
36	10.1	ACADEMIC CLUBS (e.g., Academic Decathlon)
35	9.9	SERVICE/LEADERSHIP PROGRAMS
35	9.9	HUNGER RELIEF PROJECTS
31	8.7	TEEN PREGNANCY SUPPORT
30	8.5	EDUCATION CLUBS (e.g., Language, Science)
30	8.5	CIVIC GROUPS (e.g., Youth in Government)
30	8.5	CAREER COUNSELING
26	7.3	WORK WITH OLDER CHILDREN
26	7.3	MENTORSHIP
23	6.5	OTHER SCHOOL SERVICE
21	5.9	INTERNSHIP
19	5.4	WORK EXPERIENCE
19	5.4	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)

The responses of 355 participating superintendents ranged from 85, 23.9 percent, for the Program, Peer Tutoring/Cross-Age Tutoring," to 17, 4.8 percent, for "Work Experience." The five most frequent responses regarding students enrolled in grades 4 through 6 were:

- Peer Tutoring/Cross-Age Tutoring,
- Parent Education,
- Family Crisis Counseling,
- Environmental Projects,
- Drug Abuse Prevention.

At the bottom of the ranking in Table 48, the five programs which were selected least frequently under the same conditions were:

- Work Experience,
- Other School Service,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Internship,
- Mentorship.

Summary of findings for services to students enrolled in grades 7 through 9 To summarize the superintendents' responses when they were asked to indicate which of the 30 programs itemized on the survey they considered beneficial although unavailable in their communities for students enrolled in grades 7 through 9, the programs are ranked in Table 49.

The respondents' selections ranged from 100, 28.2 percent, selecting "Family Crisis Counseling" to 23, 6.5 percent, selecting "Other School Service."

Table 48. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL FOR STUDENTS ENROLLED IN GRADES 4 THROUGH 6

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
85	23.9	PEER TUTORING/CROSS-AGE TUTORING
78	22.0	PARENT EDUCATION
76	21.4	FAMILY CRISIS COUNSELING
71	20.0	ENVIRONMENTAL PROJECTS
69	19.4	DRUG ABUSE PREVENTION
67	18.9	WELLNESS/FITNESS
64	18.0	WORK WITH CHILDREN
64	18.0	PEER HELPING
64	18.0	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
58	16.3	DROPOUT PREVENTION
57	16.1	VISUAL ARTS (e.g., Painting, Film)
57	16.1	PERFORMING ARTS (e.g., Drama, Music, Dance)
52	14.6	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
51	14.4	LEADERSHIP DEVELOPMENT FOR GROUPS
50	14.1	CAREER AWARENESS
49	13.8	SERVICE/LEADERSHIP PROGRAMS
46	13.0	CAREER EXPLORATION
42	11.8	TEEN PREGNANCY SUPPORT
42	11.8	SPORTS
41	11.5	ACADEMIC CLUBS (e.g., Academic Decathlon)
39	11.0	CIVIC GROUPS (e.g., Youth in Government)
37	10.4	WORK WITH OLDER CHILDREN
36	10.1	EDUCATION CLUBS (e.g., Language, Science)
36	10.1	CAREER COUNSELING
34	9.6	HUNGER RELIEF PROJECTS
30	8.5	MENTORSHIP
23	6.5	INTERNSHIP
22	6.2	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
22	6.2	OTHER SCHOOL SERVICE
17	4.8	WORK EXPERIENCE

Table 49. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL BY FOR STUDENTS ENROLLED IN GRADES 7 THROUGH 9

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
100	28.2	FAMILY CRISIS COUNSELING
94	26.5	PEER TUTORING/CROSS-AGE TUTORING
84	23.7	PEER HELPING
81	22.8	PARENT EDUCATION
77	21.7	ENVIRONMENTAL PROJECTS
76	21.4	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
75	21.2	SERVICE/LEADERSHIP PROGRAMS
75	21.2	DRUG ABUSE PREVENTION
71	20.0	LEADERSHIP DEVELOPMENT FOR GROUPS
71	20.0	DROPOUT PREVENTION
69	19.4	TEEN PREGNANCY SUPPORT
68	19.2	WELLNESS/FITNESS
67	18.9	CIVIC GROUPS (e.g., Youth in Government)
64	18.0	CAREER AWARENESS
61	17.2	ACADEMIC CLUBS (e.g., Academic Decathlon)
59	16.6	VISUAL ARTS (e.g., Painting, Film)
58	16.3	PERFORMING ARTS (e.g., Drama, Music, Dance)
56	15.8	WORK WITH CHILDREN
56	15.8	EDUCATION CLUBS (e.g., Language, Science)
56	15.8	CAREER EXPLORATION
51	14.4	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
49	13.8	MENTORSHIP
49	13.8	CAREER COUNSELING
48	13.5	SPORTS
45	12.7	WORK WITH OLDER CHILDREN
40	11.3	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
35	9.9	INTERNSHIP
31	8.7	WORK EXPERIENCE
24	6.8	HUNGER RELIEF PROJECTS
23	6.5	OTHER SCHOOL SERVICE

Table 50. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL BY FOR STUDENTS ENROLLED IN GRADES 10 THROUGH 12

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
101	28.5	FAMILY CRISIS COUNSELING
94	26.5	PEER TUTORING/CROSS-AGE TUTORING
86	24.2	SERVICE/LEADERSHIP PROGRAMS
85	23.9	PARENT EDUCATION
83	23.4	LEADERSHIP DEVELOPMENT FOR GROUPS
80	22.5	TEEN PREGNANCY SUPPORT
80	22.5	PEER HELPING
79	22.3	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
76	21.4	ENVIRONMENTAL PROJECTS
75	21.1	DRUG ABUSE PREVENTION
74	20.8	CIVIC GROUPS (e.g., Youth in Government)
68	19.2	WORK EXPERIENCE
67	18.9	WELLNESS/FITNESS
67	18.9	DROPOUT PREVENTION
65	18.3	ACADEMIC CLUBS (e.g., Academic Decathlon)
60	16.9	PERFORMING ARTS (e.g., Drama, Music, Dance)
58	16.3	WORK WITH CHILDREN
58	16.3	VISUAL ARTS (e.g., Painting, Film)
58	16.3	CAREER AWARENESS
57	16.1	MENTORSHIP
56	15.8	CAREER EXPLORATION
55	15.5	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
55	15.5	EDUCATION CLUBS (e.g., Language, Science)
54	15.2	INTERNSHIP
54	15.2	CAREER COUNSELING
49	13.8	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
49	13.8	WORK WITH OLDER CHILDREN
35	9.9	HUNGER RELIEF PROJECTS
27	7.6	OTHER SCHOOL SERVICE
19	5.4	SPORTS

As reflected in Table 49, the five most frequent responses, under the stipulated conditions of beneficial although unavailable programs for 7 through 9 graders, were:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,
- Peer Helping,
- Parent Education,
- Environmental Projects.

The five programs least frequently chosen were the following:

- Other School Service,
- Hunger Relief Projects,
- Work Experience,
- Internship,
- Vocational Education Clubs (e.g., FFA, VICA, DECA).

Summary of findings for services to students enrolled in grades 10 through 12 Superintendents' selections of youth development/ community service programs which they perceived as beneficial for students enrolled in grades 10 through 12, although unavailable to them at the time the survey was administered, are ranked in Table 50.

Superintendents' selections ranged from 101, 28.5 percent, for "Family Crisis Counseling" to 19, 5.4 percent, for "Sports." Their most frequently selected programs for 10 through 12 graders were as follows:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,
- Service/Leadership Programs,
- Parent Education,
- Leadership Development for Groups.

Table 51. YOUTH DEVELOPMENT/COMMUNITY SERVICE PROGRAMS NOT AVAILABLE AT TIME SURVEY WAS COMPLETED BUT CONSIDERED BENEFICIAL FOR STUDENTS ENROLLED IN ALTERNATIVE AND SPECIAL PROGRAMS

NUMBER OF SUPERINTENDENTS RESPONDING	PERCENTAGE OF SUPERINTENDENTS RESPONDING	YOUTH DEVELOPMENT PROGRAMS
14	3.9	PARENT EDUCATION
6	1.7	WELLNESS/FITNESS
6	1.7	VISUAL ARTS (e.g., Painting, Film)
6	1.7	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)
5	1.4	TEEN PREGNANCY SUPPORT
5	1.4	SERVICE/LEADERSHIP PROGRAMS
5	1.4	PERFORMING ARTS (e.g., Drama, Music, Dance)
5	1.4	PEER TUTORING/CROSS-AGE TUTORING
5	1.4	PEER HELPING
5	1.4	MENTORSHIP
5	1.4	LEADERSHIP DEVELOPMENT FOR GROUPS
5	1.4	INTERNSHIP
5	1.4	ENVIRONMENTAL PROJECTS
4	1.1	EDUCATION CLUBS (e.g., Language, Science)
4	1.1	CIVIC GROUPS (e.g., Youth in Government)
3	.9	YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4-H)
3	.9	WORK WITH OLDER CHILDREN
3	.9	WORK WITH CHILDREN
3	.9	FAMILY CRISIS COUNSELING
3	.9	DRUG ABUSE PREVENTION
3	.9	DROPOUT PREVENTION
3	.9	CAREER AWARENESS
3	.9	ACADEMIC CLUBS (e.g., Academic Decathlon)
2	.6	WORK EXPERIENCE
2	.6	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)
2	.6	SPORTS
2	.6	OTHER SCHOOL SERVICE
2	.6	HUNGER RELIEF PROJECTS
2	.6	CAREER EXPLORATION
2	.6	CAREER COUNSELING

Superintendents' least frequently selected beneficial although unavailable programs for 10 through 12 graders were:

- Sports,
- Other School Service,
- Hunger Relief Projects,
- Work With Older Children,
- Youth Clubs/Membership (e.g., Scouts, 4-H).

Summary of findings for services to students enrolled in alternative and special programs As was noted previously in the study, in the case of participating superintendents' responses to programs referenced to alternative and special programs, the data are more difficult to describe, summarize, and make inferences about because of the very small number of responses. That caveat stated, Table 51, which follows, was developed to show the rankings, high to low, of superintendents' responses to beneficial although unavailable programs for students enrolled in alternative and special programs.

The range of superintendents' responses was from 14 superintendents, 3.9 percent, selecting "Parent Education" to 2 superintendents, .6 percent, selecting the following seven programs;

- Work Experience,
- Vocational Education Clubs (e.g., FFA, VICA, DECA),
- Sports,
- Other School Service,
- Hunger Relief Projects
- Career Exploration,
- Career Counseling.

The most frequent responses in this same category were as follows:

- Parent Education,
- Wellness/Fitness,
- Visual Arts (e.g., Painting, Film),
- Individual Crisis Counseling (e.g., Hot Lines),
- Teen Pregnancy Support.

Superintendents' top five priorities for beneficial youth development/
community service programs not available in their communities

Superintendents were requested by the survey form to select from the 30 programs on the basis of which five programs they perceived to be beneficial and not available in their communities at the time the survey was completed. To summarize their selections, the following list is provided of those services and activities which were listed on a first-priority basis more than once (the number of times the service was listed is indicated):

Parent education--32
 Drug abuse prevention--24
 Family crisis counseling--24
 Peer helping--21
 Peer tutoring--12
 Individual crisis counseling--11
 Environmental projects--8
 Service leadership programs--8
 Internships--6
 Dropout prevention--4
 Leadership development for groups--4
 Mentorship--4
 Working with children--4
 Career awareness--3
 Wellness/fitness--3
 Drug abuse education--2

Career counseling--2
 Career exploration--2
 Teen pregnancy support--2
 Work experience--2
 Youth in Government--2
 Visual arts--2

The following services and activities were listed by more than one superintendent as a second priority (the number of times the service was listed is indicated):

Parent education--26
 Family crisis counseling--22
 Individual crisis counseling--14
 Environmental projects--10
 Leadership development--10
 Dropout prevention--9
 Peer helping--9
 Teen pregnancy support--9
 Drug and alcohol education/awareness/prevention--8
 Service and leadership--8
 Mentorship/mentoring--7
 Peer tutoring--7
 Work experience--5
 Peer tutoring (cross-age)--4
 Wellness/fitness--4
 Civic groups--3
 Academic and education clubs in the school supported by community efforts--2
 Career exploration--2
 Family counseling--2
 Community parent education--2
 Education clubs--2
 Hunger Relief Projects--2
 Performing arts--2
 Working with children--2

On a third-priority basis, the following services and activities were provided by more than one superintendent (the number of times the service was listed is indicated):

Family counseling and crisis counseling--19
 Individual crisis counseling--16
 Parent education--12
 Leadership development programs--11
 Dropout prevention--10
 Drug abuse prevention--10
 Service/leadership programs--9
 Environmental projects--8
 Teen pregnancy support--8
 Academic clubs--5
 Career exploration--5
 Visual and performing arts--5
 Wellness/fitness--5
 Peer helping--4
 Work experience--4
 Working with children--community service--4
 Career awareness--3
 Career counseling--3
 Civic groups--3
 Mentorship--3
 Academic Decathlon--2
 Community service program--2
 Internships and mentorships for youth in community--2
 Internship--2
 Peer tutoring--2
 Performing arts--2
 Working with older children--2
 Vocational education clubs--2

The following services and activities were listed by more than one superintendent as a fourth priority (the number of times the service was listed is indicated):

Dropout prevention--19
 Parent education--12
 Environmental projects--11
 Teen pregnancy support--10
 Family crisis counseling--9
 Leadership development--9
 Individual crisis counseling--8
 Drug abuse prevention--6
 Service leadership programs--6
 Civic groups for youth--5
 Internship--5
 Mentorship--5
 Peer tutoring--4
 Wellness/Fitness--4
 Academic Clubs--3
 Career awareness--3
 Performing arts--3
 Youth clubs--3
 Fine arts--2
 Peer helping--2
 Tutoring--2
 Vocational clubs--2
 Working with older children--2
 Youth support network--2

On a last and fifth-priority basis, the following services and activities were provided by more than one superintendent (the number of times the service was listed is indicated):

Performing arts--22
 Environmental projects--13
 Family counseling/crisis counseling--10
 Leadership development for groups--8
 Peer helping--6
 Teen pregnancy support--6
 Drug abuse prevention--5
 Dropout prevention--5
 Mentorship--5

Parent education--5
 Peer tutoring--5
 Work experience--5
 Academic clubs--4
 Career awareness--4
 Civic groups--4
 Education clubs--4
 Service/leadership programs--4
 Career counseling--3
 Career exploration--3
 Drug education--3
 Visual/performing arts--3
 Hunger relief--2
 Individual crisis counseling--2
 Internship--2
 Substance abuse education--2

Superintendents' responses to the survey question concerned with legislative mandate

Near the conclusion of the survey, superintendents were asked to respond to the following question: "If resources were available to provide the youth community service programs which you perceive to be beneficial to your community, would you support providing them through legislative mandate? _____ YES _____ NO." To this question, 125 superintendents responded "YES"; 106, responded "NO"; and 124, did not provide a response.

Superintendents' comments

Comments from participating superintendents were invited. Eighty-two superintendents did respond. Earlier in Chapter IV, these comments were summarized into categories which represented major themes. Selected verbatim comments which were representative of

these major themes were provided. The major themes which categorized the comments were as follows:

- Negative responses to concept of providing youth community services programs through legislative mandate
- Need for additional funding to support additional offerings
- Support for additional youth community service offerings
- District size as an issue in offering programs
- Desire for local control
- Insufficient time and resources to implement new programs
- Satisfaction with present level of service
- General responses to survey form and participation in study
- Youth need for additional offerings
- Community involvement rather than school involvement

CHAPTER V: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Need for the Study

America's earlier history was noted for the willingness of the citizens of our young nation to join together to work toward a common, civic good. Presently, there is a perception that many Americans have a faltering civic spirit, especially among the materially-minded young. We remain one of the most prosperous nations on earth; however, our basic social needs such as child care and elderly care as well as help for the homeless, the poor, and the mentally handicapped have gone largely unmet because of tight government budgets and a lack of public will. Many believe a national volunteer corps of motivated and well-trained young people could help mitigate these problems (Sheler, Whitman & Shapiro, 1989:21).

Pursuant with a growing national and local interest in improving our communities and broadening students' education through the use of youth development programs/youth community service programs, a survey form was sent to each of the superintendents of the 433 public school districts of Iowa. The survey form requested information from the superintendents in an effort to assess their perceptions of the following:

- What is the degree of youth participation in selected youth development/community service programs in terms of these programs being offered by community groups, individual schools, and on a district-wide basis and the degree of youth participation

by grade levels and in the area of alternative and special programs?

- Which presently unavailable youth development/community service programs would be the most beneficial to youth if these services and activities were available?
- Of the programs considered to be the most beneficial and which are not presently available in their communities, which five programs are valued the most in the order of their priority?
- Which existing program(s) in their communities they believed to be especially effective and would like included in a YOUTH COMMUNITY SERVICES GUIDE?
- Would support for youth community service programs be acceptable on a state-mandated basis?

The superintendents were provided the opportunity to list other programs and services in addition to the ones selected for the survey form. Also, they were invited to make comments.

The data generated from the study were made available to local district educators, staff of the Iowa Department of Education, other human service professionals, policy makers, and community service advocates to strengthen the opportunities which educators and others offer to young people at the local community level and to determine future direction regarding public policy.

Statement of the Problem

Civic responsibility, community involvement, and citizenship have historically been seen as important purposes of public education in this country. Traditionally, these concepts have been in large part taught by

using verbal strategies--the "teacher talks; students listen" methods--which have been very typical of our schools. Civic responsibility, community involvement, and citizenship could be taught much better through a direct "hands on" approach, through direct involvement with the community, and through direct experience. Kinesthetic, action-oriented learning styles preferred by some students, have been particularly ignored during the school excellence movement of the 1980s. There has been imminent, mounting concern about the problems in our communities and the lack of interest and funds to meet these needs. Our national leaders, our President as well as members of Congress, have called for direct involvement of youth in programs to improve local communities.

Six bills were introduced in Congress during February 1989. Each one was designed to empower and encourage young Americans to involve themselves in community service. At this time in March, 1990, this diverse legislation has not been rewritten into one bill.

President Bush has promoted youth community service by calling for "the young men and women of our tree-lined suburbs to get on a bus, or a subway or the metro, and go into the cities where the want is" (Sheler, Whitman & Shapiro, 1989:21). Also President Bush has created the White House Office of National Service.

In Iowa, there has been a growing interest in involving youth in community service as a way to broaden students' learning and improve our local communities. Dr. William Lepley, Director of the Iowa Department of Education, in the Des Moines Register of March 31, 1989, called

for community service work as a requirement for graduation. Dr. Lepley was quoted as follows:

"I believe that if we are to create a quality of life that we desire in this state and this country, we need to ensure that all students have the value of giving of themselves to improve their communities. We are all happier and more productive when we are giving of ourselves to help others. Why should it be any different for kids?"

While Congress may not have formulated a bill addressing the issue of youth service, the Iowa General Assembly has passed legislation (House File 375, 1989) to establish the Iowa Corps, offered through the Iowa Department of Economic Development. Iowa Corps is a program to encourage high school students to perform community service work for non-profit organizations and provide incentives for Iowa youth to attend Iowa post-secondary institutions. Students participating in Iowa Corps may earn a tuition payment of \$500 per year for a maximum of four years.

The community service work under Iowa Corps must be in one of the following areas: park maintenance and restoration; soil conservation; wildlife and land management; energy savings; community improvements; tourism; economic development; environmental protection and work benefiting human service programs. Applications for the 1989-1990 school year were due by December 31, 1989.

This study was undertaken to provide educators and public policy makers with additional information regarding public school superintendents' perceptions of the following:

- Superintendents' assessments of the degree of youth participation in youth development/community service programs in terms of these programs being offered by community groups, individual schools, and on a district-wide basis and the degree of youth participation by grade levels and in the area of alternative and special programs.
- Superintendents' perceptions of which youth development/community service programs would be the most beneficial to youth if these services and activities were available.
- Superintendents' responses to the question: "Of the programs you considered beneficial to the youth of your district, which are not presently available, what are your top five in the order of your priority?"
- Superintendents' recommendations of an existing program(s) which was especially effective and which could serve as an example for practitioners in other communities to consider in developing additional programs and activities. These recommendations were compiled into a document entitled YOUTH COMMUNITY SERVICES GUIDE.
- Superintendents' responses to the question: "If resources were available to provide the youth community service programs which you perceived to be beneficial to your community, would you support providing them through legislative mandate?
_____ YES _____ NO"

Procedures Used in the Study

In May, 1989, the 433 superintendents of local public school districts of Iowa were sent a survey form (Appendix A) and a letter (Appendix B) from Dr. William Lepley, Director of the State Department of Education. From this and a second mailing, a total of 355 superintendents, 81.9 percent, ultimately returned the completed survey forms. In both mailings, a stamped, self-addressed envelope was enclosed.

The information generated by the survey form was then tabulated, compiled, and presented in previous chapters of this study.

The survey form asked superintendents to indicate their perceptions of youth participation in a variety of youth service activities, which were listed on the survey form, in terms of whether these services and activities were offered by community groups, individual schools, and on a district-wide basis. In addition, superintendents were requested to present their perceptions of youth participation in these same activities and services in terms of enrollment in four grade-level classifications and enrollment in alternative and special programs. The grade-level classifications were K through 3, 4 through 6, 7 through 9, and 10 through 12.

The survey format used provided for a ten-point scale, "1" meaning "none" or no youth participation and "10" meaning "great participation." To better manage and describe the data which represented the superintendents' positive responses to the survey, those scores that were "2" through "10," the writer categorized these data into the following groups:

- "2," "3," and "4"
- "5"
- "6," "7," and "8"
- "9" and "10"

The rationale for categorizing the data in this way was primarily arbitrary. However, the writer reasoned that respondents, when encouraged to rate their perceptions of youth participation in a variety of service activities using a ten-point scale, with "1" meaning "none" or no

youth participation and "10" meaning "great participation," might think in categories of "low," "medium" or "average," "high" and "highest." Following that reasoning, the data groupings correspond to the indicated descriptors as follows:

- "2," "3," and "4"	Low
- "5"	Medium or Average
- "6," "7," and "8"	High
- "9" and "10"	Highest

In addition to presenting and describing the data generated from the study in total detail, selected comments generated by the survey have been reported in Chapter IV.

Existing youth community service programs which were recommended by survey respondents as especially effective and which could serve as examples for other communities to consider in developing additional programs and activities were compiled into a YOUTH COMMUNITY SERVICES GUIDE. This document is available from either the State Department of Education staff or this writer.

The writer consulted and coordinated his research with Dr. Ray Morley and Mr. Ed Ranney, Consultants with the State Department of Education, in seeking Dr. Lepley's cooperation in helping conduct the study and in facilitating the mechanics and logistics of a study which has the support of the Iowa Department of Education.

Limitations

While there was a good quantity of response to the study on the part of the superintendents of Iowa, with 355, or 81.9 percent, of the 433 of them returning the survey form, there were deficits in the quality of response. The data were deficient because a significant number of the respondents did not provide data for each of the items.

The format of this survey form was unique from the usual survey formats which use lists for respondents to make check marks in that one section of the form requested that respondents provide numbers from "1" through "10" to rank the degree to which youth participated in at least 30 different programs, activities, and services. That uniqueness was undoubtedly a factor in many of the superintendents' failing to respond in the desired manner. Frequently, superintendents reacted to this section of the survey form by not responding.

This research had limitations because it was conducted with subjects who were only from one geographic area, the state of Iowa.

Certainly, a major limitation of this research is that the study was based on the subjective perspectives of self-reporting subjects.

In addition, this research was limited in that it was conducted with only the 433 public school superintendents of Iowa. The study would have been less limiting if it had included information from private and/or parochial schools.

Because the youth service movement, in its present form, is relatively new, many of the superintendents may not have been

familiar with some of the specific concepts, terms, and program names used in the survey form. This unfamiliarity may have added to the subjectivity and limitations of the study.

Summary of Findings

The data of this study, which consisted of the perceptions of 355 self-reporting public school superintendents of Iowa, have been organized into the following five categories:

- Degree of youth participation in 30 selected youth development/ community service programs in terms of the following eight variables:
 - programs provided by community groups,
 - programs provided by individual schools,
 - programs offered on a district-wide basis,
 - programs offered on grade level K through 3,
 - programs offered on grade level 4 through 6,
 - programs offered on grade level 7 through 9,
 - programs offered on grade level 10 through 12, and
 - programs offered to youth enrolled in alternative and special programs.
- Identification of programs perceived to be beneficial but unavailable in respondents' communities at the time the data were collected in terms of the same eight variables cited above.
- Responses to the question: "Of the programs you considered beneficial to the youth of your district, which are not presently available, what are your top five in the order of your priority?"
- Recommendations of a program(s) to be included in a YOUTH COMMUNITY SERVICES GUIDE which will serve as a resource for those wanting to expand youth service opportunities in their communities.

- Responses to the question: "If resources were available to provide the youth community service programs which you perceived to be beneficial to your community, would you support providing them through legislative mandate? _____ YES _____ NO"

Degree of youth participation in 30 selected programs in relation to the eight variables under study

Superintendents were asked to indicate their perceptions of youth participation in 30 selected youth development/community service programs in terms of the eight variables being studied. The narratives which follow identify the five programs which were selected most frequently by respondents in relation to the following eight variables:

- programs provided by community groups,
- programs provided by individual schools,
- programs offered on a district-wide basis,
- programs offered on grade level K through 3,
- programs offered on grade level 4 through 6,
- programs offered on grade level 7 through 9,
- programs offered on grade level 10 through 12,
- programs offered to youth enrolled in alternative and special programs.

Five programs with greatest degree of participation when provided by community groups The five programs which superintendents selected most frequently in terms of the service being provided by community groups were:

- Youth Club/Membership (e.g., Scouts, 4-H),
- Sports,
- Drug Abuse Prevention,
- Visual Arts (e.g., Painting, Dance),
- Performing Arts (e.g., Drama, Music, Dance).

Five programs with greatest degree of participation when provided by individual schools The five programs which superintendents chose most often in terms of the service being provided by individual schools were as follows:

- Sports,
- Career Exploration,
- Career Counseling,
- Career Awareness,
- Drug Abuse Prevention.

Five programs with greatest degree of participation when offered on a district-wide basis The five programs which respondents picked most frequently in terms of the service being offered on a district-wide basis were:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Wellness/Fitness.

Five programs with greatest degree of participation in terms of children enrolled in grade level K through 3 The five programs which superintendents selected most frequently in terms of the greatest participation by children enrolled in grades K through 3 were as follows:

- Drug Abuse Prevention,
- Career Awareness,
- Performing Arts (e.g., Drama, Music, Dance),
- Youth Clubs/Membership (e.g., Scouts, 4-H),
- Visual Arts (Painting, Film).

Five programs with greatest degree of participation in terms of students enrolled in grade level 4 through 6 The five programs which

superintendents chose most frequently in terms of the greatest participation by students enrolled in grades 4 through 6 were:

- Youth Club/Membership (e.g., Scouts, 4-H),
- Drug Abuse Prevention,
- Sports,
- Career Awareness,
- Performing Arts, (e.g., Drama, Music, Dance).

Five programs with greatest degree of participation in terms of students enrolled in grade level 7 through 9 The five programs which superintendents selected most often in terms of the greatest participation by students enrolled in grades 7 through 9 were:

- Sports,
- Drug Abuse Prevention,
- Career Awareness,
- Career Exploration,
- Career Counseling.

Five programs with greatest degree of participation in terms of students enrolled in grade level 10 through 12 The five programs which respondents chose most often in relation to the greatest participation by students enrolled in grades 10 through 12 were as follows:

- Sports,
- Performing Arts, (e.g., Drama, Music, Dance),
- Career Counseling,
- Drug Abuse Prevention,
- Career Awareness.

Five programs with greatest degree of participation in terms of students enrolled in alternative and special programs The five programs which respondents selected most frequently in terms of the

greatest participation by students enrolled in alternative and special programs were:

- Parent Education,
- Wellness/Fitness,
- Drug Abuse Prevention,
- Family Crisis Counseling,
- Teen Pregnancy Support.

Overall, superintendents most often gave the following programs as most beneficial in relation to unmet community needs:

- Parent education
- Drug abuse prevention
- Family crisis counseling
- Peer helping/peer tutoring
- Individual crisis counseling
- Environmental projects
- Dropout prevention
- Teen pregnancy support
- Service/leadership programs

Superintendents' recommendations for program(s) to be included in Youth Community Service Guide

Superintendents submitted information regarding 67 programs and these data have been compiled into a YOUTH COMMUNITY SERVICE GUIDE which will be used by Department of Education staff in helping youth service advocates develop additional services and opportunities for young people in other communities. In Chapter IV, these 67 programs are categorized into 20 different groupings.

Superintendents' rankings of beneficial youth development/community service programs not available in their communities at time survey was completed in relation to the eight variables under study

Superintendents were asked to indicate their perceptions of which programs under study, not available in their communities at the time of the study, would be the most beneficial to youth in their communities. The paragraphs which follow identify the five programs which were selected the most frequently as being beneficial in terms of the following eight variables:

- programs provided by community groups,
- programs provided by individual schools,
- programs offered on a district-wide basis,
- programs offered on grade level K through 3,
- programs offered on grade level 4 through 6,
- programs offered on grade level 7 through 9,
- programs offered on grade level 10 through 12,
- programs offered to youth enrolled in alternative and special programs.

Five programs which superintendents consider most beneficial in relation to unmet needs if provided by community groups The five programs which superintendents selected most frequently as being the most beneficial in light of the unmet needs if provided by community groups were:

- Parent Education,
- Service/Leadership Programs,
- Individual Crisis Counseling (e.g., Hot Lines),
- Civic Groups (e.g., Youth in Government),
- Leadership Development for Groups.

Five programs which superintendents consider most beneficial in relation to unmet needs if provided by individual schools The five programs which respondents selected most frequently as being the most beneficial to youth in their communities in relation to unmet needs if provided by individual schools were as follows:

- Peer Tutoring/Cross-Age Tutoring,
- Academic Clubs (e.g., Academic Decathlon),
- Peer Helping,
- Service/Leadership Programs,
- Environmental Projects.

Five programs which superintendents consider most beneficial in relation to unmet needs if offered on district-wide basis The five programs which superintendents chose most often as being the most beneficial to youth in their communities if provided on a district-wide basis were:

- Peer Tutoring/Cross-Age Tutoring,
- Parent Education,
- Drug Abuse Prevention,
- Work With Children,
- Peer Helping.

Five programs which superintendents consider most beneficial in relation to unmet needs for children enrolled in grade level K through 3 The five programs which superintendents selected most often as being beneficial in terms of unmet needs of children enrolled in grades K through 3 were as follows:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,

- Parent Education,
- Environmental Projects,
- Wellness/Fitness.

Five programs which superintendents consider most beneficial in relation to unmet needs for students enrolled in grade level 4 through 6

The five programs which superintendents chose most frequently as being beneficial in terms of unmet needs of students enrolled in grades 4 through 6 were as follows:

- Peer Tutoring/Cross-Age Tutoring,
- Parent Education,
- Family Crisis Counseling,
- Environmental Projects,
- Drug Abuse Prevention."

Five programs which superintendents consider most beneficial in relation to unmet needs for students enrolled in grade level 7 through 9

The five programs which superintendents selected most frequently as being beneficial in relation to the unmet needs of students enrolled in grades 7 through 9 were:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,
- Peer Helping,
- Parent Education,
- Environmental Projects.

Five programs which superintendents consider most beneficial in relation to unmet needs for students enrolled in grade level 10 through

12 The five programs which respondents selected most often as being beneficial in relation to the unmet needs of students enrolled in grades 10 through 12 were:

- Family Crisis Counseling,
- Peer Tutoring/Cross-Age Tutoring,
- Service/Leadership Programs,
- Parent Education,
- Leadership Development for Groups.

Five programs which superintendents consider most beneficial in relation to unmet needs for students enrolled in alternative and special programs The five programs which superintendents selected most often as being beneficial in relation to the unmet needs of students enrolled in alternative and special programs are as follows:

- Parent Education,
- Wellness/Fitness,
- Visual Arts (e.g., Painting, Film),
- Individual Crisis Counseling, e.g., Hot Lines),
- Teen Pregnancy Support.

Superintendents' top five priorities of beneficial youth development/ community service programs not available in their communities

Superintendents were asked on the survey form to respond to this question: "Of the programs you considered beneficial to the youth of your district, which are not presently available, what are your top five in the order of your priority:" The paragraphs which follow identify the programs given by respondents in response to this question, from first-priority through fifth-priority.

Superintendents' first-priority rankings of beneficial programs The following programs were given by at least five respondents as their first priority of the top five programs which they considered beneficial in light of unmet needs (the number of times the program was listed is indicated, from most frequently to least frequently):

- Parent education--32
- Drug abuse prevention--24
- Family crisis counseling--24
- Peer helping--21
- Peer tutoring--12
- Individual crisis counseling--11
- Environmental projects--8
- Service leadership programs--8
- Internships--5

Superintendents' second-priority rankings of beneficial programs

These programs were listed by at least five respondents as their second-priority of the top five programs which they considered beneficial in relation to unmet community needs (the number of times the program was listed is indicated, from most frequently to least frequently):

- Parent education--26
- Family crisis counseling--22
- Individual crisis counseling--14
- Environmental projects--10
- Leadership development--10
- Dropout prevention--9
- Peer helping--9
- Teen pregnancy support--9
- Drug and alcohol education/awareness/prevention--8
- Service and leadership--8
- Mentorship/mentoring--7
- Peer tutoring--7
- Work experience--5

Superintendents' third-priority rankings of beneficial programs

The following programs were given by at least five respondents as their third-priority of the top five programs which they considered beneficial in terms of unmet community needs (the number of times the program was listed is indicated, from most frequently to least frequently):

- Family counseling and crisis counseling--19
- Individual crisis counseling--16
- Parent education--12
- Leadership development programs--11
- Dropout prevention--10
- Drug abuse prevention--10
- Service/leadership programs--9
- Environmental projects--8
- Teen pregnancy support--8
- Academic clubs--5
- Career exploration--5
- Visual and performing arts--5
- Wellness/fitness--5

Superintendents' fourth-priority rankings of beneficial programs

These programs were listed by at least five respondents as their fourth-priority of the top five programs which they considered beneficial in relation to unmet community needs (the number of times the program was listed is indicated, from most frequently to least frequently):

- Dropout prevention--19
- Parent education--12
- Environmental projects--11
- Teen pregnancy support--10
- Family crisis counseling--9
- Leadership development--9
- Individual crisis counseling--8
- Drug abuse prevention--6
- Service leadership programs--6
- Civic groups for youth--5
- Internship--5
- Mentorship--5

Superintendents' fifth-priority rankings of beneficial programs

These following programs were given by at least five respondents as their fifth-priority of the top five programs which they perceived to be

beneficial in light of unmet community needs (the number of times the program was listed is indicated, from most frequently to least frequently):

- Performing arts--22
- Environmental projects--13
- Family counseling/crisis counseling--10
- Leadership development for groups--8
- Peer helping--6
- Teen pregnancy support--6
- Drug abuse prevention--5
- Dropout prevention--5
- Mentorship--5
- Parent education--5
- Peer tutoring--5
- Work experience--5

Superintendents' responses to the question concerned with legislative mandate

Near the conclusion of the survey, superintendents were asked to respond to the following question: "If resources were available to provide the youth community service programs which you perceive to be beneficial to your community, would you support providing them through legislative mandate? _____ YES _____ NO." To this question, 125 superintendents responded "YES"; 106, responded "NO"; and 124, did not provide a response.

Superintendents' comments

Comments from participating superintendents were invited. Eighty-two superintendents provided written comments, and these have been reviewed and subsequently categorized into the following themes:

- Negative responses to concept of providing youth community services programs through legislative mandate
- Need for additional funding to support additional offerings
- Support for additional youth community service offerings
- District size as an issue in offering programs
- Desire for local control
- Insufficient time and resources to implement new programs
- Satisfaction with present level of service
- General responses to survey form and participation in study
- Youth need for additional offerings
- Community involvement rather than school involvement

Selected verbatim comments from respondents which corresponded to these themes were provided.

Conclusions/Recommendations

Based on the information generated for this study, this writer concludes and recommends the following:

- Beyond youth organizations such as scouting, 4-H, and sports, youth participation in youth development/community service programs is at a moderately low level.
- Additional programs, services, and activities which promote youth development and provide opportunities for community service need to be provided to Iowa's youth. Community leaders should systematically and consistently explore ways to greater utilize the energy and talents of youth so they can play a more concerted role in serving their communities. Since Iowa public school superintendents perceived the following programs as the most beneficial to youth in their districts in light of unmet community needs, program planners should give these programs special consideration:
 - Parent education
 - Drug abuse prevention
 - Family crisis counseling
 - Peer helping/peer tutoring

- Individual crisis counseling
- Environmental projects
- Dropout prevention
- Teen pregnancy support
- Service/leadership programs

Discussion

This writer has worked for twenty-two years in a program providing services to dropout-prone secondary school students who are at great risk of not completing their high school education and of not becoming economically independent adults. In addition to providing a variety of supportive services (counseling, attendance monitoring, home visits, staff consultations, and career related instruction) to these young people, one important strategy utilized by the program is a paid work experience placement in the community. Program research indicates that this strategy helps motivate dropout-prone youth to improve their school attendance and stay in school until graduation. A paid work experience helps young people see a relationship between the teaching and learning conducted at school and the application of knowledge in the work place. Many dropout-prone young people seem to relate better to the work place than they do to school as traditionally defined. The direct involvement in the work setting seems to help these young people better learn the attitudes and skills and understand the interpersonal relationships which make for success in the work place. The direct involvement with the community and the successes they experience there seem to enhance young peoples' self esteem.

In addition to providing first-time information regarding Iowa school leaders' views of youth participation in a variety of youth development, community service programs and a compendium of successful, recommended programs from across Iowa, the writer hopes this study will encourage educators and others who advocate a better quality of life in our communities to consider seriously how civic responsibility, community involvement, and citizenship are modeled and taught. Our needs are great and the workers are few and getting fewer. Why? Perhaps our approach has been too theoretical. Perhaps we need greater emphasis on direct, "hands on" approaches, on immediate experience and community involvement.

The opportunities provided young people through the Iowa Corps, Iowa Conservation Corps, and other programs available in our state are critical in helping young people see the relationships between their knowledge and ability, the myriad of problems in their communities, and the need to apply themselves in addressing these problems. Unfortunately, these already-established, state-funded programs are limited in scope because of their funding structures.

Hopefully, this study will stimulate thinking and action among educators, human service professionals, and community advocates in recognizing what is available in our communities, the degree to which young people are involved in these services and activities, and create additional educational opportunities requiring relatively little additional in the way of resources which are community-based rather than school-building based.

Regrettably, many of the superintendents who returned the survey form did not respond to a considerable number of the items. This may be due in part to confusion regarding the term "youth development/youth community service programs." Perhaps some respondents perceived this term to be of a dichotomous nature to the degree that any particular program was perceived to be of an "either/or" nature rather than of a "both/and" nature. That is, any one particular program may have been perceived to be of either a "youth development" nature or of a "youth community service" nature rather than a blending of the two concepts. This confusion may have negatively affected the quality of the response.

It is the opinion and experience of this writer that a great majority of the 30 selected programs listed on the survey form are a blending of the two concepts "youth development" and "youth community service" and should be considered as offering both developmental experiences and benefits to children and youth as well as opportunities for them to serve. That is, most of these programs concurrently provide development experiences for youth, youth as consumers of services, and opportunities for community service on the part of youth, youth as producers of services.

The programs listed in the "Youth Services" category are predominantly of a "youth service" nature: "Peer Tutoring/Cross-Age Tutoring, Working with Children, Working with Older Children, Hunger Relief Projects, and Environmental Projects." However, these programs also offer developmental experiences to children and youth. The review of

the literature clearly indicates that many believe opportunities which provide for youth service also provide developmental and growth opportunities for children and youth.

In the "Youth Involvement/Leadership" section of the survey form, most of the specific programs listed, "Civic Groups (e.g., Youth in Government)," "Service/Leadership Programs," "Leadership Development for Groups," and "Youth Clubs/Membership (e.g., Scouts, 4-H) could be seen as primarily of a developmental nature. Involvement in these activities tend primarily to benefit the participants; however, one could make the point that there are many specific projects undertaken by scouting and 4-H clubs which are of a service nature.

In the "Youth Enrichment" section of the survey form, most of the listed programs, "Sports," "Wellness/Fitness," "Visual Arts (e.g., Painting, Film)," "Performing Arts (e.g., Drama, Music, Dance)," "Education Clubs (e.g., Language, Science)," "Academic Clubs (e.g., Academic Decathlon)," tend to be of primary benefit to the youth participants rather than to others. The case can be made, however, that in most of these activities there are elements of service. For example, spectators at sporting events benefit from participants' contests and exhibitions such as in the sports of wrestling, basketball, and baseball. Obviously, others benefit from the work of painters and film makers, and the activities of participants in drama, music, and dance are of great interest to others beside the participants. Also, over time, the community benefits from youths' acquisition and refinement of skills.

The programs included in the "Youth Community Career Connections" section of the survey form primarily relate to services from which youth benefit. Others in the community do benefit, however, from youth who are placed in internship and work experience situations. Even those programs listed in the "Youth Support Network of Services" section of the survey form, those which were most often perceived to be most desirable on the part of the respondents, include opportunities for youth to be of service to other youth such as in the programs, "Peer Helping" and "Drug Abuse Prevention." The opportunity for youth to be of service to one another in a peer helping program is obvious. Human service program practitioners who offer drug abuse prevention services almost always include a peer helping component as one significant way to offer support to those needing services in this area.

The quality of response to the survey may have been better if the writer had provided a theoretical framework such as the above to accompany the survey form.

Recommendations for Further Study

As was stated previously, respondents reported they perceived the following program services as beneficial in relation to unmet community needs:

- Parent education
- Drug abuse prevention
- Family crisis counseling

- Peer helping/peer tutoring
- Individual crisis counseling
- Environmental projects
- Dropout prevention
- Teen pregnancy support
- Service/leadership programs

Further research should be conducted to identify which communities have effective programs which address these specific services. Then, the case study method could be used to explore a variety of operational variables such as how these successful programs got started, what the critical programs elements are, and what environmental factors are present which contribute to the success of these programs. Information of this type would be useful in helping professionals and community advocates replicate effective program elements in additional communities.

In future research of this type involving information based on the perceptions of subjects, researchers should consider using a one-on-one strategy such as a structured interview to gather data. While it may not be feasible to involve as many subjects using such a time-consuming research technique, researchers could randomly select superintendents on a stratified basis using a variety of criteria to achieve a balanced and fair representation. Such a strategy would probably generate more valid information than the approach used in this study.

Since superintendents' responses to the question concerned with legislative mandate for youth development/community service programs were inconclusive, additional research could be done to determine if superintendents do support such an approach.

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APPENDIX A: SURVEY FORM

**YOUTH DEVELOPMENT PROGRAMS/
 YOUTH COMMUNITY SERVICE PROGRAMS**
 230
STATUS REPORT

Due: June 30, 1989

GENERAL INFORMATION AND INSTRUCTIONS: This report information is requested by the Iowa Department of Education for the purpose of establishing a data base regarding youth development programs/community service programs **currently implemented** in your district. Write a number 1 through 10 (1 meaning "none" and 10 meaning "great") in the appropriate columns to indicate the degree to which youth participate in these activities. Please complete this report and return it to the above address in the enclosed envelope by June 30, 1989.

IDENTIFICATION		District Name & Number		Telephone Number							
				()							
YOUTH DEVELOPMENT PROGRAMS		PROGRAM OFFERED BY: (Score all 1 through 10 1 = "none"; 10 = "great participation")			PARTICIPANT GRADE LEVEL (Score all 1 through 10 1 = "none"; 10 = "great participation")						
		COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER*		
YOUTH SERVICES	PEER TUTORING/CROSS-AGE TUTORING										
	OTHER SCHOOL SERVICE										
	COMMUNITY SERVICES	WORK WITH CHILDREN									
		WORK WITH OLDER CHILDREN									
		HUNGER RELIEF PROJECTS									
ENVIRONMENTAL PROJECTS											
	Other (specify):										
YOUTH INVOLVEMENT/ LEADERSHIP	CIVIC GROUPS (e.g. Youth in Government)										
	SERVICE/LEADERSHIP PROGRAMS										
	LEADERSHIP DEVELOPMENT FOR GROUPS										
	YOUTH CLUBS/MEMBERSHIP (e.g. Scouts, 4H)										
	Other (specify):										
YOUTH ENRICHMENT ACTIVITIES	SPORTS										
	WELLNESS/FITNESS										
	VISUAL ARTS (e.g. Painting, Film)										
	PERFORMING ARTS (e.g. Drama, Music, Dance)										
	EDUCATION CLUBS (e.g. Language, Science)										
ACADEMIC CLUBS (e.g. Academic Decathlon)											
	Other (specify):										
YOUTH COMMUNITY CAREER CONNECTIONS	CAREER AWARENESS										
	CAREER EXPLORATION										
	CAREER COUNSELING										
	INTERNSHIP										
	MENTORSHIP										
	VOCATIONAL EDUCATION CLUBS (e.g. FFA, VICA, DECA)										
WORK EXPERIENCE											
	Other (specify):										
YOUTH SUPPORT NETWORK OF SERVICES	PEER HELPING										
	PARENT EDUCATION										
	DRUG ABUSE PREVENTION										
	DROPOUT PREVENTION										
	TEEN PREGNANCY SUPPORT										
	FAMILY CRISIS COUNSELING										
	INDIVIDUAL CRISIS COUNSELING (e.g. Hot Lines)										
	Other (specify):										

*Offered in Alternative and Special Programs

RECOMMENDATION FOR PROGRAM(S) TO BE INCLUDED IN THE YOUTH COMMUNITY SERVICE GUIDE

We feel the following Youth Community Service Program(s) in our community are especially effective and could serve as examples for other communities to consider in developing their own programs/activities. We recommend the inclusion of the following program(s) in the Youth Community Service Guide:

NOTE: If you are recommending more than one program, please complete one page for each program.

PROGRAM NAME:

GRADE LEVEL OF YOUTH PROVIDING SERVICE:

TARGET POPULATION:

SOURCES OF FUNDING:

PROGRAM CONTACT PERSON (name, address, telephone):

BRIEF DESCRIPTION OF PROGRAM:

Iowa Department of Education
 Bureau of Federal School Improvement
 Grimes State Office Building
 Des Moines, Iowa 50319

**YOUTH DEVELOPMENT PROGRAMS/
 YOUTH COMMUNITY SERVICE PROGRAMS**
 232

Due: June 30, 1989

**SURVEY OF PROGRAMS NOT PRESENTLY AVAILABLE
 IN YOUR COMMUNITY BUT CONSIDERED BENEFICIAL**

GENERAL INFORMATION AND INSTRUCTIONS: Your opinions regarding which youth development programs/youth community service programs **not presently available** in your community but which you **perceive to be beneficial** is requested by the Iowa Department of Education. The Iowa Department of Education has established an initiative for youth development programs/youth community service programs and this information will permit the Department to establish a data base and serve as a clearinghouse for information about which programs you perceive to be most beneficial to your community. Please complete this report and return it to the above address in the enclosed envelope by June 30, 1989.

IDENTIFICATION		District Name & Number			Telephone Number ()				
		YOUTH DEVELOPMENT PROGRAMS		PROGRAM OFFERED BY: (Check all that apply)			PARTICIPANT GRADE LEVEL (Check all that apply)		
		COMMUNITY GROUPS	INDIVIDUAL SCHOOL	DISTRICT WIDE	K-3	4-6	7-9	10-12	OTHER*
YOUTH INVOLVEMENT/ LEADERSHIP SERVICES	PEER TUTORING/CROSS-AGE TUTORING								
	OTHER SCHOOL SERVICE								
	COMMUNITY SERVICES								
	WORK WITH CHILDREN								
	WORK WITH OLDER CHILDREN								
	HUNGER RELIEF PROJECTS								
	ENVIRONMENTAL PROJECTS								
	Other (specify):								
	CIVIC GROUPS (e.g., Youth In Government)								
	SERVICE/LEADERSHIP PROGRAMS								
LEADERSHIP DEVELOPMENT FOR GROUPS									
YOUTH CLUBS/MEMBERSHIP (e.g., Scouts, 4H)									
Other (specify):									
YOUTH ENRICHMENT ACTIVITIES	SPORTS								
	WELLNESS/FITNESS								
	VISUAL ARTS (e.g., Painting, Film)								
	PERFORMING ARTS (e.g., Drama, Music, Dance)								
	EDUCATION CLUBS (e.g., Language, Science)								
	ACADEMIC CLUBS (e.g., Academic Decathlon)								
Other (specify):									
YOUTH COMMUNITY CAREER CONNECTIONS	CAREER AWARENESS								
	CAREER EXPLORATION								
	CAREER COUNSELING								
	INTERNSHIP								
	MENTORSHIP								
	VOCATIONAL EDUCATION CLUBS (e.g., FFA, VICA, DECA)								
	WORK EXPERIENCE								
Other (specify):									
YOUTH SUPPORT NETWORK OF SERVICES	PEER HELPING								
	PARENT EDUCATION								
	DRUG ABUSE PREVENTION								
	DROPOUT PREVENTION								
	TEEN PREGNANCY SUPPORT								
	FAMILY CRISIS COUNSELING								
	INDIVIDUAL CRISIS COUNSELING (e.g., Hot Lines)								
Other (specify):									

OVER

Of the programs you rated on page 3, which are not presently available but which you perceive to be beneficial, what are your top 5 in the order of your priority:

If resources were available to provide the youth community service programs which you perceive to be beneficial to your community, would you support providing them through legislative mandate? YES NO

COMMENTS:

I would like to receive a copy of the results of this study. YES NO

THANK YOU FOR YOUR ASSISTANCE!!

Survey Form Prepared by Ronald Sallade

**APPENDIX B: LETTER FROM DR. WILLIAM LEPLEY, DIRECTOR,
STATE DEPARTMENT OF EDUCATION**



TERRY E. BRANSTAD, GOVERNOR

DEPARTMENT OF EDUCATION
WILLIAM L. LEPLEY, Ed.D., DIRECTOR

May 22, 1989

Dear Superintendent:


Across our nation, as well as here in Iowa, there is growing concern for ways to involve our youth in communities so that they will have a greater commitment to solving problems at the local level and assist in meeting the needs of people. Presently, we have little information regarding how and to what extent our children/youth are involved.

I would like you to complete the enclosed survey forms which will provide information regarding which youth development/youth community service programs are currently available--actually in place with youth participating--in your communities and which programs you believe would be beneficial to have in your communities. Additionally, I would like you to recommend at least one program which we can include in a YOUTH COMMUNITY SERVICE GUIDE. Finally, I would like your response and comments--if you have any--to the question: "If resources were available to provide the youth community service programs which you perceive to be beneficial to your community, would you support providing them through legislative mandate?"

This information will be used to create a data base to help policy makers determine future direction and for us as educators to use to strengthen the opportunities we offer to Iowa's young people. For these reasons, I encourage your voluntary participation by completing the enclosed survey forms and returning them to the Department of Education in the postage-paid envelope which has been provided. We will, of course, be sharing the results of this study with you.

I thank you in advance for your cooperation with this important study. Please contact Ed Ranney at (515)281-3264 if you have questions concerning this survey.

Sincerely,



William L. Lepley, Ed.D.
Director

WLL:ms

Enclosure