

## YOUTH PLANNING RESOURCES

**Resources:** The following on-line youth resources may be of value in planning and implementing an effective, creative youth service design strategy.

To access the Workforce Investment Act: <http://www.doleta.gov/>

To access the final interim Workforce Investment Act regulations: <http://usworkforce.org/finalregs.htm>

To access the NC Division of Employment and Training Home Page: <http://www.itpa.state.nc.us/>

To access the NC JobLink Career Center Home Page: <http://www.joblink.state.nc.us>

**“Youth Can Work”**, John J. Heldrich Center for Workforce Development, Rutgers University, New Brunswick, NJ, October 1999 ([www.heldrich.rutgers.edu](http://www.heldrich.rutgers.edu)). This guide offers an initial framework for developing Youth Councils under WIA. It is intended to help policymakers, WDB members and Youth Council members understand the requirements, responsibilities and opportunities under WIA.

**“PEPNet 2000 – Promising and Effective Practices Network”**, Application and Self Assessment Guide, National Youth Employment Coalition, Washington, DC, 1999 ([www.nyec.org](http://www.nyec.org)). PEPNet identifies and promotes criteria of effective practices in youth development and employment based upon five broad categories. Those categories include: purpose and activities, quality management, youth development, workforce development and evidence of success.

**“PEPNet 1999 – Lessons Learned from 51 Effective Youth Employment Initiatives”**, National Youth Employment Coalition, Washington, DC, 1998 ([www.nyec.org](http://www.nyec.org)). 43 programs that have successfully demonstrated their success at fulfilling the PEPNet criteria are highlighted. Descriptions of their missions, programs and measures of success are discussed.

**“WIA Youth Policy Councils: Key to the Future for a Generation of Challenge”**, Sar Levitan Center for Social Policy Studies, Johns Hopkins University, July 1999 ([www.levitan.org](http://www.levitan.org)). A manual that starts with a review of the sections of the Workforce Investment Act that create Youth Policy Councils. It will deal with some implementation issues that local areas will need to think about in forming their own Youth Councils. There is also a discussion of the opportunities that WIA creates in the area of youth development/employment.

**“Youth Council Toolkit: Information and Options for Forming Youth Councils Under the Workforce Investment Act”**, New York Association of Training and Employment Professionals, September 1999 ([www.nyatep.org](http://www.nyatep.org)). A toolkit designed to provide policymakers, local elected officials, members of the local WDB, and individuals interested in youth issues with the information and options they need in order to make decisions about the development of Youth Policy Councils. It includes the legal and regulatory requirements of developing a Youth Council under WIA, the scope of work of the Youth Council membership, options for forming a youth council and ideas for implementing a youth council.

**“Advancing Youth Development Under the Workforce Investment Act”**, David Brown, Workforce Investment Quarterly, Volume V, National Governor’s Association Center for Best Practices, Washington, DC, 1999 ([www.nyec.org&wia.htm](http://www.nyec.org&wia.htm)). An article that outlines relevant principles of youth development, summarizes many of the key youth provisions of the Workforce Investment Act, and details how states can promote the fuller incorporation of the youth development principles advanced by the new legislation.

**“A Generation of Challenge – Pathways to Success for Urban Youth”**, A policy study of the Levitan Youth Policy Network, Policy Issues Monograph 97-03, June 1997, Johns Hopkins University Institute for Policy Studies, Baltimore, MD ([www.levitan.org](http://www.levitan.org)). This monograph is about the challenges facing the 18-24 year old out-of-school, out-of-work population.

**“The Forgotten Half Revisited: American Youth and Young Families, 1988-2008”**, Samuel Halperin, Editor, American Youth Policy Forum, Washington, DC, 1998 ([www.aypf.org](http://www.aypf.org)). A ten-year update of the 1988 reports of the William T. Grant Foundation Commission on Work, Family and Citizenship. Includes essays and the latest data on such topics as employment, school reform, higher education, youth, community development and service.

**“Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices”**, Donna Walker James, Editor, American Youth Policy Forum, Washington, DC, 1997 ([www.aypf.org](http://www.aypf.org)). A handy, user-friendly guide that summarizes 69 evaluations of youth interventions involving mentoring, employment and training, education and youth development for policymakers and program practitioners as they craft strategies affecting services and support for our nation’s youth, particularly disadvantaged young people.

**“MORE Things that DO Make a Difference for Youth”**, Donna Walker James, Editor, American Youth Policy Forum, Washington, DC, 1999 ([www.aypf.org](http://www.aypf.org)) Volume II of a compendium of evaluations of youth programs. Summarizes more than 50 additional initiatives on school-to-work, vocational education, Tech Prep, school reform, juvenile justice, and other areas of youth policy.

**“Making A Difference: An Impact Study of Big Brothers/Big Sisters”**, Joseph P. Tierney and Jean Baldwin Grossman with Nancy L. Resch, Public/Private Ventures, Philadelphia, PA, November, 19995 ([www.ppv.org](http://www.ppv.org)). This report provides scientifically reliable evidence that mentoring programs can positively affect young people. This evidence derives from research conducted at local affiliates of Big Brothers/Big Sisters of America. It is part of an eight-year investigation of a range of adult-youth relationship projects.

**“Youth Corps – Evaluation of National and Community Service Programs’ Impacts of Service: Final Report on the Evaluation of American Conservation and Youth Service Corps”**, JoAnn Jastrzab, Julie Masker, John Blomquist and Larry Orr, Abt Associates, Cambridge, MA, August 1996 ([www.abtassoc.com](http://www.abtassoc.com)).

**“What It Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services”**, Atelia Melaville and Martin Blank, American Youth Policy Forum, Washington, DC ([www.aypf.org](http://www.aypf.org)). Guidance for schools, social welfare agencies and CBOs on how to combine forces to advance the well-being of children and families.

**“Contract with America’s Youth: Toward a National Youth Development Agenda”**, Center for Youth Development and Policy Research, Washington, DC, ([www.cydpr.org](http://www.cydpr.org)). A collection of essays by leading policy analysts, researchers and program practitioners that considers both the important themes of youth policy and how they can be put into effective practice. The essays raise key questions that policy makers must answer to ensure that youth progress toward successful adulthood.

NC Office of Economic Opportunity: **The Office of Economic Opportunity helps poverty-stricken families to achieve economic independence. OEO channels funds to community-based, private non-profit agencies in the form of Community Services Block Grants (CSBGs), Community Action Partnership grants, and Emergency Shelter Grants Program.** [www.dhhs.state.nc.us/o eo/abouto eo.htm](http://www.dhhs.state.nc.us/o eo/abouto eo.htm)

North Carolina's Community Resource Information System:

(CRIS) helps local communities obtain information about state government financial and technical assistance programs and services. [www.cris.state.nc.us/](http://www.cris.state.nc.us/)

NC Department of Health and Human Services:

[N.C. Health Choice for Children](#), the new child health insurance program provides children from working families access to an ongoing system of health care.

Gov. Hunt's new [NC: Helping Dads](#) initiative will expand job training, education and support services for low-income and incarcerated fathers.

[NC Cares](#), which will begin this summer, will encourage child care teachers to improve their education, skills and training.

[Work First](#) is a statewide initiative to reform welfare and help families move from welfare to work and to self sufficiency. [www.dhhs.state.nc.us/](http://www.dhhs.state.nc.us/)

School-to-Work:

School-to-Work initiatives are designed by state and local partnerships among schools, employers, employees, postsecondary institutions, community organizations, community organizations, and parents to provide youth with a broad array of choices to gain knowledge and skills, and explore careers. <http://www.jobready.state.nc.us> and [www.stw.ed.gov](http://www.stw.ed.gov).

The Division of Community Assistance:

(DCA) operates under the auspices of the North Carolina [Department of Commerce](#). DCA provides aid to North Carolina's local governments and nonprofit community organizations in the areas of community development, growth management, economic development, and public management through the Community Development Block Grant (CDBG) program, the Main Street program, and through direct technical assistance to local governments. <http://www.dca.commerce.state.nc.us/>

#### **NC Arts Councils:**

Read about the [programs and services](#) of the North Carolina Arts Council. Review our [long-range plan](#). Find out about our [grant programs](#) and how to apply. Note [important dates](#) for Arts Council activities and statewide arts events in the coming year. Find contact names for [staff](#) and [board](#). Identify [publications and resource materials](#) of interest. Enjoy [statistics and factual tidbits](#) about the work of our agency. <http://www.ncarts.org/home.html>

#### **Youth Advocacy and Involvement Office:**

The Youth Advocacy and Involvement Office (YAIO), under the leadership and directives of councils and advisory groups and in cooperation with public and private agencies, serves as an advocate for children and youth. Through these collaborative efforts, this agency seeks to enhance the quality of life for North Carolina's children and youth through policy reviews, legislative recommendations, and positive intervention through leadership development and experiential educational opportunities. <http://www.doa.state.nc.us/doa/yaio/welcome.htm>

The office is staff to four councils/commissions: [Governor's Advocacy Council on Children and Youth](#), [North Carolina State Government Internship Council](#), [State Youth Council](#), and the [Youth Advisory Council](#).

The North Carolina State Government Internship Program provides a unique combination of learning, working, theory and practice. The program enables college students to assert initiative and creativity through hands-on involvement and problem solving. One hundred paid internships are available for 10 weeks each summer for undergraduates, graduate students and those in professional schools. Unpaid fall and spring internships are available for students interested in obtaining academic credit. [www.doa.state.nc.us/doa/yaio/intern.htm](http://www.doa.state.nc.us/doa/yaio/intern.htm)

The Mini-Grant Program was initiated by the Youth Advisory Council in 1977. The mini-grants give youth an opportunity to develop program ideas, write grant proposals, screen grants submitted by youth groups, and implement defined program objectives. With an annual appropriation from the N.C. General Assembly and the N.C. Youth Endowment Fund, the Youth Advisory Council is able to award grants averaging \$500 for a wide range of youth-directed projects. [www.doa.state.nc.us/doa/yaio/mgrants.htm](http://www.doa.state.nc.us/doa/yaio/mgrants.htm)

The North Carolina Youth Legislative Assembly - YLA is a mock legislative session where high school students voice their opinions and vote on issues concerning local, state and national government. The three-day session is patterned after the N.C. General Assembly. At the conclusion, a final report is drafted and distributed to the governor and legislators. This unique educational experience is open to all North Carolina students, grades 9-12, who are interested in learning more about government and the legislative process. <http://www.doa.state.nc.us/doa/yaio/yla.htm>

NC Department of Public Instruction:

Workforce Development Education in North Carolina is organized in grades 6 through 12 in the public school system. [The program](#) begins with exploratory courses and leads to specialized classroom instruction in grades 11 and 12. [http://www.dpi.state.nc.us/workforce\\_development/](http://www.dpi.state.nc.us/workforce_development/)

NC Commission On Volunteerism and Community Service:

The commission promotes and facilitates community service and volunteer initiatives across the state and administers the AmeriCorps State grants and Learn and Serve America community-based programs. [AmeriCorps](#) is a national network of community-based programs in which Americans age 17 and older participate in results-driven service. In exchange for a year or two of service, AmeriCorps members earn education awards to finance college, graduate school, or vocational training or to help pay back student loans. Members learn new skills, take on challenging responsibilities, and join a network of people committed to service.

[Learn and Serve America](#) provides service learning curricula to schools to involve students in service to communities as part of their academic experience.

<http://www.governor.state.nc.us/govoffice/citizen/comcom2.htm>

NCSU Cooperative Extension:

Helping individuals, families, and communities put research-based knowledge to work to improve their lives. Youth in high risk environments will participate in community-based programs resulting in youth acquiring coping skills, making informed decisions and developing a sense of purpose and future. [www.ces.ncsu.edu/](http://www.ces.ncsu.edu/)

The goal of 4-H is to assist youth and adults in becoming competent, coping, and contributing members of a global society, developing essential life skills through planned "learn by doing" experiences. 4-H is a human development program of the North Carolina Cooperative Extension Service involving youths and adults.

<http://www.ces.ncsu.edu/depts/fourh>

### **NC Center For The Prevention Of School Violence**

Established in 1993, the Center serves as a primary point of contact for dealing with the problem of school violence. The Center focuses on ensuring that schools are safe and secure so that every student is able to attend a school that is safe and secure, one that is free of fear and conducive to learning.

<http://www2.ncsu.edu/ncsu/cep/PreViolence/index.html>

The Youth Leadership & Advocacy Training Project is a model project being piloted in North Carolina by [Street Law, Inc.](#), and the National Highway Safety Administration (NHTSA) to help

produce proactive, educated citizens. The Center for the Prevention of School Violence was chosen to implement this pilot project because of its capacity to carry out youth-focused projects. Youth leadership and advocacy training brings together young people who are interested in learning leadership and advocacy skills. The program allows students to use their talent and enthusiasm to address issues that affect their lives.

<http://www2.ncsu.edu/ncsu/cep/PreViolence/yltpintro.htm>

### **Communities In Schools of North Carolina**

The mission of CIS is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life. CIS uses various models to reach their target population, including mentoring, after-school programs and more.

[www.cisnc.org](http://www.cisnc.org)

**Mediation Network of North Carolina:** Mediation Network offers a unique model of autonomous, locally based centers that reflect the differing needs of their communities, and yet, also are able to nurture excellence and share resources and expertise state-wide. To find the mediation center serving your area, go to <http://www.mnnc.org/centers.htm>.

### **The North Carolina National Guard Tarheel Challenge**

A Division of the NC Department of Crime Control and Public Safety. The mission of the Tarheel challenge is to improve the life-coping skills and employment potential of high school dropouts or expellees so that they may become productive members of their communities and society in general. The Program does this by concentrating on eight core components: academic excellence, leadership & followership, physical fitness, community service, employment skills, health & nutrition, life-coping skills and responsible citizenship.

<http://www.tarheelchallenge.com/mission.html>

### **North Carolina Literacy Resource Center (NC LRC)**

NC LRC fosters networking among organizations concerned with literacy and basic skills education for adults, assists North Carolina's literacy community in providing quality services to adults in the state, and serves as a link between the National Institute for Literacy and the North Carolina literacy community. The Data Base contains information about contact persons and programs in community colleges, volunteer organizations, libraries, and community based organizations. It also contains contact information for statewide organizations that provide training and technical assistance.

<http://www.nclrc.state.nc.us/NCLRC/home/home.htm>

### **US Forest Service**

The phrase Caring for the Land and Serving People captures the Forest Service mission. As set forth in law, the mission is to achieve quality land management under sustainable multiple-use management to meet the diverse needs of the people. The USFS has many national programs including senior, youth and volunteer programs. <http://www.fs.fed.us/people/>

### **North Carolina Division of Forest Resources**

The North Carolina Division of Forest Resources in cooperation with the USDA Forest Service offers the North Carolina Urban and Community Forestry Grant Program. The goal of this initiative is to encourage citizen involvement in creating and supporting long-term and sustained urban and community forestry programs at the local level.

<http://www.dfr.state.nc.us/2000RFP.htm>

### **NC Department of Labor Apprenticeship Program**

The Apprenticeship and Training Bureau promotes and monitors a broad range of apprenticeship programs designed to train journeyman-level craftworkers to meet the demands of industries for high-skilled workers. Apprenticeship is a voluntary system of employee training. It combines on-the-job training with technical instruction. North Carolina Department of Labor Apprenticeship and Training Bureau provides free assistance to the employer and the Apprentice, and certifies the

training program and the newly-trained graduate. <http://www.dol.state.nc.us/appr.htm>

The Bureau of Training Initiatives designs and implements model employment and training programs. Developed in close cooperation with employers and industry specialists, these programs serve target populations across many business and industry sectors. The initiatives include developing individualized or group models, pilot or demonstration programs, or developing or field testing new processes or tools.

<http://www.dol.state.nc.us/ti.htm>

### **Housing and Urban Development North Carolina**

HUD provides a decent, safe, and sanitary home and suitable living environment for every American. One program of HUD is Youthbuild which funds programs that help young high-school dropouts obtain education, employment skills, and meaningful on-site work experience in a construction trade. <http://www.hud.gov/progdsc/youthb.html>

### **Check your City and County On-line:**

As more local governments obtain web pages, we want to provide the best method of accessing them from [NCINFO](#). Please use the shortcut menu below to locate the web page for a particular city or town. Also visit our North Carolina [Counties](#) page.

<http://ncinfo.ioq.unc.edu/cities.html>

### **Additional Resources:**

**“A National Movement to Promote Education and Workforce Participation Among Youth”**, Edward DeJesus, The National Institute for Survival and Economic Self Sufficiency, April 1999, Youth Development and Research Fund, Gaithersburg, MD. A description of the National Institute for Survival and Economic Self Sufficiency’s grassroots effort to inspire, train and educate a cadre of urban youth to take the message of the importance of education, work and positive values to the streets. A context for the importance of the NISESS’s work is discussed.

**“A Study of Youth Development Opportunities for Youth Who Reside in Low-Income Communities in Philadelphia”**, Alvia Y. Branch, Virginia J. Smith and Lynne Taylor, Branch Associates, Philadelphia, PA, March, 1997, Prepared for the Youth Opportunities Council of the United Way of Southeastern Pennsylvania. A report that describes the youth in Philadelphia and the youth development programs that exist to serve them. Also included is a discussion of the barriers to full youth participation in these programs and the level parent participation.

**“Blueprint for ‘Linking Work to Learning’ “**, created by The Center for Human Resources, Brandeis University; Waltham, MA; The Institute for Policy Studies, The National Work and Learning Network and members of the Brandeis National Practitioners’ Academy.

**“Working with Cities to Build Career Pathways for Out-of-School Youth”**, Sar Levitan Center for Policy Studies, Johns Hopkins University, November 1998. A monograph that seeks to help cities build sustainable systems to reconnect out-of-school youth to mainstream opportunities for success. Suggested components to a strategy for a youth system include enriching educational programming and creating career and college pathways for out-of-school youth by building community coalitions and using redirected and untapped financial resources.

**“YouthSources: An Employment and Training Bibliography”**, Public/Private Ventures, Fall 1996. A comprehensive bibliography of books and articles dealing with youth development, employment, education, the labor market, and program management issues.

**“Back to Basics: A New/Old Direction for Youth Policy”**, Public/Private Ventures News, Volume 11, No. 2, Public/Private Ventures, Spring 1996.

**“Learning to Work: The NCDA Gallup Survey”**, Kenneth B. Hoyt and Juliette N. Lester, National Career Development Association, 1995. Part One of the monograph discusses the findings of the 1993 Gallup Poll findings. Chapters 1 and 2 includes a discussion of the major technological changes in the workplace and the importance of making connections between learning and working and the role of career development. Part Two provides an in-depth analysis of the survey data and their implications for career development and educational reform.

**“The Young Adult’s Guide to ‘Making It’ “**, Edward DeJesus, Youth Development and Research Fund, 1997. Successful strategies for getting and keeping a job, completing or returning to school, and preparing for success in the 21<sup>st</sup> century.

**“School-to-Work and Youth Development: Identifying Common Ground”**, Jobs for the Future and the Academy for Educational Development with support from the Charles Stewart Mott Foundation, Washington, DC, April 1995

**“Youth Preparation for Employment”**, Council of Chief State School Officers, 1995. Presentation of ideas and issues surrounding the public debate about how best to structure a system of school-to-work transition. This guide provides guidance to a range of policymakers, educators, and other practitioners on important elements of the STW continuum and their role in it. It also builds on and expands strong connections between school and employment.

**“Principles for Effective Youth Education, Employment and Development”**, National Youth Employment Coalition, July 1996. This statement presents principles for developing public policy and programs to support a successful transition from childhood to adulthood for all youth. In the public sector, it is intended for public discussion and policy formulation at the federal, state and local governmental levels. The statement also recognizes that effective public policy must be developed and implemented in partnerships with parents, community organizations, and employers.

**“Youth Programs: Advancing the Youth Employability Agenda”**, Center for Human Resources, The Heller School, Brandeis University, Waltham, MA, Spring 1994. This issue of Youth Programs looks at

the experience of two national initiatives, *New Futures and Summer Beginnings*, that are designed to change the ways in which communities address the employability needs of young people.

**“Learning-Rich Work for Youth: Enriching the Community”**, **The National Association of Counties Radon Reduction Initiatives, Strumpf Associates/Center for Remediation Design, Summer 1994. Materials to provide technical assistance to the Summer Youth Radon Reduction Initiative 1994. The approach draws upon best practices in four areas: organizational development, learning theory, community service, and community education.**

**“1993 Summer Challenge Focus: Young People. A Primer on Improving the Quality of Academic Enrichment in Summer Youth Employment Programs”**, The Center for Human Resources, Brandeis University, Waltham, MA, May 1993. A detailed discussion for policymakers, administrators, managers, and staff members in JTPA Service Delivery Areas on the role.

**“Dilemmas in Youth Employment Programming: Findings from the Youth Research and Technical Assistance Project, Volume 1”**, USDOL/ETA, 1992.

**“Finding One’s Way: Career Guidance for Disadvantaged Youth”**, United States Department of Labor/Employment and Training Administration, 1993. A review of the types of career guidance opportunities that exist for youth, especially disadvantaged youth and an analysis of the effectiveness of these various interventions. Proposals of ways in which these interventions might be strengthened are included.

**“Customer Service in a Youth Development System”**, Training and Development Corporation, Bucksport, Maine, September, 1994.

**“Strengthening Programs for Youth: Promoting Adolescent Development in the JTPA System”**, Michelle Alberti Gambone, Public/Private Ventures, 1993. This report recommends that the federal Department of Labor take a leadership role in establishing and supporting programs aiming to promote the overall maturation of disadvantaged youth, from their early teens through their early twenties.

**“Youth Corps: Promising Strategies for Young People and Their Communities”**, JoAnn Jastrzab, John Blomquist Julie Masker, Larry Orr, Abt5 Associates, Inc., February 1997. This report is based primarily on a comprehensive national study of youth corps programs conducted by Abt Associates as part of a larger evaluation of community service programs for the Corporation for National and Community Service. It focuses primarily on traditional youth corps, the precursor to the new AmeriCorps initiative.

**“Contract with America’s Youth: Toward a National Youth Development Agenda”**, American Youth Policy Forum et al., Washington, DC 1995. A collection of essays that present three major theme for future policymaking: promoting youth development, reforming systems and building supportive communities.

**“Principles for Effective Youth Education, Employment and Development”**, National Youth Employment Coalition, Washington, DC, July 1996. This statement presents Principles for Developing public policy and programs to support a successful transition from childhood to adulthood for all youth. In the public sector, it is intended for public discussion and policy formulation at the federal, state and local governmental levels. The statement also recognizes that effective public policy must be developed and implemented in partnership with parents, community organizations, and employers.

**“A Guide to Case Management for At-Risk Youth”**, 2<sup>nd</sup> Edition, Center for Human Resources, Brandeis University, Waltham, MA, Spring 1993. This guide serves a framework for helping decision makers understand the current status and the potential case management of at-risk youth, helps them identify the policy role in building a cross-institutional system, provides guidance for selecting an appropriate case management model, and outlines the action steps necessary to establish and maintain an effective case management system.

**“Both Sides Now: New Directions in Promoting Work and Learning for Disadvantaged Youth”**, Richard Kazis and Hillary Kopp, Jobs for the Future, July 1997. A report that addresses the range of policies and practices which, if better coordinated and implemented, might help young people succeed in the labor market and in life. Includes a definition of work preparation, identifies five barriers to success facing young people, highlights strategies to help improve the economic and social opportunities of young people and recommend priorities for funders and the field.

**“Casebook of Private Sector Summer Youth Employment Programs”**, Westat, Inc. Prepared for the USDOL/ETA, Rockville, MD, March 1997. A casebook of case studies describing exemplary programs that had successfully enlisted the private sector to provide nonsubsidized summer employment opportunities for economically disadvantaged youth with specific highlights of the reasons for the programs’ success.

**Check your local listings for these other local resources. Such local organizations can be included in the membership of your Youth Council and provide valuable opportunities for the citizens you serve.**

Rotary Club: Rotary is an organization of business and professional leaders united worldwide, who provide humanitarian service, encourage high ethical standards in all vocations, and help build goodwill and peace in the world. (*These clubs often have high school level branch.*)

Kiwanis Club: Kiwanis is an organization devoted to the principle of service; to the advancement of individual, community, and national welfare; and to the strengthening of international goodwill. Gives on average, \$70 million and 6.5 million volunteer hours for community service each year.

Lions Club: Lions are members of community service clubs, dedicated to the idea that the men and women who live in a community are in the best position to know who needs help and why.

Optimist Club: What differentiates Optimist Clubs from any other volunteer opportunity is *simple -- Optimism*.

Boys and Girls Scouts of America: The purpose of the Boy Scouts of America is to provide an educational program for boys and young adults to build character, to train in the responsibilities of participating citizenship, and to develop personal fitness. The purpose of Girl Scouting is to inspire girls with the highest ideals of character, conduct, patriotism, and service that they may become happy and resourceful citizens.

United Way Programs: United Way continues to work with volunteers and United Way professionals from across North Carolina to address the many health and human service needs in local communities. <http://www.ncunitedway.org/>

Private Foundations: There are a variety of private foundations and organizations available in your city, county and region. Keep them in mind when looking for outside sources.