

SPECIAL REPORT

of the

**PROGRAM AND BUDGET AND
RESEARCH COUNCILS**

concerning

**THE ESTABLISHMENT OF A
CENTER FOR YOUTH ENGAGEMENT**

Presented at the
695th Regular Meeting of the Faculty Senate
May 13, 2010

COUNCIL MEMBERSHIP

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RESEARCH COUNCIL

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PROGRAM ANDA BUDGET COUNCIL

The Council was impressed with the mission of this program, which will work with schools and other organizations to provide programs for at-risk youth in impoverished urban and rural areas in the region. The faculty who will be affiliated with the Center have a solid track record for the kinds of grants that will fund the Center's activities, and we expect the Center to strengthen the University's ties to neighboring communities and to foster field-based education research. The Council's sole concern was that the name originally proposed for the Center, the Center for Youth Development and Engagement, held the potential for confusion with another longstanding, federally funded entity at UMass, the Program for Youth Development, part of UMass Extension. The name change to the Center for Youth Engagement (CYE) addresses that concern, and, at its meeting on April 21, 2010, the Council fully supported approval of the Center.

RESEARCH COUNCIL

At its meeting on February 26, 2010, the Research Council recommended approval of the Center for Youth Engagement (CYE). The CYE is an interdisciplinary effort dedicated to the advancement of successful school and post-school outcomes for underserved and at-risk youth. It currently includes core and affiliated faculty from the School of Education and the College of Social and Behavioral Sciences, and anticipates the inclusion of faculty from Psychology (College of Natural Sciences) and the School of Public Health and Health Sciences. The CYE will be housed in the Department of Student Development and Pupil Personnel Services (SDPPS).

The CYE will support at-risk youth through research activities and by developing and fostering collaborative partnerships with schools, institutions, organizations and agencies at the local, state, and national level. The center proposal states that CYE "is a strategic priority of the Department of SDPPS." Richard Lapan, Chair of the Department of SDPPS, confirms that the CYE "was identified as one of my department's top priorities" (Email, 2/9/10). The Center will contribute to the School of Education's mission to improve education through research, and to promote equity and social justice in education. Faculty working with the CYE currently collaborate with Springfield Public Schools, Amherst Pelham Regional Schools, and the Holyoke Shannon Initiative (to reduce gang and youth violence). The Center will contribute to the current UMass mission to build and foster relationships within Springfield and neighboring communities.

Currently the CYE has financial support from a private gift. The proposed director, Michael Krezmien, has funding from the JEHT Foundation in addition to other funding from UMass Amherst (start up package) and the Massachusetts EOPS. Additional funding sources have been identified, and the proposal states that "having a Center specifically dedicated to this work... should greatly enhance our ability to secure external funding." According to Lapan, the "Development person for the School of Ed is now focusing on fund raising for the Center." The CYE anticipates a budget of \$400,000 by Year Five.

In an enthusiastic letter of support, Will Harrell of the Texas Youth Commission writes that "CYE would fill a much needed role nationally and would support my work and that of my colleagues." A second letter from John P. Counter of the Boys and Girls Club of Greater Holyoke states that "the Center would provide me and professionals from agencies like my own with a resource for understanding issues facing our children, for developing appropriate and effective interventions and for networking with other agencies and organization in the Commonwealth and across the nation."

MOVED: That the Faculty Senate approve the Establishment of a Center for Youth Engagement,
48-10 as presented in Sen. Doc. No. 10-046.

UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE

NEW INSTITUTES AND CENTERS APPROVAL FORM

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PROPOSED TITLE OF
INSTITUTE:

CENTER: The Center for Youth Engagement

OTHER:

ORGANIZATIONAL LOCATION: Department of Student Development and Pupil Personnel Services

SCHOOL/COLLEGE/MAJOR BUDGETARY UNIT: School of Education

NAME(S) OF DIRECTOR(S) OR RESPONSIBLE PERSONS: Michael Krezmien

MAILING ADDRESS: 173 Hills South
University of Massachusetts
111 Thatcher Rd
Amherst, MA 01003

TELEPHONE: (413) 545-1527 **PROPOSED STARTING DATE:** July, 2009

I. Description

A.

The proposed Center for Youth Engagement (CYE) is dedicated to the advancement of successful school and post-school outcomes for underserved and at-risk youth through integrated research, technical assistance, and community service. The CYE will achieve its mission through the integration of field-based research, dissemination of research findings, and community service.

B.

Vision: We believe that all at-risk youth can become capable, responsible, civic-minded citizens if they are provided with social, educational, and vocational skills through integrated programs emphasizing rehabilitation and community-centered reform.

Mission: CYE is dedicated to the advancement of successful educational and postsecondary outcomes for underserved and at-risk youth through integrated research, technical assistance, and community service activities. The CYE will support the maximal growth of at-risk youth through research activities and by developing and fostering collaborative partnerships with schools, institutions, organizations and agencies at the local, state, and national level that serve this population of young people.

Population Served: The proposed CYE will serve youth placed at-risk including: (1) youth with mental health, behavioral, and/or intellectual disabilities; (2) youth from impoverished urban and rural areas; (3) youth in social service systems including residential care, institutional settings, and foster care; (4) youth from diverse backgrounds and youth with limited or poor English language skills; (5) youth who have experienced school failure or have dropped out of school; (6) court-involved youth; (7) youth who have been victims of abuse or neglect; (8) youth who have alcohol and/or substance abuse problems; and (9) any other youth who are considered “at-risk” for negative school and post-school outcomes. Although the Center is dedicated to serving this population, the CYE will not work directly with at-risk youth. Rather, the Center will work with schools, service providers, and other organizations and agencies charged with the care of at-risk youth, helping them to provide the most effective services possible.

Needs Addressed: The CYE will serve the needs of at-risk youth, schools, service providers, researchers, and the University of Massachusetts Amherst. At-risk youth often have short-term and long-term deleterious outcomes. Many of these youth come from disadvantaged environments and/or have limited skills to enable them to become civically responsible citizens. Without sustained and comprehensive services, these youth are more likely to be unemployed or underemployed, high school drop-outs, involved with the juvenile justice system or the criminal justice system, alcohol and/or drug addicted, homeless, or institutionalized. Additionally, without effective supportive services, these youth create a societal and an economic burden to communities and the Commonwealth.

The proposed Center will seek to develop, research, and implement effective practices to improve outcomes for at-risk youth, and will work with local, state, and national schools, organizations, and agencies to implement effective practices. In order to address the direct needs of at-risk youth, the CYE will help schools, social service providers, and agencies in the Commonwealth through applied research, training, and capacity building. The knowledge gained through field-based applied research will help the CYE to disseminate innovative and empirically supported interventions to schools, organizations, and agencies and to inform the research community. We envision working directly with schools, organizations, institutions, and state agencies to improve outcomes for at-risk youth. Consequently, these improved outcomes will result in decreased economic and social burdens placed

on communities and the Commonwealth. Finally, the knowledge and associated research articles and presentations generated through the CYE activities will increase the reputation of the School of Education and the University more broadly.

Relation to Campus Goals

The CYE is a strategic priority of the Department of Student Development and Pupil Personnel Services and will also support the goals of the University of Massachusetts and School of Education. The CYE has the potential to become a Center with a national reputation for development and dissemination of innovative research to support this underserved population of at-risk youth. In this capacity, the CYE will increase the visibility of the Department, School, and University and support its national standing as a major research university. The CYE will leverage human and fiscal resources to create a structure to capitalize on faculty strengths in all four concentrations (Special Education, School Counseling, School Psychology, and Social Justice Education) within the Department and enable faculty (within the Department and across the University) to collaborate on funded initiatives related to improving services for at-risk youth in the Commonwealth. The CYE projects will improve educational systems and services for at-risk youth in the Commonwealth and will generate and disseminate the types of research into effective programs and practices that are critically needed nationally.

As noted above, the CYE has the potential to attract major funding from federal, state, and private sources to support these projects. The Center will contribute to the School of Education's mission to improve education through research and disciplined inquiry and to promote equity and social justice in education. The Center's dual focus on furthering national research agendas while improving K-12 practice in the Commonwealth is consistent with the University's research mission and its mission to help improve the lives of the citizens of the Commonwealth.

The faculty proposing the CYE are currently engaged in the development of an important transition program for youth in the Springfield Alternative S.A.F.E. schools. They have been continually engaged in program development with the Springfield Public Schools and will continue and extend current relationships with the Springfield Public Schools, supporting the current UMass mission to build and foster relationships within Springfield.

The proposed director of the CYE is currently the research partner for the Holyoke Shannon Initiative, a commonwealth funded gang and youth-violence reduction program. Continued involvement with Shannon and within the Holyoke community extends the ongoing commitment the University has to improving services and achieving equity for our neighboring communities. Additionally, the CYE will build and foster relationships with other schools and communities across the Commonwealth.

Center Goals and Objectives

Goal 1: To develop a line of field-based applied research and data analysis to improve short-term and long-term school and post-school outcomes for at-risk youth.

Objective 1: Design and implement applied research investigations in schools and community settings to improve short-term and long-term outcomes for at-risk youth

Objective 2: Design and implement research studies that analyze existing datasets that contain information about at-risk youth

Objective 3: Write and disseminate reports and publications of research findings

Objective 4: Present findings from research investigations at state and national conferences

Goal 2: To promote successful transitions from school to adult life (including employment, family life, education and training, and civic engagement) for at-risk youth.

Objective 1: Work with local and state schools, groups, and agencies to understand the transition needs of at-risk youth

Objective 2: Design and investigate innovative transition plan services for at-risk youth

Objective 3: Conduct evaluations of transition services and educational programs

Objective 3: Work with local and State schools, groups, and agencies to implement effective transition programs

Goal 3: To serve as a resource and catalyst for systemic reform to local, state, and national schools, organizations, groups, and agencies interested in improving outcomes for at-risk youth.

Objective 1: Develop, host, and maintain a Center website to disseminate information about at-risk youth and Center activities

Objective 2: Create and manage a national clearinghouse of effective and promising practices for improving outcomes for at-risk youth

Objective 3: Host local and state-wide meetings and symposia to address issues associated with at-risk youth

Goal 4: To build a “network of capacity” to support improved services for at-risk youth among local and state-level schools, organizations, agencies, and Commonwealth policy makers.

Objective 1: Develop a network of collaborating schools and agencies that share a common commitment to improving services to at-risk youth

Objective 2: Develop and implement on-site research initiatives for at-risk youth at sites within the network

Objective 3: Provide training and technical assistance to network partners to enable innovation and implementation of new practices

Goal 5: To promote social justice and equity through all Center activities.

Center Activities

Research Activities: The proposed Center will host numerous research and service activities. A primary purpose of the Center is to design and conduct research and to disseminate the findings from all research activities. The proposed research activities include (but are not limited to):

- Conducting funded applied research and secondary data analyses
- Publish in peer-reviewed journals
- Publish briefs of all research findings on a Center website
- Present research findings at national and international conferences

Professional Development and Technical Assistance Activities: The proposed CYE will also initiate funded projects to train service providers, policy makers, and associated personnel from partners as well as personnel interested in serving at-risk youth more broadly. Additionally, CYE will initiate funded projects to provide technical assistance to local, state, and national schools, organizations, and agencies working with at-risk youth. The proposed activities include (but are not limited to):

- Provide on-site training to service providers, schools, and agencies
- Host an online forum for issues related to at-risk youth
- Develop and host a clearinghouse for effective and promising practices for at-risk youth
- Develop and host webinars on specific topics related to working with at-risk youth
- Organize and host regional symposia and conferences dedicated to improving services and outcomes for at-risk youth

How does this Center Differ from Other Offices on Campus?

We have reviewed the University centers and institutes and have found no centers or institutes that share the mission of the proposed Center, nor have we found centers or institutes whose activities appear to overlap the proposed activities of this Center. As a consequence, the proposed Center would be a unique center and would fulfill a necessary role for at-risk youth, the University, and local and state school groups and agencies.

II. Institutional Relationships and Governance

A.

University Units Involved: The CYE will be housed in the Department of Student Development and Pupil Personnel Services (SDPPS), which will be the primary unit associated with the proposed Center. Additionally, the faculty proposing the CYE will work closely with other departments in the School of Education and across the University. Personnel from the proposed Center are currently working with faculty from other departments on research projects and research grant proposals. Additionally, the Center will actively recruit faculty and personnel from other schools, colleges, and departments across the University. For instance, we anticipate working with faculty from Psychology, Social Sciences, Public Health, as well as others.

B.

Organizational Relationships: The proposed Center will build and foster relationships and partnerships with schools, organizations, and agencies outside the University. Faculty proposing the CYE are already working on projects (that would become CYE projects) in collaboration with schools and organizations, including the Springfield Public Schools, Amherst Pelham Regional Schools, the City of Holyoke, and the JEHT Foundation. Faculty proposing the CYE have developed relationships with state agencies including the Department of Elementary and Secondary Education (DESE) and the Department of Youth Services (DYS). We anticipate pursuing further collaborative partnerships with these agencies, as well as fostering collaborative relationships with other state agencies, private organizations, and schools and school districts. Additionally, faculty proposing the CYE have developed collaborative partnerships with faculty and centers from other universities. For instance, the proposed CYE director is currently involved in a funded research project with the director of the National Center for Education, Disability, and Juvenile Justice (EDJJ) at the University of Maryland. Personnel proposing the Center will continue to foster relationships with other universities and national groups, centers, institutes, and agencies.

C.

Advisory Board: The proposed CYE will seek guidance from an advisory board consisting of University and non-University members. The advisory board will consist of members representing diverse backgrounds and expertise. The advisory board will receive bi-annual reports of CYE activities from the CYE director. Additionally, the Center directors will receive ongoing guidance from advisory board members through e-mail and regular online discussion boards. The advisory board may also meet in person or via telephone. The CYE director will facilitate any advisory board meetings. The following individuals have expressed an interest to serve on the advisory board: Sylvia

Thompson, PhD, Peter Leone, PhD, and Bill Diehl, PhD. We are currently in discussions with two additional individuals, one from within the University, and one from the Holyoke community.

D.

Will this be an Institute? The proposed Center will be a center, not an institute.

E.

If a Center, describe relationship with the department to which it is subordinate.

The CYE will be a Center within the Department of SDPPS. The Department Chair will appoint the Center Director and will be responsible for administrative oversight of the Center.

F.

Describe arrangements for any patent rights, copyrights, or other ownership components of activities, and any restrictions on access to research information. All arrangements for patent rights, copyrights, or other ownership components of Center activities will align with current University policies and standards. Access to research information developed through Center activities will be made available in accordance with the Institutional Review Board. Research reports and publications developed as a part of Center activities will be hosted on a Center website.

III. Resources

Current Resources

The proposed Center has obtained a commitment of seed money in the amount of approximately \$25,000 from a private gift. This money will be allocated to develop a model program for transition planning for youth with disabilities in Springfield. Additionally, the proposed director has obtained funding from the JEHT foundation to investigate school referrals of students to the juvenile justice system, a primary interest of the proposed Center. The proposed director fellow also has funding for a graduate research assistant (GRA) for 10 hours per week for two years, and will dedicate the work of that GRA to the CYE activities. Additionally, the proposed director has received approximately \$5,000 dollars as a start-up package, and no additional funds will be requested. The above resources will support the initial activities of the proposed CYE. Currently, the proposed director is the Research Partner for the Holyoke Chicopee Shannon Initiative, a gang and youth violence prevention program of the Massachusetts EOPS. The program is funded for the 2010 calendar year, which will ensure funding of \$50,000 to \$75,000 for the CYE.

Proposed Resources

The faculty members proposing this Center are currently pursuing research grants from the Institute of Educational Sciences. One of these grant proposals involves the development of an innovative transition planning program for youth with disabilities in alternative educational settings in the Springfield Public Schools. This proposed project would be a three-year project funded at \$1,500,000.00 over the three years. Another grant proposal involves the development of mathematics interventions for middle school students with emotional and behavioral disorders. This project would be a three-year project funded at \$1,200,000.00 over the three years. Additionally, Center-affiliated personnel will continually seek external funding for research and service. Many opportunities for funding this work exist. Having a Center specifically dedicated to this work, plus a committed group of faculty, should greatly enhance our ability to secure external funding. Funding sources include state grants, Federal grants, and grants and contracts through private and public foundations.

Potential Funding Agencies

Private Foundations	Federal Agencies	State Agencies
MacArthur Foundation	Institute of Educational Sciences	Department of Secondary and Elementary Education
Casey Foundation	Office of Special Education Programs	Department of Youth Services
JEHT Foundation	Office of Juvenile Justice and Delinquency Prevention	
Open Society Institute	Bureau of Justice Statistics	
Robert Wood Johnson Foundation	United States Department of Labor	
William T. Grant Foundation	National Institute of Justice	
	Office for Victims of Crime	
	Office of Special Education and Rehabilitative Services	
	United States Department of Justice	

A.

Describe space available: For the initial years of the Center, Center staff will only require office space in the Hills South building. The Department Chair supports the office space needs of the Center and will act to meet the space needs of the Center in accordance with the School of Education's Space Policy. As the Center activities increase and the Center obtains additional funding, the Center personnel will seek additional space as needed.

B.

Describe requests for space that have been made: With the submission of this proposal, the Center staff have requested the space described above and obtained commitments from the School leadership. CYE will have office space in Hills South.

C.

Describe repairs, renovations, major equipment needed: No repairs, renovations, or major equipment are necessary for this Center.

D.

Describe arrangement if any non-University employees or students will be using space: Only University employees or students will use the space allocated for the proposed Center.

E.

Staffing (when operation is fully developed)

1. Non-faculty: We anticipate funding approximately four Graduate Research Assistants at 20 hours per week. We also anticipate funding one full-time administrative assistant.

2. Faculty involved: We anticipate three different levels of faculty involvement.

- The director will be a faculty from the Department of SDPPS, and will dedicate a substantial percentage of his/her contributed time to Center administration, research activities, revenue generation, and dissemination efforts. Proposed director is:
 - Michael P. Krezmien, SDPPS, Special Education
- The core Center fellows will be a group of faculty members closely involved with Center activities and Center decision making. The SDPPS department has four programs. Each of these programs has a stake in the Center. Proposed core fellows are:
 - Margaret Pierce, SDPPS, Special Education
 - John Carey, SDPPS, School Counseling
 - Amanda Marcotte, School Psychology
 - Ximena Zuniga
- Affiliated fellows will include faculty from across the School and the University. These affiliated fellows will have more ancillary roles in the Center activities. They will provide expertise in specific areas as necessary and may be asked to be involved more extensively on Center projects that are aligned with their research interests and expertise. The proposed affiliated fellows are (but not limited to):
 - Mary Lynn Boscardin, SDPPS, Special Education
 - Andrew Papachristos, Sociology
 - Craig Wells, EPRA, REMP
 - Ryan Wells, EPRA
 - Jennifer Randall, EPRA, REMP
 - Stan Scarpati, SDPPS, Special Education
 - Bill Matthews, SDPPS, School Psychology

3. Describe how the Center may impact existing teaching responsibilities: The CYE activities may, at some point, impact teaching responsibilities. In these situations, Center funds will fund the time in accordance with University requirements. Center faculty will work diligently with the programs, departments, and the School of Education to find an appropriate replacement to teach the courses that are impacted.

F.

Proposed Budget

The proposed Center will have sufficient start-up resources to support the initial two years of Center activities. The proposed Center does not require any fiscal resources from the School of Education or from the University. The proposed Center personnel are currently writing grant proposals and will

continue to pursue external funding from private, state, and federal organizations and agencies. Below is a proposed budget for Year 1, Year 3, and Year 5. Beyond Year 5, the proposed Center is expected to continue generating a revenue stream through grants, contracts, and foundation support.

	Activities	Proposed Budget	Exiting Resources	Expected Resources
Year	Funding Activities	\$25,000	\$95,000	\$300,000
1	<ul style="list-style-type: none"> • Complete IES Transition Grant • Complete IES Assessment Grant • Seek additional external funding <p>Research Activities</p> <ul style="list-style-type: none"> • Continue School Referral Project (JEHT funded) • Continue suspension study • Initial transition project activities • Begin transition project • Begin assessment project • Continue Shannon Activities <p>Dissemination Activities</p> <ul style="list-style-type: none"> • Publish initial school referral paper • Present finding from school referral project at national conference • Develop and host a Center website. Website will describe Center activities, post publications and announcements, and host a forum for practitioners, researchers, policy makers, and 			

Activities	Proposed Budget	Exiting Resources	Expected Resources
Year 3 Funding Activities	\$300,000		\$300,000
<ul style="list-style-type: none"> • Meet with foundations to discuss funding opportunities • Complete additional grant proposals and proposals for foundation support • Seek additional external funding 			
Research Activities			
<ul style="list-style-type: none"> • Initiate second phase of school referral project • Initiate third year of suspension study • Continue transition study • Complete assessment project • Initiate New research activities 			
Dissemination Activities			
<ul style="list-style-type: none"> • Publish School Referral Project Article • Publish Suspension study article • Publish Transition Project article • Publish Assessment Project article • Present findings at regional and national conferences • Meet with research partners (school, organizations, and agencies) to review findings, discuss future activities • Host a regional conference on issues associated with at-risk youth 			

Activities	Proposed Budget	Exiting Resources	Expected Resources
Year 5 Funding Activities	\$400,000		\$400,000
<ul style="list-style-type: none"> • Meet with foundations to discuss funding opportunities • Complete additional grant proposals and proposals for foundation support • Seek additional external funding 			
Research Activities			
<ul style="list-style-type: none"> • Complete second phase of school referral project • Initiate fifth year of suspension study • Complete transition study • Initiate New research activities 			
Dissemination Activities			
<ul style="list-style-type: none"> • Publish final School Referral Project article • Publish Suspension study article • Publish final Transition Project article • Publish articles from additional research activities • Present findings at regional and national conferences • Meet with research partners (school, organizations, and agencies) to review findings, discuss future activities • Host a national conference on issues associated with at-risk youth 			