

# Youth Development Resource Notebook

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New York State  
**YOUTH DEVELOPMENT  
RESOURCE NOTEBOOK**

*Compiled and Created by*

***YOUTH DEVELOPMENT TEAM  
PARTNERS FOR CHILDREN***

**Acknowledgements**

This Resource Notebook is the result of a labor of love by a number of committed and dedicated professionals. It is important to acknowledge the insightful input, arduous efforts and open dialogue by those that invested their time and energy into compiling the information contained herein. This Notebook reflects a true collaboration in a public private agency partnership – a partnership with a common commitment to youth development. (See Appendix C for committee members.)

This would not have occurred without the support of the agencies, which this partnership represents, encouraging and allowing this commitment. Collective thanks are graciously offered to the Amherst H. Wilder Foundation, Channing Beta Company (previously Developmental Research and Programs), Search Institute, The Forum for Youth Investment, National 4-H Council's Innovation Center, Center for the Study and Prevention of Violence and Judy Groff for allowing use of material and guidance in representing their organizations. The unsung champions in any production such as this are the support staff in all the agencies who really make this happen; a special thanks to Pam Wood, Office of Children and Family Services for her cheerful persistence in putting the pieces together. Our hope is that the youth, families and communities of New York gain some measure of benefit as a result.

## **SECTION I: Introduction to What Resource Notebook Is**

### **Background**

The NYS Partners for Children paper, *PROMOTING POSITIVE YOUTH DEVELOPMENT IN NEW YORK STATE: Moving from Dialogue to Action*, provides the justification and framework for a state and community focus on youth development. This paper (found in the front pocket of the Notebook) was finalized in January 2001. This Notebook is a next step on the youth development path. The paper, supports implementing a youth development approach through “cross-system, multi-disciplined, collaborative and sustained community approaches”.

This Youth Development Notebook was created to provide a variety of information on youth development. The need for information was clearly expressed in two statewide interagency meetings conducted during the development of the NYS Partners for Children paper *Promoting Positive Youth Development in New York State: Moving From Dialogue to Action* and in the ongoing work of the Youth Development Team (YDT). As part of New York's commitment to moving ahead in support of youth development, this Notebook is the product of an interagency YDT committee (see Appendix C for full list). This Notebook is intended to primarily provide information and tools for community partnerships working together to make youth development happen. Given the range and variety of information, it will be of use to individuals, service providers or others interested in youth development.

All youth need supports as they transition to being an adult. "All youth" means all youth. This includes vulnerable youth (who are living in high-risk neighborhoods, those who are poor, those who are dropping out of school, those who are homeless) and students with special needs<sup>1</sup>. The notebook is designed to provide agencies and practioners with some of the tools and resources they need to take action in support of youth development for all youth.

### **Sections**

The variety of information includes:

**Youth Development In Context:** A paper which provides a context for youth development to connect it with the core principles of other developmental practices used with their families and their communities.

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<sup>1</sup> Students with special needs includes students identified as disabled under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and other students who have special and diverse needs.

**Developmental Milestones:** A description of the developmental milestones of nine to eighteen year olds, to increase overall understanding of the physical, emotional, social and intellectual capabilities of young people, and enhance a community's capacity to respond appropriately and meaningfully.

**Engaging Youth:** A discussion of a significant challenge, references to support that challenge, facing local youth development partnerships – ones that effectively and systematically engage young people in planning and developing strategies to enhance youth development as well as to participate fully in the broader life of the community.

**Collaboration and Partnerships:** Information on effective community building or collaboration development. Included is the Partners for Children Resource Guide, *The Making of a Partners for Children Community*". In addition to identifying key steps in the process, this guide articulates the *Partners'* vision which, states that, "All children should have an equal opportunity to reach their full potential" while noting that "Family, school, community and government stakeholders must work together to assure the health and educational development of their children."

**Youth Development Training Opportunities:** For local partnerships ready to advance their skill and knowledge base to better assure their success, the resource notebook provides information on youth development training opportunities. Descriptive information is provided for Advancing Youth Development, Communities That Care, and Healthy Communities-Healthy Youth.

**Additional Resources:** Finally, the Resource Notebook includes practical materials and guidance on securing speakers and financing local partnership efforts. Also included are selected useful web sites and reports, research and articles relating to youth development.

**Vignettes:** Short stories of youth development principles happening in programs and communities are sprinkled throughout to assist in making youth development real.

## **Questions**

As with any new undertaking, modification of an existing effort, or even the addition of new stakeholders, it is useful to undertake a review and analysis (either formally or informally) of what this new focus will mean. Using the paper as a starting point, it may be helpful to individually and collectively reflect on how

- ✓ the paper describes youth development, its benefits and its departure from current practice;
- ✓ it may be reflective of youth development efforts and activities in your community;
- ✓ this paper and Resource Notebook might be used to support, enhance or strengthen your local youth development efforts;
- ✓ you might use the paper within your organization;

- ✓ the paper applies to your professional and/or personal responsibilities and commitments involving young people;
- ✓ public and private sector stakeholders might move this concept from dialogue to action; and
- ✓ youth development efforts in your community can be strengthened.

Finally, partnerships should ask themselves who else or what specific stakeholder groups must be engaged in order to move your community's youth development agenda forward. As this paper suggests and the NYS Partners for Children clearly supports, it requires the concerted actions and commitment of many to assure that our children and youth have an equal opportunity to reach their full potential.

### **Future**

This is not a "finished" product, nor does it represent the universe of knowledge on youth development. It is intended to be a good foundation of information. Users are invited to add their own resources to the Notebook.

## **YOUTH DEVELOPMENT HAPPENING**

### ***Relationships***

LeeAnn:

When I went to Challenge Camp, for the first time, I wasn't interested in anything. The counselor at my high school recommended me for it, because I was having problems at home. But the junior and senior counselors encouraged me in activities, and I talked to the camp director Tamara Doyle, and she got me involved.

At the camp, it wasn't just volleyball and basketball. Camp taught me about self-esteem and positive role models. We did trust building, and developed our leadership skills and developmental assets. There are 40 developmental assets in 8 categories. I started out with 26 assets, and in 3 or 4 years, I'm up to 38. It's amazing going from 26 to 38, it's something I really worked on—the counselors and kids helped.

The Positive Youth Development camps use a personal development approach. They taught me that if you ask for support from people, they'll give it to you. Right when you enter camp, you get a family group, about 8 people, and you stay with them the entire time. We did a ropes course—trying to get from one point to another point; we did teambuilding out in the woods.

Now, because of the program, I've gone from being a junior counselor to being a youth director. I'm involved in a lot of activities having to do with my peers. I organize so many things, it's great. I design t-shirts, do public speaking. Because of Camp, it's allowed me to go out doing things. I set up a whole asset-building program at my school. If I didn't go to this camp, I definitely wouldn't be doing any of this stuff. I have a much better outlook on my future. I'm going to go to college now. It really set me off on the right foot.

*Interview with LeeAnn, ACT for Youth Intern, and Martin, ACT for Youth Intern, Erie 1 BOCES, Erie County.*

## **YOUTH DEVELOPMENT HAPPENING**

### ***Participation***

Two or three years ago, teens at Ichabod Crane High School went to their principal and said that they wanted to do some work on tolerance. They wanted to work with younger children in primary schools, and they gave the principal an outline of what they wanted to do. At the same time that teens were sharing their interest with their principal, I was sharing the opportunity to pilot a program where teens are trained to facilitate conflict resolution activities in the primary school. The high school and primary principals liked the idea of trying the research-based curriculum. We used a curriculum for K-2 that uses children's literature to teach conflict resolution. Eight teenagers did the training, with a boy and girl on each team. The classroom teachers who were piloting the program came to the training as well, which really helped boost morale. We put a lot of responsibility in teens' laps because they needed to do all the scheduling. They needed to work with their own classroom teachers and find time to plan with their team member.

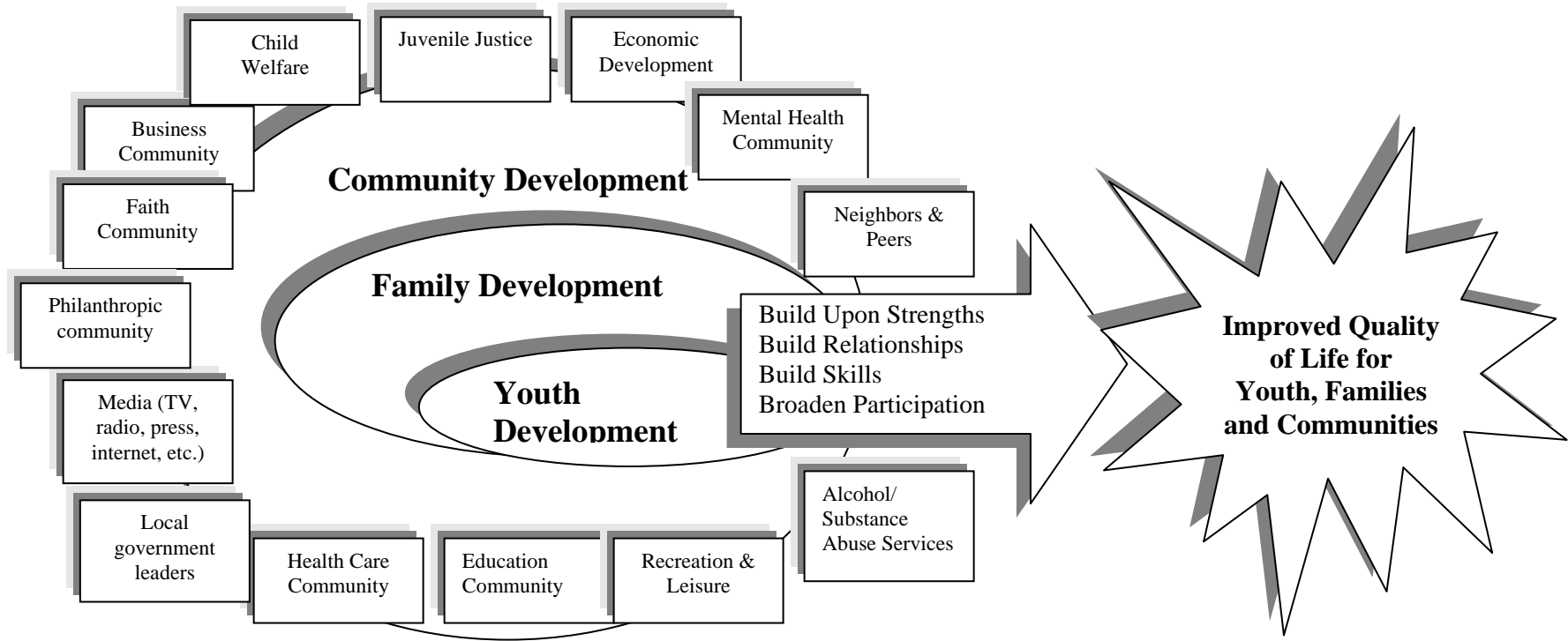
The teens said they enjoyed getting to be friends with younger children, and seeing what it was like to teach. Also, the experience built on their ability to work with other people—they had to plan lessons with another person. They said that it taught them the importance of literature in everyday life. They also appreciated the chance to work with teens that they don't normally hang out with. What teachers liked was talking with the teens about the children in the class. They liked the change of pace, and they felt that the high school students provided a new inspiration for teachers to continue conflict resolution work. They saw that the children really looked up to the high school students as role models. It's a great opportunity for teens who may not normally get thought of as role models, or teachers, or peer trainers, because they aren't on student council, or they aren't athletes.

*Interview with Linda, Cornell Cooperative Extension, Columbia County*



**Section II: A: Youth Development...In Context Graphic**

**YOUTH DEVELOPMENT...IN CONTEXT**



## **SECTION II: B: Youth Development...in Context**

### **Youth Development...in Context**

“Youth development, family development and community development are intertwined, relying on similar principles of participation, partnership and connectedness.”

**-- from Promoting Youth Development in New York State: From Dialogue to Action**

Across the country and in New York State, many communities have focused on planning, coordinating and implementing programs and mobilizing forces to achieve specific outcomes designed to prepare young persons for full and enriched lives. Diverse individuals, private and public organizations, and community leaders have embraced many elements of youth development, because they are aware of the vital need to prepare young persons for the responsibilities and benefits of adulthood. This preparation includes obtaining a quality education, developing strong bonds and relationships at home and in the community, learning to care for one’s own health and well being, and becoming a contributing member of society as an adult. Prepared youth are less likely to engage in risk-taking behavior that could potentially detour them from promising and fulfilling lives.

### **Youth Development, Family Development, and Community Development**

Before examining each of the three movements in context, a brief look at key principles would be beneficial.

#### **Core Principles of the Youth Development Approach**

The principles of Youth Development, as articulated by Karen Pittman and Merita Irby (1998) underlie virtually all Youth Development frameworks and processes. These principles are also laid out in more detail in the paper, “Promoting Youth Development in New York State: Moving From Dialogue to Action.” (2001):

1. The goal is more than prevention.
2. The process is enduring, comprehensive and engages youth.
3. Strategies (treatments, interventions, services or programs) go beyond the basics.
4. Youth development happens everywhere.
5. Vision is required, not just coordination.

6. All youth are developing; all youth have strengths; all youth have needs; all youth can contribute to their communities; all youth are valued.

### **Core Principles of the Empowerment and Family Development Approach**

The eleven principles below were developed for the Family Development Training and Credentialing Program, a New York State-led initiative. The curriculum was developed by the Cornell Empowering Families Project, School of Human Ecology at Cornell University, and can be found in their curriculum.

1. All people and all families have strengths.
2. All families need and deserve support. The type and degree of support each family needs varies throughout the life span.
3. Most successful families are not dependent on long-term public support. Neither are they isolated. They maintain a healthy interdependence with extended family, friends, other people, religious organizations, community groups, schools and agencies, and the natural environment.
4. Diversity (race, ethnicity, gender, class, family form, religion, physical and mental ability, age, sexual orientation) is an important reality in our society, and is valuable. Family workers need to develop competence in working effectively with people who may be different from them or come from groups that are often not respected in our society.
5. The deficit model of family assistance, in which families must show inadequacy in order to receive services (and professionals decide what is best for families), is counter productive to helping families move toward healthy self reliance.
6. Changing from the deficit model to the family development approach requires a whole new way of thinking about social services, not simply more new programs. Individual workers cannot make this shift without corresponding policy changes at agency, state, and federal levels.
7. Families need coordinated services in which all the agencies they work with use a similar approach. Collaboration at the local, state, and federal levels is crucial to effective family development.
8. Families and family development workers are equally important partners in the empowerment process, all contributing important knowledge. Workers learn as much as the families from the process.
9. Families must choose their own goals and methods of achieving them. Family development workers' roles include assisting families in setting reachable goals for

their own self-reliance, providing access to services needed to reach these goals, and encouragement.

10. Services are provided in order for families to reach their goals, and are not themselves a measure of success. New methods of evaluating agency effectiveness are needed that measure family and community outcomes, not just the number of services provided.
11. In order for families to move out of dependency, helping systems must shift from a “power over” to a “power with” paradigm. Human service workers have power (which they may not recognize), because they participate in the distribution of valued resources. Workers can use that power to work with families rather than use power over them.

### **Core Principles of the Community Building Approach**

These principles were developed and espoused by the national Community Building Network (NCBN), and share a common philosophy with Youth Development, Family development, and other tools for improving child, family and community outcomes. There are eight principles:

1. Integrate community development and human service strategies.
2. Forge partnerships through collaboration.
3. Build on community strengths.
4. Start from local conditions.
5. Foster broad community participation.
6. Require racial equity.
7. Value cultural strengths.
8. Support families and children.

### **Comparing the Youth, Family and Community Approaches**

The underlying principles and practices of youth development, family development, and community development, and some of the tools under their rubric center on four strategies to achieve desired outcomes for all children and families in New York State. They include focusing on the strengths of the youth, the family or the community, enhancing important relationships and bonds, improving the necessary skills needed to succeed in society, and encouraging participation from all stakeholders.

### **The Three Approaches All Build Strengths**

- One youth development principle states, “all youth are developing; all youth have strengths; all youth have needs; all youth can contribute to their communities; all youth are valued.” A first step in any successful youth development program is to identify youth assets that can be tapped to achieve successful outcomes, whether it is the development of transferable working skills, the ability to work through a restorative justice process, or the achievement of successes in academic and other school-related activities.
- In family development, this strength-based approach underscores most of the principles, but is best articulated here: “Families are resources to their own members, to other families, to programs and to communities.” Linked to youth development, stakeholders need to recognize the importance of the family as the primary forum for youth development activities. The Institute for Responsible Fatherhood and Family Revitalization is an example of a youth-related family development program that identifies and builds on the strengths of individuals and the family. The program acknowledges the importance of the father in the lives of other family members, and works to identify the assets in each individual that can be enhanced, for the benefit of the whole family. Practices to achieve these outcomes include non-traditional one-on-one and group counseling.
- In community development, one core principle is to “build on community strengths.” This requires engaging community leaders, businesses, schools, and individuals who are economically deprived or live in high-risk environments and are working through their strengths to create a better community through improved schools, lower out-of-wedlock or teen pregnancy rates, locally-based new businesses that hire and serve the community, among other outcomes. Community development starts with the identification of strengths and assets within the community, including the capacity for youth to work in partnership with businesses, schools, and other civic leaders. Incorporating a youth perspective may mean working with local youths through a Workforce Investment Act youth council, such that young persons are engaged and invested in building work skills and finding work opportunities for themselves and their peers in their communities.

### **The Three Approaches All Build Relationships**

- Through youth development activities, heavy emphasis is placed on key supportive relationships in the lives of young persons, both to provide positive external assets in family, school, work, and social environments, and to help youth make important decisions regarding potentially risky and unhealthy behavior. For example, the balanced and restorative justice approach engages juvenile non-violent offenders in a program where they must address the victim of the offense, find a solution to compensate for their offense, and contribute in some way to the community. Through this process, the youthful offender must develop working relationships with diverse members of the community – including the victim, in the short term at least – which

will hopefully endure beyond the extent of the offender's restitutions to the victim and the community.

- “Staff and families work together in relationships based on equality and respect.” One of the keystones of any family development initiative or program is the building and strengthening of relationships, within the family and between members of the family and family development practitioners and additional community supports. For example, a Head Start family literacy program focuses on the relationship between parents and their preschool-age children to engage in reading activities. Other family literacy programs have a home visiting component, which facilitates the building of parent-child reading relationships in the very home of those served.
- “Forge partnerships through collaboration.” A strength of community building or community development efforts is its reliance on its own residents in setting goals, participating in policy development, and contributing to community development projects. The mission of community building efforts is to empower significant numbers of people within a defined community. Family development workers, small business owners, parents of young children, senior citizens, and youth are encouraged to work together in partnership to achieve specific common outcomes. Various projects, such as a city chamber of commerce/city school district mentoring and job placement program, may bring different combinations of people together. By working to build bonds between these individuals, a coordinated and community driven effort led by residents yields a stronger community identity across diverse populations. Another example is United Neighborhoods, an initiative of the United Way of Buffalo and Erie County and the Margaret L. Wendt Foundation that works to serve as a catalyst, skill builder and mediating institution promoting new ideas and effective strategies and encouraging collaborations that improve the health of Buffalo's neighborhoods.

### **The Three Approaches All Build Skills**

- Whether the focus is on education, a job or a community activity, youth development programs work to identify strengths and build specific skills of their participants. Workforce development programs focus on the skills required to obtain and perform a job. Using balanced and restorative justice approaches, offending youth provide restitution and restoration to victims of crime and the communities in which they live. Youth provided with meaningful community service opportunities, through which they can build on specific skills, demonstrate their capacity to make productive contributions to their community.
- Family development programs focus on building and enhancing the skills of family members, per the principle, “staff enhance families’ capacity to support the growth and development of all family members – adults, youth, and children.” In family literacy programs, teen and adult parents learn to enhance parenting skills, which are critical in continuing the literacy activities of their children. Many family development programs also work with both parents on developing the skills

necessary to get and keep work. These skills are identified and obtained through identifying and enhancing into family members' strengths.

- In community development, similar programs are implemented across the spectrum of family development and youth development, in order to achieve goals for the community. Rehabilitating run-down homes and apartments, learning to manage small businesses or community business districts, providing mentoring to future teen workers, getting a high school degree, or caring for young children are all important activities that require specific skills. These skills, in turn, contribute to the enhancement of the community. From a broader perspective, one of the major community-level skills is in the area of collaboration and through the identification, utilization, and enhancement of available or yet untapped resources.

### **The Three Approaches All Encourage Participation**

A crucial theme that links youth development, family development, and community development is the need to engage all stakeholders in the planning, designing, implementing, and evaluating of any program or process. This is particularly important regarding the buy-in of youth, family members, or residents of a community that would be affected by a development program.

- For youth development, soliciting the thoughtful input and buy-in of youth is imperative in both winning their trust and facilitating their investment in a program or a service that is aimed at achieving particular youth outcomes, whether they are improved grades and middle and high school graduation rates; a reduction in teen pregnancy rates; or improved job retention rates, among others. Balanced and restorative justice approaches should not occur without the engagement of the juvenile, the victim (if they choose to participate) or surrogate victim of the crime, the offender's family, and other key participants. The youth leadership congress of New York has been proactive in providing recommendations and policy prescriptions on issues relating to youth.
- In the family development framework, family members are equal partners in the design, development, and evaluation of programs and services that address their needs or achieve desired outcomes. In many family literacy programs, providers engage parents in activities that would then help segue into literacy-based activities for their preschool-age children. Many federal grants programs, such as AmeriCorps, require customer participation in the grantees' advisory or governing councils. In "How Are We Doing," a peer review tool developed by Family Support America, active participation of family members is paramount.
- At the community development level, development cannot succeed without the active participation of community members, including the youth involved in workforce investment youth councils, the homeless families that would be served by the restoration of housing space, and the entrepreneur who would invest and remain in a struggling community, because she believes in its growth potential. For community

development to work, the residents who are most at risk of economic deprivation must be engaged to invest in a specific project and then remain involved, so that they are guaranteed to share in the fruits of economic development.

### **Conclusion – Strengthening The Ties That Bind**

The youth development framework shares many principles, practices and processes with the family development and community development. Programs that are identified as youth development, such as a workforce development initiative or a pregnancy prevention program, may also be considered a family development program, or a community development activity. Perhaps the use of a particular framework in which to identify a program is merely based on the context in which it is employed.

- Youth development programs, while engaging all members of a community, generally set out to build on individual strengths and relationships, and develop the skills of youth. The young people of New York State are the target participants for these programs. A bi-product of any successful youth development program is a strengthened family, be it the parents, grandparents or future offspring of these individuals. An additional bi-product is the enhanced quality of a community, due to the improved skills and contributions of any young person. Nonetheless, the primary focus of youth development is on the individual.
- In family development, programs identify ways to strengthen the family unit. This can be accomplished through literacy, workforce development, housing, or parenting activities. Family development programs work with preschool-age children, youth, adult parents, and senior citizens, all as members of family units. These programs contribute to individual and community development, but the primary target is the family.
- As implied in its title, community development focuses on improving the well being of a significant number of individuals and families in a specifically defined area. Community development programs may address individual housing or basic needs, and it may focus on parenting skills, but its primary target is to improve outcomes for a broad number of people.

A successful statewide youth development strategy includes engaging all stakeholders, i.e., customers and professionals at the individual, family and community level, in successfully transcending the psychological boundaries that may impede collaboration, embrace the interrelationships of these approaches and work together more effectively, so that youth are able to tap into their strengths and assets; build on key relationships within their families, schools and communities; and obtain the skills necessary to succeed in a dynamic society and state, such as New York.

## **SECTION III: Developmental Milestones of Youth Ages 9-18**

### **Introduction**

While each child is unique, some general growth and development patterns emerge that can be identified to enhance aspects of growth and development. This Resource Notebook focuses on characteristics of youth ages 9-18. Development occurs over the lifecycle. Over the years, researchers and developmental specialists have developed many normative scales to indicate how one person compares with others of a given age in similar populations. These predictors of development often indicate future adaptation and help support and guide the process of development through various ages and stages. The challenge in working with youth is the ability to conceptualize and integrate a developmental perspective given changes in developmental tasks across each age span with the various ways these tasks are expressed and resolved according to one's own temperament and within the influences of family, peers and culture. This material has not been evaluated for cross cultural issues.

To share this information, two examples of descriptions of developmental characteristics are provided. The first is from *Let's Start Where They Are* and the second is from *DART: Linking Development and Risk Together*.

#### *Let's Start Where They Are<sup>1</sup>*

This section focuses on understanding the developmental characteristics and tasks of youth from 9-18 years of age. An understanding of these characteristics will make it possible for you to provide opportunities and experiences for the youth with whom you work that are appropriate to their ages and to their stages of development.

To examine these characteristics and tasks, three age groupings will be used. These are: 9-11, 12-14, and 15-18. It is important to note, that while the growth patterns discussed in this unit are common to most young people in these age groups, each person is unique consequently may not always fall into the state of development typical of their age. Nevertheless, the knowledge of the range of characteristics common to any one age group will provide a framework for designing programs that are appropriate to the abilities and interests of the youth in your program. In addition, this knowledge will assist staff in forming realistic expectations for the behavior and skills of the youth with whom they work.

Within age groups, growth and development is typically studied through four major areas of development: physical, social, emotional and intellectual (cognitive). Just as growth patterns by age may differ, growth within areas of development will vary for individual youth. Growth may be occurring at typical age level expectations in one area of development and yet be ahead of or behind typical age level expectations in other areas.

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<sup>1</sup> Adapted from material originally developed by Judy Groff, EdD, Primary Investigator and Project Leader of "Teens Reaching Youth Program", 1986. The program was funded by the W.K. Kellogg, Volunteers for the Future grant. This piece of curriculum was written and tested by Ann Frazier, 4-H Specialist, N.C. Cooperative Extension, North Carolina State University.

By understanding the typical continuum of growth, however, you will be better able to provide a seamless flow of growth experiences for young people from school-age through teen programs through your youth services program.

### Characteristics of 9-11 year olds

#### **Physical**

- Experience steady increases in large muscle development, strength, balance and coordination.
- Are quite active with boundless energy.
- Are maturing at different rates between the sexes. Girls will be maturing faster than boys and some may be entering puberty.
- Are increasing in manual dexterity, small muscle coordination.

#### **Social**

- Generally see adults as authority.
- Believe punishment should be a direct consequence of misdeeds.
- Follow rules out of respect for authority.
- Feel loyalty to group, club, gang. Enjoy code language and passwords.
- Identify with same sex group. May prefer to be with members of the same sex.
- Prefer working in groups in cooperative activities.
- Expand and use reasoning skills to solve problems, negotiate and compromise with peers.

#### **Emotional**

- View right behavior as "obeying" rules set by those in power.
- Accept parent/family beliefs.
- Admire and imitate older boys and girls.
- Developing decision-making skills.
- Making some movement toward taking responsibility for own actions.
- Emphasize similarities between self and friend(s).
- Beginning to question parental authority.
- Need involvement with a caring adult.
- Find comparisons with the success of others difficult and eroding of self-confidence.

#### **Intellectual**

- Vary greatly in academic abilities, interest and reasoning skills.
- Have increased attention span, but have many interests which change rapidly.
- Beginning to think logically and symbolically. Still prefer concrete ideas.
- Learning to use good judgement.
- Judge ideas in absolutes; right or wrong, fabulous or disgusting, etc. Do not tolerate much middle ground.
- Want to use their skills to explore and investigate the world.
- Have interests in collections and hobbies.
- May express feelings through creative writing.

## Characteristics of 12-14 year olds

### **Physical**

- Exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups.
- Experience rapid changes in physical appearance.
- Growth of hands and feet, nose and ears may be faster than arms and legs and face causing concern for appearance and clumsiness.

### **Social**

- Are interested in activities involving the opposite sex; learning to live with opposite sex.
- Are looking more to peers than parents. Seek peer recognition.
- Seek acceptance and trust.
- Tend to regard sex in a depersonalized way.
- Search for adult role models; may belong to fan clubs.
- Tend to reject ready-made solutions from adults in favor of their own.
- Question authority and family values.

### **Emotional**

- Compare themselves to others.
- Are concerned about physical development and emerging sexuality.
- See themselves as always on center stage.
- Are working on forming a sense of continuity between inner and outer self.
- Body changes can set up situations of great embarrassment.
- Are concerned about social graces, grooming and being liked by friends.
- Abandon view of parents as all powerful.
- Strive for independence, yet want and need parents help.
- Need information for making decisions.
- Seek privacy from parents/adults.
- Want to be part of something important.

### **Intellectual**

- Find justice and equality to be important issues.
- Think abstractly and hypothetically.
- Are developing skills in the use of logic. Can understand cause and effect.
- Can solve problems that have more than one variable.
- Can imagine consequences.
- Can think about thinking.
- Are ready for in-depth, long-term experiences.
- Have moved from fantasy to realistic focus on their life's goals.
- Challenge assumptions.
- Want to explore the world beyond their own community.
- Are curious about the environment.

## Characteristics of 15-18 year olds

### **Physical**

- Are concerned about body image.
- Exhibit smaller range in size and maturity among peers.
- Tend to have realistic view of limits to which body can be tested.

### **Social**

- Tend to romanticize sexuality, but are moving toward a more realistic understanding.
- Search for intimacy.
- Test sexual attractiveness.
- Make commitments.
- Can commit to follow through with service.
- See adults as fallible.
- Desire respect.
- Are apt to reject goals set by others.
- Renegotiate relationships.
- Want adult leadership roles.

### **Emotional**

- Desire respect.
- Are beginning to accept and enjoy their own uniqueness, but still seek status and approval of peer group.
- Look for confidence of others in their decisions.
- Develop their own set of values and beliefs.
- Take on multiple roles.
- Gain autonomy.
- Are introspective.
- Can see self from viewpoint of others.
- Take fewer risks.
- Can initiate and carry out their own tasks without the supervision of others.
- Search for career possibilities.
- Desire a role in determining what happens in their world.

### **Intellectual**

- Are mastering abstract thinking. Can imagine impact of present behavior on the future.
- Enjoy demonstrating acquired knowledge.
- Can consider many perspectives of a given issue.
- Develop theories to explain how things happen.
- Create new possibilities from information.
- Will lose patience with meaningless activity.

**The DART Model\***  
**Early Adolescence (Ages 11-14)**  
**Linking Development and Risk Together**  
**Key Cognitive and Social Emotional Characteristics**

	<b>Task</b>	<b>Description</b>	<b>Example</b>
<b>Cognitive Domain</b>	Focus neural functions through a decrease in the number of connections.	The brain becomes less flexible and pathways become more specialized.	Specialized pathways improve higher-level cognitive abilities such as abstract reasoning.
	Increase ability to engage in formal operations.	Using principles of logic allows adolescents to think more abstractly and systematically.	Youth are able to construct logical arguments and see fallacies in others' logic.
<b>Social/Emotional Domain</b>	Begin to establish a positive personal identity, including an increased self-awareness.	Young adolescents recognize that various parts of the self are parts of a whole; they also explore ways they are unique or different from others.	The characteristic self-consciousness of adolescence stems from an increased concern that others are watching.
	Achieve an increased level of closeness with peers.	In early adolescence, youth develop close relations with peers of the same gender.	The emergence of same-gender cliques begins during this time.
	Develop ability to take the third-person perspective.	Young adolescents can see both self and others from an outside, or third-party, viewpoint.	During this period, adolescents can see relationships as ongoing mutual understandings.
	Develop a sense of morality based on social and situational factors.	Young adolescents see morality as related to the situation and to social agreements rather than absolute standards.	During this period, adolescents focus on intentions when making moral judgements.

\* Permission pending. Kirk R. Williams, Nancy G. Guerra; Delbert S. Elliot *The DART Model: Linking Development and Risk Together*, Center for the Study and Prevention of Violence, Institute of Behavioral Science University of Colorado, 1999.

**The DART Model<sup>♦</sup>**  
**Early Adolescence (Ages 15-18)**  
**Linking Development and Risk Together**  
**Key Cognitive and Social Emotional Characteristics**

	<b>Task</b>	<b>Description</b>	<b>Example</b>
<b>Cognitive Domain</b>	Increase ability to engage in "formal operations".	Experiences such as secondary school education foster the development of logical and abstract thinking.	"Formal operations" represents a form of reasoning that is more evident in cultures with an orientation toward science and technology.
	Increase focus of learning for vocational and career orientation.	During late adolescence, youth begin to identify specific areas of interest and prepare for entry in the workforce.	About 75% of high school seniors hold part-time jobs; this experience serves to prepare youth for work.
<b>Social/Emotional Domain</b>	Develop an autonomous and positive personal identity.	Adolescents make decisions and take actions that display increased independence.	During late adolescence, youth make career choices, anticipate future roles, and commit to certain values and lifestyles.
	Achieve an increased level of closeness with peers in intimate relationships.	As adolescents strive for greater intimacy with friends and partners, they experience a deeper sense of commitment to relationships.	Adolescents begin to describe relationships in terms of loyalty, fidelity, and trust.
	Acquire new status in family based on independence.	Relationships with parents become more equal as youth grow more independent and responsible.	As desire for autonomy increases, adolescents often become more rebellious and resistant to rules.
	Develop a sense of morality based on abstract principles.	Obligations to others and society are seen as a basis for moral judgements.	Adolescents can focus on abstract principles underlying right and wrong, such as fairness and justice.

<sup>♦</sup> Permission pending. Kirk R. Williams, Nancy G. Guerra; Delbert S. Elliot *The DART Model: Linking Development and Risk Together*, Center for the Study and Prevention of Violence, Institute of Behavioral Science University of Colorado, 1999.

## **Section IV: Engaging Youth**

Engaging youth in planning and decision making roles is a cornerstone of youth development. This participation by youth recognizes the value these experiences have for the development of youth competencies as part of their developmental process. Youth development, as discussed in the enclosed *PROMOTING POSITIVE YOUTH DEVELOPMENT IN NEW YORK STATE: Moving from Dialogue to Action*, acknowledges the role that services (done to or for youth), opportunities (done by youth) and supports (done with youth) have in positive outcomes for youth.

This engagement is not only necessary to aid the developmental process for youth. Emerging evidence<sup>2</sup> documents the benefits for adults who participates in youth/adult partnerships, organizations, and communities.

It is important to create meaningful and sustainable involvement for youth. There are many forms of this involvement: youth leadership, youth advocacy, youth governance, youth empowerment, youth entrepreneurship, and youth volunteerism are examples.

Engaging youth must take into consideration the age of the youth, and the program or community setting. When it occurs it should enable youth to use current competencies as well as develop new skills. Youth-adult partnerships require training and understanding for both the youths and adults to be successful. Efforts to engage youth are often an afterthought making them a "token effort". As the emerging attention to youth development becomes embedded in our collective efforts, the engagement of youth needs to become commonplace.

The reference that follows to the National Youth Network is one example of engaging youth at the national level. Readers are encouraged to check into local existing opportunities. Please consider contacting Youth Bureaus, County Cooperative Extension offices, faith-based organizations, youth empowerment projects, schools or service organizations.

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<sup>2</sup> Zeldin, S., McDaniel, A. K., Topitzes, D., Calvert, M. *Youth In Decision-Making: A Study on the Impacts of Youth on Adults and Organizations*. University of Wisconsin-Madison, 2000.

### **Preliminary Definitions of *Youth Action Strategies*\***

<b>Organizing:</b>	<i>Motivating others to take action on a specific, common agenda that emerges from or resonates with their needs and concerns. Building alliances across diverse populations.</i>
<b>Advocacy:</b>	<i>Developing effective methods of articulating and presenting positions on issues that reflect the opinions of specific individuals, organizations or groups. Advocacy is issue-focused. It can be, but does not have to be, constituent-based.</i>
<b>Leadership:</b>	<i>Taking the initiative to act and inspiring and influencing others to act on beliefs.</i>
<b>Leadership Development:</b>	<i>Developing basic and specialized skills (e.g., communications, planning, listening, lobbying) needed to be an effective leader.</i>
<b>Service:</b>	<i>Meeting others' needs through direct intervention, improving situations and effecting change.</i>
<b>Service Learning:</b>	<i>Building a sense of civic responsibility and personal efficacy through service.</i>
<b>Governance:</b>	<i>Assuming decision-making and power-sharing positions that not only influence but determine an organization's strategic direction and resource allocation.</i>
<b>Voice:</b>	<i>Articulating ideas and opinions through organized, public vehicles such as speak-outs, polls, newspapers and advisory counsels.</i>
<b>Social Entrepreneurship:</b>	<i>Creating, financing and implementing innovative ideas in the non profit or for-profit world that improve communities and add social value.</i>

\* These definitions were culled from the comments of the representatives of youth action organizations that participated in the GOALS meeting and interviews co-sponsored by The Forum for Youth Investment (formerly IYF-US) and the National 4-H Council's Innovation Center, June, 1999.

## **Section IV: Engaging Youth: A: National Youth Network**

### **Who are we?**

The National Youth Network (NYN) is a cooperative partnership among the Office of Juvenile Justice and Delinquency Prevention (OJJDP); the National Crime Prevention Council (NCPC); and over 20 youth-serving organizations. The NYN brings together youth and adults from these organizations to promote youth leadership and increase opportunities for youth around the country to participate in public policy discussions and program decisions on issues that affect them.

### **The NYN Philosophy?**

National Youth Network members will serve as conduits of opportunity for youths to present their perspective on a number of different levels. Youths will share in discussions with local, state, and nationally elected officials. Youths will have an opportunity to work with the media and prepare publications on youth-related issues. The National Youth Network will model effective youth/adult partnerships while developing young people to become successful adults.

### **What the NYN can do for your youth?**

The National Youth Network can assist your community and/or organization in training your youth to produce Youth Forums, Town Hall Meetings, and becoming stronger youth leaders in their community. The National Youth Network also provides trainings on a variety of topics to include: youth/adult partnerships; youth crime prevention techniques; and creating service projects.

### **How to contact the NYN?**

You can contact the National Youth Network at:

National Youth Network  
National Crime Prevention  
1000 Connecticut Avenue, NW, 13<sup>th</sup> Floor  
Washington, DC 20036  
202-466-NCPC ext. 141  
Fax 202-296-1356  
[pbey@ncpc.org](mailto:pbey@ncpc.org)  
[nyn@ncpc.org](mailto:nyn@ncpc.org)  
[www.ncpc.org](http://www.ncpc.org)

***The mission of the National Youth Network is to unite youth and adults nationwide to promote nonviolent community activism and youth-adult partnerships.***

## Section IV: Engaging Youth: B: Involving Youth in Civic Life

### *Youth In Action*<sup>1</sup>

October 2000, Number 05

Fact Sheet YFS-00005

#### *Involving Youth in Civic Life*

by Phillip Lovell and Ashley Price

Involving youth in their communities is important for healthy social development, enriched family life, and neighborhood vitality. Youth can contribute to the civic life of their communities by working in political campaigns, participating in local government meetings, supporting causes, fundraising for charities, serving on boards, and advising decisionmakers on issues of concern to young people. Civic involvement often gives youth new friends and interests, a heightened sense of responsibility to peers and the community, improved leadership skills, increased self-esteem, and a strengthened sense of accomplishment. Communities benefit from the creative new ideas, energy, and enthusiasm of youth. Two activities that enhance civic involvement are Youth Advisory Councils and Youth Town Hall Meetings.

#### *Youth Advisory Councils*

Youth Advisory Councils (YAC's) comprise young people who regularly advise policymakers (for example, Members of Congress, mayors, city council members) on youth issues. YAC's offer youth civic roles, a voice in the legislative process, and opportunities to learn about the legislative process firsthand. YAC's give policymakers the opportunity to learn about youth by working with them. YAC members, policymakers, and their staffs discuss youth issues and pending legislation at regular meetings or through letters, conference calls, e-mail messages, online chats, or videoconferences. YAC members support youth initiatives, work on community service projects, help policymakers organize civic events, and offer advice on legislative and policy issues.

You can start a YAC by contacting a local policymaker and forming a committee of youth from diverse backgrounds, a few adults who work well with youth, and some of the policymaker's staff; additional supporters who are ages 18 to 24 can serve as advisors. Determine the structure of the YAC; then create a mission statement, goals, and strategic plan. Form committees based on the goals of the YAC and convene committee meetings. Develop a community outreach plan for the policymaker and YAC members to promote the YAC in the community and to generate interest and stimulate the exchange of information and ideas. Federal, State, or local policymakers can benefit from YAC's.

#### *Youth Town Hall Meetings*

Youth Town Hall Meetings (YTHM's) are 1- to 2-hour discussions between panels of youth and adults and diverse audiences about "hot" topics such as gun violence, curfews, and substance abuse. YTHM's provide youth and adults ways to communicate, work, and act together on issues they care about or that have affected them.

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<sup>1</sup> This is a reproduced sample *Youth In Action Bulletin* from OJJDP.

To plan a YTHM, bring together a committee of youth and adults who represent local businesses, nonprofit organizations, government, and media. Select a suitable meeting place such as a school gymnasium, local auditorium, or State House. Choose youth and adults (for example, local public officials, teachers, business and nonprofit representatives) who have experience on the topic selected for discussion. Invite community members (including public officials) who will present different perspectives. Create publicity fliers. Develop press releases for the media and information packets for the audience. Compile resource lists for follow up action.

A youth or adult experienced in facilitating discussions serves as a YTHM moderator and can either ask the panelists questions to which they respond or let each panelist speak briefly on the chosen topic. The moderator then facilitates an audience question-and-answer period. Community members can meet after the YTHM to agree on further action. For example, a coalition of youth and adults planned a YTHM with members of the Indiana State Legislature to discuss youth positions on school boards. On Capitol Hill, participants in a YTHM asked Members of Congress to consider opinions from youth when making decisions about juvenile violence issues. By encouraging collaboration with policymakers, YTHM's offer youth an active role in civic life while helping policymakers to make better informed decisions.

### ***Resources***

To learn more about how youth can get involved in their communities, visit OJJDP's Internet Kid's Page at [www.usdoj.gov/Kidspage/getinvolved](http://www.usdoj.gov/Kidspage/getinvolved). The following are some helpful resources for organizing Youth Advisory Councils and Youth Town Hall Meetings.

Phillip Lovell  
Center for Youth as Resources  
1000 Connecticut Avenue NW  
Washington, DC 20036  
202-261-4181  
[www.yar.org](http://www.yar.org) (Internet)

Amy Weisenbach  
National 4-H Council  
7100 Connecticut Avenue  
Chevy Chase, MD 20815-4999  
301-961-2972  
[www.fourhcouncil.edu/cyd](http://www.fourhcouncil.edu/cyd) (Internet)

Muata Kiongozi  
National Crime Prevention Council  
1000 Connecticut Avenue NW  
Washington, DC 20036  
202-466-6272  
[www.weprevent.org](http://www.weprevent.org) (Internet)

Patrice Bey  
National Youth Network  
1000 Connecticut Avenue NW  
Washington, DC 20036  
202-261-4141  
[www.ojjdp.ncjrs.org/nyn/index/html](http://www.ojjdp.ncjrs.org/nyn/index/html)  
(Internet)

***Phillip Lovell, a senior at Georgetown University's School of Foreign Service, is the part-time Policy Coordinator at the Center for Youth as Resources.***

***Ashley Price, a freshman at Middlebury College, interns at the National 4-H Council and is the part-time Policy Coordinator for the Kidsforkids initiative of Save the Children.***

#### **Section IV: Engaging Youth: C: List of *Youth In Action* Fact Sheets**

Below is a list of the titles of other *Youth In Action* fact sheets, as of May 1, 2001.

- Arts and Performances for Prevention
- Community Cleanup
- Creating Publications: Write To Fight Crime
- Cross-Age Teaching
- Does Your Youth Program Work?
- Make a Friend - Be a Peer Mentor
- Making the Most of Your Presentation
- Meetings—Make Them Work!
- Plan a Special Event!
- Planning a Successful Crime Prevention Project
- Raising Awareness and Educating the Public
- Stand Up and Start a School Crime Watch!
- Two Generations - Partners in Prevention
- Want To Resolve a Dispute? Try Mediation
- Wipe Out Vandalism and Graffiti
- Working With the Media
- Youth Preventing Drug Abuse

(These are available at [www.ojjdp.ncjrs.org/pubs/yia.html](http://www.ojjdp.ncjrs.org/pubs/yia.html))

## **YOUTH DEVELOPMENT HAPPENING**

### ***Relationships***

When I came to the US from the Dominican Republic, I was 14 and a half, almost 15. I was placed in a classroom for recent immigrants, and we all spoke different languages. The teacher was named Dori Collazo. She was a very gifted teacher. She really was able to see each kid individually, that we all had different strengths, and she was able to give us individualized attention. She saw that I was very good in math, and she decided to send me to a regular algebra class. I actually got an A. I was able to follow, even though I didn't know the language. I think it's interesting—when I took the Algebra Regents, I failed because I couldn't read the directions in English.

Two things in particular stood out about her approach. She used art to help us communicate with each other—without language—it was clever, and it worked well. The second was that she really went the extra mile—she would take us out, take us places to learn about our new home, expose us to New York City, give us a feel for what New York was, in her own personal time.

She was very instrumental in my getting ahead in school, making sure that I went to the next level. Her aim was to find out the strengths in every kid, and to capitalize on those. She wanted to help us adjust to our new environment, our new country, in a much more humane way, through the arts, through giving us exposure to trips around New York City. She helped us understand where we fit in this new society, how to make this new country our own.

*Interview with Angela Diaz, MD, Director of Mount Sinai Adolescent Health Center, New York City.*

## **Section IV: Engaging Youth: D: *Youth In Action* Ordering Information**

Office of Juvenile Justice and Delinquency Prevention (OJJDP)  
National Criminal Justice Reference Center (NCJRS)

To order publications by phone or online you will need to set up an account. There is no charge to do this and only takes a few moments.

### By Phone

- 1) Call 1-800-851-3420 and speak to a publication specialist.

### By Website

- 1) [www.ncjrs.org](http://www.ncjrs.org)
- 2) Order Print Publication
- 3) Search by Title or NCJ Number → Go
- 4) Search Results → Read More
- 5) Check "Add to Cart" to order print publication.
- 6) Check Out. You may need to set up an account with NCJRS – follow instructions.

If not available, call NCJRS at 1-800-851-3420 and speak with a publication specialist.

### To Download Publication From Website

- 1) [www.ncjrs.org](http://www.ncjrs.org)
- 2) Order Print Publication
- 3) Search by Title or NCJ Number → Go
- 4) Search Results → Read More Follow steps 1 through 4 and click on either PDF or HTML format.
- 5) Print.

OR

- 1) [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)
- 2) Publications
- 3) OJJDP Publications
- 4) Alphabetical Title List
- 5) Follow remaining instructions to print.

If not available, call NCJRS at 1-800-851-3420 and speak with a publication specialist.

## **YOUTH DEVELOPMENT HAPPENING**

### ***Relationships***

The initial aim of SPEEK was a functional peer education program, not a big family, but as you work with people in the program, you get into the intricacies of their lives. People who have been around have fostered that environment whether they were a product of the program or not. We have a lot of people who went through the program as peer educators working for the program now. Being the oldest person in training, I think coming back into it at 19, the expectations were a lot different as a peer educator. It was made clear from the beginning they expected me to lead. I have a really smart mouth, always have, and they were accepting of that, and at the same time, they were strict. They said, “We aren’t gonna take but so much of your stuff.”

The most significant thing about my experience with SPEEK was being around people whom I felt I could look up to, who were capable of providing leadership to help me reach the point where I wanted to be. This type of leadership was integral in me developing from a peer educator to a health educator. They gave me productive feedback and were stern enough to tell me when I was doing something wrong. That guidance definitely helped to make me what I am and who I have become over the last five years.

The difference with this program versus others is that there is a strong sense of leadership. Leadership is something that is missing from a lot of programs. Coordinators are in and out a lot, they don’t develop relationships with their staff. Relationships are severed when coordinators leave or kids have to leave. Our program is family-based. This type of environment helps individuals to be comfortable with whatever the kid’s growth rate is, accelerated, or slow. It makes their lives and our lives easier. They’re offered feedback and guidance, thus helping them to develop at their own pace. Being a product of a nurturing environment such as this one made me want to work here more.

I expected a lot from them in return; I expected for them to offer me guidance. I honestly came in with the intention of learning more and becoming a health educator. And I’ve benefited from my experience with SPEEK.

*Interview with Michael Cousin-Hayes, Health Educator and former peer health educator, SPEEK program (Sinai Peers Encouraging Empowerment through Knowledge), Mount Sinai Adolescent Health Center, New York City:*

**Section V: Collaboration and Partnerships: A: *The Making of a Partners for Children Community***

***The Making of a Partners for Children Community.***

**Partners for Children**

***Envisioning the Collaboration Process***

"No matter what you call it – collaboration, partnership, or community building – no one denies the primacy of a cooperative approach. But building effective, community partnerships is neither easy nor formulaic. You won't discern a beginning, middle and end for this dynamic, evolving process. And no one can underestimate the importance of patience, effort, trust and skill." (Introduction to this publication.)

**Please see back pocket for this publication.**

**Section V: Collaboration and Partnerships: B: "Practical Questions for Community Builders" NOTE: This piece will only be available in print.**  
**For further information Contact Larry Pasti at Email: [larry.pasti.dfa.state.ny.us](mailto:larry.pasti.dfa.state.ny.us)**

<sup>1</sup> From *Community Building: What Makes It Work*, by Paul Mattessich and Barbara Monsey. Copyright 1997 Amherst H. Wilder Foundation. Used with permission. For more information on Wilder Foundation Publications, call 1-800-274-6024.

**Section VI: Training Opportunities: A: Advancing Youth Development**

**Advancing Youth Development<sup>3</sup>**

**Target Population:** Community youth workers. There are currently 688 community youth workers on the project database who have completed the 28 hour training. There are an additional 303 facilitators trained to deliver the training. These numbers are as of December 31, 2001.

**Goals:**

- Participants will gain a familiarity with the youth development approach and use this approach to explore, share and learn new strategies for working with young people.
- Participants will strengthen their ability to communicate their ideas, expertise and experience to their constituencies: board members, families, co-workers, community leaders, and youth.
- Participants will identify barriers to organizations change and discuss practical strategies for integrating a youth development approach into their programs.
- Participants will form an informal network and become ongoing resources to each other.

**Conceptual Approach:**

**Central Elements/Principles:** The AYD focuses on a set for central elements to the youth development approach. These fundamental aspects for the approach are the focal points in sessions 2-6 of the 7-session curriculum.

- Session 1: An introduction to the curriculum and essential youth development concepts in provided.

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<sup>3</sup> National Training Institute for Community Youth Work

- Session 2: The behaviors, skills, knowledge areas and personal attributes young people need to be successful include aspects of identify and areas of ability.
- Session 3: Negative cultural assumptions about youth – that they are troublesome, poor investments, and have no desire to contribute to society leads to society not offering supports and opportunities. Adultism is stereotypical behavior, which reinforces these negative assumptions and increases failures by youth. Caring behavior challenges and supports youth to achieve their potential.
- Session 4: Youth participation is the cornerstone of youth development that shares power and responsibility with youth to make changes and direct their own activity. It includes real information sharing and active listening by adults.
- Session 5: Youth development occurs best through “opportunities” (experiences by youth) and “supports” (relationships with youth) in addition to services provided for or to youth.
- Session 6: Core competencies are based in the knowledge, skills, and personal attributes of youth development workers. The competencies are really “demonstrated capacities” that allow youth workers to be a resource to youth, organizations, and communities.
- Session 7: Through presentations, participants will articulate practices that reflect exemplary youth work. There will be reflection and recognition activities.

**Implementation Plan:**

- Advisory Committee: The AYD Project is guided by a 16-member interagency Advisory Committee, comprising OCFS, Cornell Cooperative Extension, and the Association of New York State Youth Bureaus, and which meets twice annually.
- Operations: A seven-person AYD Team conducts the operational work of the project.
- Training of Facilitators: Four regional training of facilitators (TOF) events are planned annually. TOFs are 2 ½ days long, with Continuing Education Units awarded from Cornell’s School of Continuing Education and Summer Sessions. Community-based interagency teams of 4-5 people are required for participation, and each team must commit to conducting the complete 28-hour AYD training in their community within 9 months of the TOF. The AYD training team provides site visits, phone and e-mail support and participation in the initial sessions of the local training.

Continuing Communication with/among Facilitators: All trained facilitators are invited to join the AYD Listserv, participate in one of two reunions annually and receive the AYD “Networker” newsletter.

- Training of Facilitators has three purposes:
  - Teach the AYD curriculum structure and content;
  - Enhance participant facilitation skills;
  - Develop “back home” implementation training plans.

TOFs teach the curriculum through a hands-on interactive approach, which includes handouts, mini-lectures, discussion, facilitator modeling, and interagency team presentations on selected objectives in the AYD curriculum.

- *Resources:* Resources for AYD include the current 46 facilitator teams and the CE/OCFS training team.

## **Evaluation Design**

Historically, most training evaluation has consisted of brief satisfaction surveys implemented at the close of training<sup>4</sup>. There seems to be an implicit assumption that training is valuable, yet evaluations of training rarely go beyond this typical "reaction/satisfaction" assessment. Modest levels of immediate knowledge might be ascertained from such methodology, however little in the way of assessing the transfer of concepts from training to practice has been measured.

An intentional methodology has been developed for NY State AYD training that assesses the impact of training on immediate knowledge, skills, attitudes and beliefs as well as measuring the impact of training at the local level (thus assessing transfer of concepts from training to practice). Both qualitative and quantitative methodologies are incorporated into the evaluation design in order to enhance the likelihood of recognizing impact. The intent of using this mix of methods is to gather an intensive and comprehensive view of how the training resonates with youth workers immediately as well as how the gap between training and implementation of AYD training in home agencies/communities is bridged.

This is accomplished in a three-dimensional way. 1) Structured observations of participants responses and interaction during the training, 2) testing immediately after the training (*post-test*), and 3) measuring impact by assessing youth workers that are trained in the community by these AYD facilitators. The two primary methodologies that have been used to assess impact of AYD training at the local level are concept mapping and post-training surveys.

## **Findings**

Findings to date suggest that the training for facilitators impact participant's attitudes toward positive youth development as well as adding to their knowledge base and skill

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<sup>4</sup> Curry, D. 1999. Transfer of Training and Adult Learning, Journal of Continuing Social Work Education, 6 (1), 3.

level. Aggregated post-training survey results reveal that participants agree or strongly agree that the AYD training prepares them to implement the training in their home communities. These feelings of preparedness are linked to enhanced understanding of developmental outcomes, the importance of youth participation, learning strategies to offset Adultism, integrating developmental outcome approaches at the organizational level and talking with constituents about advancing positive youth development.

Furthermore, results suggest that the training fosters improved personal feelings of competency and professionalism as youth workers by articulating what it is that youth workers do as well as providing a language that can be used to describe the unique roles that youth workers play.

During the past fiscal year, 13 counties provided community based training, bringing the total of youth workers trained to 201 (according to post-training surveys submitted). Community-based post-training evaluations strongly validates that a significant amount of learning is being transferred from the training of facilitators to practice in terms of providing very high quality AYD training at the local level. Aggregated results from community-based training reflect that learning goals are being achieved to an *extremely* high level with an overall mean of 3.69/4.0 reflected on post-training surveys.

Further validation of this high level of transfer from training to practiced behaviors on the job is evident in the concept mapping results. Youth workers identify many of the key elements of the curriculum as impacting their day-to-day practice in very salient ways. Of particular importance are the concepts related to supporting youth, feeling validated in their role as a youth worker and having a language that describes the work that is being done, understanding youth in terms of their developmental outcomes, and realizing the importance of youth participation.

### **Sustainability**

The regional team has seriously attended to reinforcing and sustaining the impact of training by providing significant support to the youth workers they train. Follow-up visits are conducted in order to assist with training, planning and a reunion is held to discuss what has been successful, what has created barriers as well as providing opportunities to ask questions and request advice and guidance from the regional training team. Newsletters and a list\*serve strengthens the network established at the training and assists in keeping the youth workers connected.

### **Cost:**

*Advancing Youth Development Training of Facilitators* is funded by the NYS Office of Children and Family Services and – with the exception of travel and dinner – is provided at no cost to participants in the rest of the state.

The cost for participating in the local training conducted by these trained teams of facilitators varies by community. Please look for announcements of training near you for details.

**Contact Information:**

Rest of State:

Steve Goggin, Senior Executive Associate  
Children & Youth At-Risk  
Cornell Cooperative Extension  
NG10C MVR Hall  
Ithaca, New York 14853  
Phone: 607-254-5457  
Fax: 607-255-9856  
Email: seg12@cornell.edu

Lawrence Pasti, ICP Project Director  
NYS Office of Children & Family Services  
144 Boynton Avenue  
Plattsburgh, New York 12901  
Phone: 518-561-8740  
Fax: 518-562-8665  
Email: Larry.Pasti@dfa.state.ny.us

New York City

Jessica Mates  
Youth Development Institute  
Fund for the City of New York  
121 Sixth Avenue, 6<sup>th</sup> Floor  
New York, New York 10013  
Phone: 212-925-6675  
Fax: 212-925-5675  
Website: [www.fcny.org](http://www.fcny.org)

## **YOUTH DEVELOPMENT HAPPENING**

### ***Strengthbased***

Eddie\* was a 16-year-old young man who lived with his mother in rural Greene County. Eddie was referred to the Student Employment Training program by his probation officer after he was involved in a burglary along with other youth. At first, he was not at all excited about being there. He acted as if he didn't care about anything and he wasn't concerned about his situation. He was also failing all his subjects in school.

One day after Eddie had only been in the training class for a short time, he went joyriding with his mother's car, so his license was revoked and he was unable to drive. The teacher began dropping him off at home after class so he could talk to him about careers he could follow if he improved his grades. He discovered that Eddie was interested in electronics. The teacher told Eddie that if his grades improved he could join a mentoring program, which provides the option of volunteering at a computer store. Eddie was motivated by this opportunity and is now making A's and B's and is being mentored at the computer store. He enjoys the store very much and wants to stay. Currently, adults are trying to help him secure summer employment at his current location.

Eddie's attitude changed immensely. He now cares about his grades and his school attendance and is more confident. He continues to volunteer twice a week at the computer store for up to 2 hours each time, and he has developed a professional manner at work, both in person and on the phone. Although participants in the training program get a small stipend for coming to class, it appears to be the extra time the teacher took to communicate with Eddie that made the difference.

\*pseudonym

*Interview with Irene, Volunteer Program Supervisor, Mental Health Association of Columbia-Greene Counties, Inc.*

## Section VI: Training Opportunities: B: Communities That Care

### Communities That Care® Channing Bete Company

**Target Population:** All members of the community that have a stake in healthy futures for children, including elected leaders, youth, parents, law enforcement, schools, local youth and family serving agencies and organizations, the faith community, business community and residents.

**Goals:** Communities That Care operating system helps communities:

- mobilize and engage all members of the community;
- establish a shared vision, a common language and a collaborative planning structure to integrate diverse community efforts addressing youth and family issues;
- establish priorities for action based on a data-based profile of community strengths and challenges;
- define clear and measurable outcomes that can be tracked over time to show progress and ensure accountability;
- identify gaps in the current response to priorities;
- select programs and strategies that have demonstrated effectiveness to fill identified gaps;
- evaluate progress toward desired outcomes.

#### Conceptual Approach:

**Risk Factors:** 19 risk factors that can reliably predict adolescent substance abuse, delinquency, school dropout, teen pregnancy and violence.

**Protective Factors:** These factors hold the key to understanding how to reduce risks and encourage positive behavior and social development. Factors are organized in categories, such as individual characteristics, healthy beliefs and clear standards, and bonding.

#### Implementation Plan:

**Communities That Care Operating System:** This process provides a unifying framework that brings together a wide range of stakeholders, programs and initiatives to address youth issues in a comprehensive, systemic way. The process includes:

The following training and technical assistance is provided to support community planning efforts:

Phase One: Getting Started

- *'Getting Started Guide' with Technical Assistance*

Phase Two: Getting Organized

- *Key Leader Orientation Training (1/2 Day)*
- *Community Board Orientation Training (2 Days)*

Phase Three: Developing a Community Profile

- *Community Assessment Training (1 Day)*
- *Community Resources and Strengths Assessment Training (1 Day)*

Phase Four: Creating a Comprehensive Plan

- *Community Planning Training (2 Days)*

Phase Five: Implementing and Evaluating the Plan

- *Technical Assistance*

#### Research-Based:

Evaluation focuses on two major areas: community planning and decision making, and positive effects on risk and protective factors.

- Does the CTC operating system improve the quality of community planning and decision making for positive youth development and prevention of adolescent health and behavior problems? CTC operating system is framework for OJJDP Title V Delinquency Prevention Program. Qualitative and quantitative data available (Title V Report to Congress, 1996, 1997; Harachi et al., 1996).
- Does installation of the CTC system positively affect indicators of the risk and protective factors? Two preliminary reports of local data show positive trends from several communities (Title V Report to Congress, 1996, 1997; Jensen, et al., 1997).

**Community Outcomes:**

CTC's risk and protective factor focused approach is currently being tested in a national experimental study involving 42 communities in seven states. The five-year study is funded by the National Institute on Drug Abuse, Office of Juvenile Justice and Delinquency Prevention, Center for Substance Abuse Prevention, and the U.S. Department of Education.

**Cost Ranges:**

Communities may choose from a variety of packages to tailor services to meet their own needs. The following are ranges for specific type services available from Channing Bete Company.

CTC trainers:	\$3,400 - \$8,000 per training;
Strategic consultation and TA:	\$1,000 - \$1,500 per day;
CTC Youth Surveys:	\$1.60 - \$1.80 per student, depending on quantity required;
Final narrative report:	\$500 - \$700;
Variety of prevention curricula:	\$175 - \$525;
Curriculum and support materials:	\$16.95 - \$550.

**Contact Information for *Communities That Care*:**

Channing Bete Company  
One Community Place  
South Deerfield, MA 01373-0200  
Ph: 877-896-8532  
Fax: 800-499-6464  
E-mail: PrevSci@channing-bete.com  
www.channing-bete.com

**For Information on Accessing Training in New York:**

Contact:  
Claire Dalton  
NYS OASAS  
Prevention and Intervention Policy Bureau  
1450 Western Avenue  
Albany, New York 12203  
Ph: 518-485-2132  
Fax: 518-485-2142  
E-mail: ClaireDalton@OASAS.state.ny.us

## **Section VI: Training Opportunities: C: Healthy Communities – Healthy Youth**

### **Healthy Communities-Healthy Youth (Search Institute)**

**Target Population:** Members in the community who are passionate about improving lives of youth through an asset-building approach. Participants should include elected leaders and policy makers, families and youth, ...

#### **Goals:**

- To raise national consciousness about the urgency and feasibility of mobilizing individuals, communities, policy and resources to take positive action on behalf of all children and adolescents.
- To assist communities in developing and implementing coordinated and long term efforts to promote the healthy development of children and adolescents.
- To motivate and equip schools, religious institutions, youth-serving organizations, and other institutions to develop and implement asset-building strategies.
- To motivate and equip families to build developmental assets.
- To activate the asset-building capacity of all citizens, regardless of age of family status.
- To actively engage children and adolescents in building assets in their own lives, in the lives of their peers, and in contributing to community-wide initiatives.

#### **Conceptual Approach:**

The application of this model focuses on community mobilization to increase gains in youth asset development.

**Assets:** There are forty developmental assets organized in eight categories:

#### **EXTERNAL ASSET CATEGORIES**

- support;
- empowerment;
- boundaries and expectations;
- constructive use of time;

#### **INTERNAL ASSET CATEGORIES**

- commitment to learning;
- positive values;
- social competencies; and
- positive identity.

## **Implementation Plan:**

**Supporting communities to develop an asset-building initiative:** *Healthy-Communities-Healthy Youth* provides a framework for communities to develop their asset-building initiative, with steps that include:

- determining community readiness,
- selecting a decision making process,
- identifying community resources,
- employing the developmental assets,
- expanding community involvement,
- building trust, and
- developing a vision.

There are resources which provide examples and recommendations on starting an initiator group.

## **Evaluation:**

### **Research Base:**

The Profiles of Student Life: Attitudes and Behaviors survey measures assets, developmental deficits, thriving indicators, and risk taking behaviors. The 40 assets are broken down into internal and external assets, and the survey contains 156 items and is generally administered in one classroom period. The asset framework is mostly grounded in the empirical studies of child and adolescent development found in prevention, resiliency, and protective factors literature.

The “Survey of Student Resources” contains the 40 assets and also includes items which measure the five core resources: ongoing relationships with caring adults; safe places and structured activities during non-school hours; a healthy start for a healthy future; marketable skills through effective education; and opportunities to serve.

### **Community Outcomes:**

More than 200 cities have launched community-wide asset building initiatives. These initiatives are networked through a Healthy Communities-Healthy Youth. Also, various Search Institute research projects have been/are being conducted in states and communities including Assets for Colorado Youth (ACY); Developmental Assets for Kansas Youth; School Plus, and Uniting Congregations for Youth Development (evaluation component).

**Cost:**

Communities may select from a variety of packages to meet their specific needs. Below are ranges for cost of services and materials.

Training:	\$2,000 - \$7,500;
Two Surveys:	\$1.65 - \$2.00 per student;
Final Reports:	\$450 – 700;
Curricula, workbooks support materials:	\$10 and up. <sup>5</sup>

**Contact Information for *Healthy Communities-Healthy Youth*:**

Search Institute  
700 South Third Street, Suite 210  
Minneapolis, MN 55415  
Tel.: (800) 888-7828  
Fax: (612) 376-8956  
[www.search-institute.org/communities/hchy.htm](http://www.search-institute.org/communities/hchy.htm)

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<sup>5</sup> See above.

## **Section VI: D: Bridging Frameworks: Communities That Care and Healthy Communities-Healthy Youth<sup>6</sup>**

### **Similarities of Developmental Assets and Communities that Care Frameworks**

- Activate communities for the healthy development of all youth across contexts
- Encourage involvement of all community sectors and stakeholders
- Begin with a process for envisioning healthy outcomes for all children and youth
- Celebrate, reinforce and recognize accomplishments
- Advocate networking with and learning from other communities
- Focus on long-term change within and across communities
- Seek to support and build positive development of all children and youth
- Can be utilized in any community

### **Key Strengths Communities That Care Model**

- Mobilizes a broad range of community members around the knowledge base for prevention science and community-specific data-based priorities
- Measures risk and protective factors, identified in longitudinal studies, that predict positive youth development and development of problem behavior
- Uses Community's risk and protection profile to diagnose community needs and focus resources on the most critical needs
- Uses diagnosis to select community actions, policies and programs with demonstrated effects in controlled studies
- Develops outcomes, based on risk and Protective Profile, to monitor progress and ensure accountability for spending of scarce resources

### **Key Strengths Developmental Assets Model**

- Creates a simple, unifying, common language useful with, and meaningful to, a wide range of audiences
- Measures 40 positive outcomes (assets) as well as common risk behaviors and desired thriving behaviors
- Demonstrates the power of these assets in relation to both risk behavior and thriving behavior in simple, graphic ways

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<sup>6</sup> Presented by Dr. Richard Catalano, Development Research and Programs, Inc. and Dr. Dale A. Blythe, Search Institute, October 27, 1998, Annual Conference of the Association of New York State Youth Bureaus.

- Encourages widespread sense of responsibility among individuals as well as organizations and a sense of hope since each can make a difference – encourages grassroots strategies
- Serves as a catalyst to stimulate a wide range of “asset building” approaches that utilize community’s creativity and resources

### **Alternatives for Using the Two Frameworks**

- CHOOSE ONE – Each framework has tools and materials which simply work better when used together, also avoids potential confusion of having two frameworks
- CHOOSE BOTH – Intentional use the two frameworks at different points in a community effort so that they are the primary focus at that point in time - especially true if doing both surveys
- MIX AND MATCH COMPONENTS – Select the best elements of each and use them as appropriate for what you are trying to accomplish

### **Two Examples of Sequential Use**

- Use the *Asset Framework* to build a broad consensus around the need to build youth development into the way the community thinks and then use the *Communities That Care* process for diagnosing the type of programs and strategies to use in specific places
- Use the *Communities That Care* framework to help a community understand its risk and protection profile, possible strategies, and specific programmatic efforts and then use the *Developmental Assets* framework to build broader informal and formal community support for youth development

### **Conclusions**

- Both frameworks come from a research base
- The approaches have many similarities and each also has key strengths
- Each model is built on an integrated logic that is connected to the survey assessment process it uses
- The models may be used separately or combined best by cycling or sequencing
- Both emphasize development of all children and youth

## **Section VII: Additional Information: A: Finding Speakers**

Guest speakers are frequently used by groups to kick-off a significant event or activity, to re-energize a partnership, to draw attention to a particular issue, or to highlight meaningful achievements. These notable presenters can be either a highlight of your event or an unmitigated disaster.

An expert in a particular field does not necessarily also imply an ability to speak publicly or to teach others what they know. Similarly, a dynamic speaker for one particular audience may be perceived quite differently by another group.

### **Getting What You Want:**

The following tips<sup>7</sup> will help assure that your speaker is a success.

1. Know what you are expecting to accomplish with this speaker. Consider carefully what your goal is.
2. Always check references before inviting any speaker to present. Take the time to talk with others who have heard her/him.
3. Be sure that your speaker is clear on your goals and expectations for the presentation. Articulate what it is that you want the audience to learn, to practice or to do.
4. Confirm all details – verbally and in writing. Be sure that you are clear on the date, time and place of the event, as well as the amount of time allotted to the speaker. And of course, you must talk about money – be sure you are clear on any applicable fees and expenses.
5. More details. Your speaker will want to know about your audience in order to help her/him prepare appropriately. It may be helpful to send a program description as well information on the room or space in which the speaker will be presenting. A map or directions to the room or building is also useful.
6. Be sure you know what your speaker will need by way of equipment and space as well as her/his preference for the room set-up (if that's possible). Be sure you are both clear on what you will provide, what the speaker will bring, who will make copies of any handouts to be provided, etc.
7. If a meal precedes or follows the speaker's presentation, invite them, suggest that they come early or stay later.

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<sup>7</sup> List adapted from the Advancing Youth Development NETWORKER, Issue 3, Winter 2001, published by the Advancing Youth Development Collaboration.

8. Ask the speaker for a bio (a photo is also useful if you are preparing a printed program) by a certain date so that you can formally introduce her/him and/or provide essential information to your audience.
9. Say thank you. Always follow up the presentation with a thank you letter. You may want to include participant evaluations or comments, if appropriate.

### **Getting Who You Want:**

Once you have carefully considered the outcome you want to achieve and what you expect a guest presenter will be able to provide for your audience, you are faced with the more daunting challenge of finding the right person. There are no hard and fast rules for how to go about this. It is a task that requires reaching out, remembering and asking for lots of guidance and assistance.

Word of mouth - Talk with your colleagues and partners - ask them for referrals. They may have heard or heard about someone who may be appropriate for your event.

Take advantage of the work that others have done - Conferences and workshops that you or your colleagues have attended are another good way of identifying prospective speakers. If you can, speak with the event's organizer to learn not only about the ones they succeeded in getting, but about the ones they wanted who were unavailable.

Consider every resource – Take a close look at your community institutions – universities, chambers of commerce, elected officials, business leaders, United Ways, community leaders, etc. They may be either a source of speakers or may assist you in finding the right person. Reach out to your state or national level counterparts. They may be able to guide your search process or provide an appropriate speaker for your event.

## **YOUTH DEVELOPMENT HAPPENING**

### ***Skills***

Angel\*, a 17 year old Latino who joined our program, was very intelligent but shy. Besides his family, he didn't really have many experiences dealing with adults. He was definitely an anxious person. His hands would shake.

There were a couple of aspects to our program he participated in that really helped him. He participated in the planning for Youthfest, and it gave him the chance to get on stage and rap in front of 150 young people. He was really into rapping. He was proud to share of part of himself with an audience.

Another project he worked on was our quarterly newsletter. He ended up writing a regular piece about fashion. His writing was so descriptive, interesting and youth-appealing. His writing ability showed because he was writing about something that he was truly interested in. When he worked on the newsletter, he worked with a male health educator, and that was a good mentoring experience for him.

Our aim was to make an environment where he was comfortable and not pressured. He worked his way up to doing a lot of workshops in the clinic as well as in the community and in schools. From one year to the next, you could see improvement. It was really dramatic.

While he no longer is with our program, we are pleased that he has thus far completed one semester of college. We try to provide Angel and the other peer educators with basic skills and knowledge that they would be able to use in college or work. When they're here we give them an assortment of assignments so they can develop different skills. Although they acknowledge that they learn from the program, it's the friendships and support that they value most of all. It's the whole experience that affects them, rather than one event.

\*pseudonym

*Interview with Silvia Alemany, Health Educator, SPEEK program (Sinai Peers Encouraging Empowerment through Knowledge), Mount Sinai Adolescent Health Center, New York City*

## **Section VII: Additional Information: B: Useful Websites**

The internet provides an increasingly accessible and useful source of information. As new information on youth development, new research supporting youth development, and new examples of youth development happening in communities comes available, it is often found on the internet. Users of this Notebook are encouraged to employ the power of the internet to answer questions, join discussions, find examples and share successes on youth development in action. Not all users will have access to the internet in their home or office. Public libraries are often sites where internet access can be obtained.

This list of websites is NOT intended to be an exhaustive or a complete listing of relevant sites. It is a list of some useful sites, many of which have information that has been useful in preparing this Notebook or which have been recommended by the creators of this Notebook. Most sites have a useful set of links to many additional sites relevant to youth development information.

Readers are also encouraged to conduct searches for new and different sites using various available search engines. When searching on the internet, words such as "youth development", "positive youth development", "resiliency", "community youth development" are good starting points.

### **Websites**

- Academy for Educational Development – [www.aed.org](http://www.aed.org) – Includes Center Youth Development Policy Research & National Training Institute Community Youth Workers.
- ACT for Youth Upstate Center of Excellence – [www.human.cornell.edu/actforyouth](http://www.human.cornell.edu/actforyouth) – See their latest newsletter, peruse links to other youth development websites and visit the resource library where you can search through abstracts of books, journal articles, and academic papers on topics such as Youth Development, Developmental Assets, Community Involvement, Collaboration, Youth Violence, Risk Behaviors, and more.
- Chapin Hall – [www.chapin.uchicago.edu](http://www.chapin.uchicago.edu) – Many good reports on youth development, caring, community collaboration.
- Children, Youth and Families Education and Research Network (CYFERNet) – [www.cyfernet.org](http://www.cyfernet.org) – This USDA site has excellent resources, abstracts, evaluation materials, etc.
- Community Tool Box – [www.ctb.lsi.ukans.edu](http://www.ctb.lsi.ukans.edu) - This site's mission is Promoting community health and development by connecting people, ideas and resources." This site was created to provide information and assistance to people interested in taking action to improve their communities. The site includes online tools, a Guide for Community Problem Solving and other community resources.

- Connect for Kids – [www.connectforkids.org](http://www.connectforkids.org) – A site with good electronic newsletters on youth issues.
- Creative Partnerships –[www.cpprev.org](http://www.cpprev.org) - The goal of this national initiative is to provide current information, ideas and resources on how to use the arts and humanities to enhance drug and violence prevention programming, foster resiliency in youth and implement collaborations within communities to strengthen prevention programs for youth.
- Developing Capable People – [www.capabilitiesinc.com/Pages/articiles.html](http://www.capabilitiesinc.com/Pages/articiles.html) - Articles such as Myths and Realities about American Families and Developing Capable Students can be found here.
- Developmental Research & Programs – [www.drp.org](http://www.drp.org) – This site includes information on Communities That Care and other products and services offered through this organization.
- Do Something – [www.dosomething.org](http://www.dosomething.org) – Do Something is a nationwide network of young people who know they can make a difference in their communities and take action to change the world around them. As part of Do Something, young people are asked what they want to do to make things better and then given the resources and support to bring their unique vision to life.
- Family Support America – [www.familysupportamerica.org](http://www.familysupportamerica.org) – Information on family support and family strength-based practice.
- Fund for the City of New York – [www.fcny.org](http://www.fcny.org) – The Fund introduces and helps to implement innovations in policy, programs, practice and technology in order to advance the functioning of government and nonprofit organizations in New York City and beyond. Included is the Youth Development Institute which supports Advancing Youth Development training and other youth related activities.
- Healthy Valley 2000 - [www.invalley.org/hv2000](http://www.invalley.org/hv2000) - This site describes a grassroots community effort to evaluate and measurably improve the quality of life in six Connecticut communities. It includes a link section to other healthy community initiatives.
- Indiana Youth Institute Resource Center – [www.iyi.org](http://www.iyi.org) – Features up-to-date bibliographies on youth development and other general information.
- Innovation Center for Community and Youth Development – [www.fourhcouncil.edu/cyd/index.htm](http://www.fourhcouncil.edu/cyd/index.htm) – A wellspring for fresh ideas and experiential learning, a link to new partners, and a catalyst for positive change in the way youth development takes place – the Innovation Center for Community Youth Development

fosters and strengthens the best thinking and practice in the field. This site has practical information on youth participation and other issues.

- Life Skills Training – [www.lifeskillstraining.com](http://www.lifeskillstraining.com) – Cornell Professor Botvin has a very well researched life skills curriculum recognized nationally.
- Minnesota University Extension Service – [www.extensions.umn.edu/distribution/youthdevelopment/DA6699.html](http://www.extensions.umn.edu/distribution/youthdevelopment/DA6699.html) – This link brings up a paper that describes youth development in clear, practical terms. At the end of the paper is a link to other youth development pages.
- National Academies – [www.nationalacademies.org/cbsse/bocyf](http://www.nationalacademies.org/cbsse/bocyf) - Links to some of National Research Council's most current research on adolescence from this page, including full-text versions of Research To Improve Intergroup Relations Among Youth And Risks And Opportunities: Synthesis of Studies on Adolescence.
- National Collaboration for Youth – [www.nassembly.org](http://www.nassembly.org) – This is where the report, "Position Statement on Accountability and Evaluation in Youth Development Organizations" can be found.
- National Mentoring Partnership – [www.mentoring.org](http://www.mentoring.org)
- National Training Institute for Community Youth Work – [www.aed.org/centers\\_nticyw.html](http://www.aed.org/centers_nticyw.html) – NTI's mission is to professionalize the field of youth development. NTI 's mission is to professionalize the field of youth development. NTI provides technical assistance and training to local communities and organizations to build systems of professional development for youth workers.
- National Network for Youth – [www.NN4Youth.org](http://www.NN4Youth.org) – An organization that supports regional and state networks, advocacy, community youth development, training and a quarterly CYD Journal.
- National Resource Center for Youth Development – [www.nrcys.ou.edu](http://www.nrcys.ou.edu) – Part of Administration on Children and Families supported technical assistance centers. Very good variety of information.
- National Youth Development Information Center – [www.nydic.org](http://www.nydic.org) – The website for the National Youth Development Information Center. Not only is there a plethora of information available here, lots of other youth-oriented links can be found.
- NYS Council on Children & Families – [www.capital.net/com/council](http://www.capital.net/com/council) – Information on restorative justice can be found here.
- Office of Juvenile Justice and Delinquency Prevention – [www.ojjdp.ncjrs.gov](http://www.ojjdp.ncjrs.gov). This links to a variety of information on research, information, funding, youth development, Youth In Action and prevention.

- Public/Private Ventures, Inc. – [www.ppv.org](http://www.ppv.org) – Excellent research and development outfit, lots on mentoring, the Big Brothers study, community mobilization initiatives and more.
- Resiliency in Action – [www.resiliency.com](http://www.resiliency.com) - The purpose of this site is to spread the news of resiliency through sharing research and facilitating the practical application and evaluation of the resiliency paradigm. Included is a list of speakers on resiliency, presentations and upcoming training opportunities.
- Resiliency Concept – [www.projectresilience.com](http://www.projectresilience.com) – Provides information on resiliency and training on resiliency.
- ROPE: The Right Of Passage Experience – [www.rope.org](http://www.rope.org) - The Center for the Advancement of Youth, Family & Community Services, Inc.'s website offers information about the phases of Building a Collaborating Community.
- The Forum for Youth Investment – [www.forumforyouthinvestment.org](http://www.forumforyouthinvestment.org) – Forum created to increase quality and quantity of youth investments and youth involvement by promoting a big picture approach to planning, research, advocacy and policy development.
- Search Institute – <http://www.search-institute.org> - Search Institute is a nonprofit organization dedicated to advancing the well-being of children and adolescents through research, publications, training and consulting. These initiatives are networked through a national effort called Healthy Communities - Healthy Youth. Various tools and full-text articles are available at this website.
- United Way – [www.unitedway.org](http://www.unitedway.org) - Enter a zip code in the appropriate field, and you can find information about local United Way projects involving youth.
- We Prevent – [www.weprevent.org](http://www.weprevent.org) - This website provides information for teens on how to join or start programs on tutoring, mentoring, volunteering, or peer counseling.
- Welfare Information Network – Youth Development – [www.welfareinfo.org/youth](http://www.welfareinfo.org/youth) – Good information, connects YD and welfare/TANF issues, good links.
- Youth Info – [www.acf.dhhs.gov/programs/fysb/youthinfo/index.htm](http://www.acf.dhhs.gov/programs/fysb/youthinfo/index.htm) – Site for those interested in learning about young people, their development into productive adults and engaged citizens, and ways to support youth development.
- Youth Links – Research Training Center on Family Support & Mental Health – [www rtc.pdx.edu/pgYouthLinks](http://www rtc.pdx.edu/pgYouthLinks) – Youth focused issues from a mental health perspective, including support for youth participation.

## **YOUTH DEVELOPMENT HAPPENING**

### ***Participation***

We have a community/school-based theater troupe, now in its third year. Before kids join they sign a drug and alcohol free agreement after we have a lengthy discussion about the topic. One girl told me after she had been in our group awhile that when she saw one of our performances she knew she had to make a change. Deanna\* is a 15 year-old girl who lives in a rural community with her grandparents. Because her grandparents are so elderly, it is hard for her to get transportation to positive community activities. Her mother has a history of substance use and doesn't live with them. Deanna had been using alcohol and drugs and generally making poor choices. Some of Deanna's friends had serious consequences from substance use. During the time when she used most heavily she also experienced the death of a friend who overdosed.

The troupe is set up to foster youth development. The adults set boundaries and really listen to the members, creating a safe place for self-expression. Deanna was always pretty outspoken but her confidence was molded by participation in the troupe and she acted as a positive leader. For example, once she participated in a group discussion about alcohol and drugs which she redirected from a negative and counterproductive one to a more positive activity. I think this group provided a place where she could feel accepted without using a substance. With steady, consistent, and clear goals, she was allowed to do fun things that people accepted and admired. Also, from being in this program she has made new friends while cautiously interacting with her old friends.

\*pseudonym

*Interview with Heather, Prevention Education Specialist, BRiDGES program, Madison County Council on Alcoholism, Madison County*

## Section VII: Additional Information: C: Financing Your Efforts

### Show Me The Money!<sup>8</sup>

**Understandably, prospective collaborations will worry about the funding, but interestingly enough,** successful partnership projects stress that funding issues should NOT be what drives the initiative. **NOR should it be the first question asked.**

**Maximizing existing local resources:** When the partnership arrives at the point of discussing funding, options exist.

One stresses the “investor concept” – where prospective funders become involved in the project from the beginning, participating in the application and evaluation process, as well as the negotiated outcomes.

In one instance, an “investor support group” was established over the course of a year and a half. No money was brought into the discussions at this stage. Once the vision of the group was established, the investors went back to principals to ask for donations, with a clear picture of the collaboration’s objectives, scope and negotiated outcome—and invariably, with a strong commitment.

Other collaboration participants point to bartering agreements, “aidable” funding mechanisms, and in-kind contributions. While lump sum cash donations help, it is the real commitment of *all* partners that makes it work.

A successful community school notes that “Although funding practices have been characterized by rigid categorization in the past, more and more government agencies are now looking to fund programs that successfully leverage limited resources by building bridges and coordinating services with the community.” In some cases, existing resources may be leveraged or shifted from currently available funding.

Finally, potential funding sources should be wide-ranging, and might include government reimbursements, legislative grants, community foundations, private funders, in-kind gifts and fees.

**When local resources aren’t enough,** collaborations should check out certain federal programs. These might include Title I funding, or the Individuals with Disabilities Education Act under the auspices of the U.S. Department of Education. The U.S. Department of Health and Human Services oversees programs including Medicaid; Early Periodic, Screening, Diagnosis and Treatment Services (EPSDT); and Title V of the Social Security Act Maternal and Child Health Block Grant. Under the same federal agency, Title IV-E of the Social Security Act, the Family Support Act of 1988, Title XX Social Services Block Grant, the Child Care Development Block Grant and the Alcohol,

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<sup>8</sup> Reprinted from “The Making of a Partners For Children Community” published by the NYS *Partners For Children*.

Drug Abuse, and Mental Health Block Grant provide funding for various health and human services-related initiatives. The Office of Juvenile Justice and Delinquency Prevention also supports a wide array of youth development initiatives.

**All successful community collaborations agree on this point: “Don’t come to the table for money! Make your project plan, and the money will follow.”** A financial strategy should be the means to service delivery design, rather than an end. “Simply finding ways to generate new money will not cause systems change unless a plan exists defining how to use additional revenue to improve service delivery.”

- use the least complicated strategy to accomplish the partnership’s objectives;
- avoid refinancing strategies that might invite audit exceptions or federal financial penalties; and
- weigh the benefits of a financial strategy to assure advantages outweigh the challenges of implementation and ongoing administration.

**Been there, done that.** A community collaboration celebrating 40 years of success advises:

- Develop program content, outline, guidelines and scope first; *allow 3-6 months before any money is discussed!*
- Invite “investors” to discuss the proposal—it is far more likely that funders will buy into your efforts if they’ve been there from the start.
- Establish a single fiscal intermediary—and it is advisable that this not an agency, which provides services, to avoid real or perceived conflicts of interest. Community partnerships can manage funds much easier through one source and distribute monies through one agency.
- Remember collaborations take time; laying the groundwork to make them work is labor intensive.
- Decisions must be made by consensus—and they must be ones everyone can not only live with, but also *support!*

## Research Cyber-Style

**Surfing for dollars:** Internet sources to explore for further information on funding support for your collaboration include:

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

The Foundation Center - this link includes an orientation to the grant seeking process. An online newsletter which provides weekly RFP bulletins is also available.

[www.state.ny.us](http://www.state.ny.us)

NYS homepage with links to federal, state and local government sites.

[www.nysl.nysed.gov/gpo](http://www.nysl.nysed.gov/gpo)

This link provides New York State Library's gateway to GPO Access, a service of the U.S. Government Printing Office (GPO). Users of this site can search many federal government data bases such as the *Federal Register* and *Commerce Business Daily*.

[www.cfda.gov](http://www.cfda.gov)

Catalog of Federal Domestic Assistance - a government-wide compendium of Federal programs, projects, services, and activities, which provide assistance or benefits to the American public. It contains financial and non-financial assistance programs administered by departments and establishments of the Federal government.

[www.dos.state.ny.us/info/tocs.html](http://www.dos.state.ny.us/info/tocs.html)

New York State Register

[www.fundsnet.com/](http://www.fundsnet.com/)

Fundsnet is a privately owned Web site created to provide nonprofit organizations, colleges and universities with information on financial resources available on the Internet.

[www.internet-prospector.org/found.html](http://www.internet-prospector.org/found.html)

Internet Prospector Foundations/Grants – links to private foundation and corporate donor guidelines and annual reports and other grants information sources.

[www.philanthropy.com/](http://www.philanthropy.com/)

Chronicle of Philanthropy – a weekly newspaper for the nonprofit world. This is an invaluable source of information for charity leaders, fundraisers, grant makers and others. NOTE: parts of this site are accessible to subscribers only.

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

National Criminal Justice Reference Service

[www.hhs.gov](http://www.hhs.gov)

US Department of Health and Human Services

[www.ed.gov/funding.html](http://www.ed.gov/funding.html)

US Department of Education - this site provides comprehensive information about applying for grants and listings of current funding opportunities.

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

SchoolGrants – an up-to-date listing of government, foundation and corporate funding opportunities in k-12 education, including fundraising programs and contests. Also offers a free monthly e-newsletter.

[www.techlearning.com/grants.html](http://www.techlearning.com/grants.html)

A searchable database of funding opportunities for learning technology.

[www.grantmatch.com/homepage.html.ss](http://www.grantmatch.com/homepage.html.ss)

A web site where grant makers and grant seekers meet and greet each other.

[www.nydic.org/foundat.html](http://www.nydic.org/foundat.html)

National Youth Development Information Center – a data base of national foundations that support youth development projects and programs.

[www.dfa.state.ny.us/ocfs/](http://www.dfa.state.ny.us/ocfs/)

NYS Office of Children & Family Services - information regarding online OCFS RFPs.

## **Section VII: Additional Youth Development Information: D: References: Reports, Research and Articles**

Many users of this Resource Notebook will be interested in doing some background reading on the principles youth development, the research supporting youth development, or the trainings included in this Notebook. This section of the Notebook contains an abbreviated list of some useful initial sources of information to answer some of these questions. These included references have been part of the base of information upon which the paper "*Promoting Positive Youth Development: Moving From Dialogue to Action*" and this Notebook have been based.

This list is NOT intended to be exhaustive or complete in any fashion. It is a starting point for your inquiry. Many of these included reports contain additional references. Readers are also encouraged to visit the websites noted in Section VII.B. of this Notebook for compilations of additional current reports and research.

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## **APPENDICES**

- A. Partners for Children – member list
- B. Youth Development Team – member list
- C. Resource Notebook Team – member list

## **APPENDIX A – Partners for Children – member list**

Association of NYS Youth Bureaus  
NYS Association of Counties  
NYS Association of County Health Officials  
NYS Board of Regents/Education Department  
NYS Council on Children & Families  
NYS Department of Health  
NYS Office of Alcoholism and Substance Abuse Services  
NYS Office of Children & Family Services  
NYS Office of Mental Health  
NYS Office of Temporary & Disability Assistance  
NYS School Boards Association  
Schuyler Center for Analysis and Advocacy  
NYS United Teachers  
United Way of New York State

### **Partners for Children**

It is the shared vision of the Partners for Children that:

- all children should have an equal opportunity to reach their full potential;
- in their early years, all children should achieve optimal physical and emotional health, social skills and strong cognitive and educational development-elements essential to starting school with the foundation needed to succeed;
- this foundation needs to be sustained through middle and late childhood and adolescence to help youth reach appropriate developmental milestones, graduate from high school and make sound decisions about their futures; and
- family, school, community and government stakeholders must work together in this effort to assure the health and educational development of their children.

## **APPENDIX B – Youth Development Team – member list**

ACT For Youth Upstate Center of Excellence  
American Cancer Society  
Association of New York State Youth Bureaus  
Conference of Local Mental Hygiene Directors  
Coordinated School Health Network Center – Capital Region BOCES  
Cornell Cooperative Extension  
Cornell University  
Mid-State Coordinated School Health Center Onondaga-Cortland-Madison BOCES  
Monroe County Health Department  
Mount Sinai Adolescent Health Center  
NYC Department of Youth and Community Development  
NYS Office of Temporary and Disability Assistance  
NYS Center for School Safety  
NYS Council on Children and Families  
NYS Department of Health  
NYS Division of Criminal Justice Services  
NYS Division of Probation and Correctional Alternatives  
NYS Education Department  
NYS Nurses Association  
NYS Office of Alcoholism and Substance Abuse Services  
NYS Office of Children and Family Services  
NYS Office of Mental Health  
NYS United Teachers  
Schyler Center for Analysis and Advocacy  
Town of Colonie Youth Bureau  
University of Buffalo  
University of Rochester

**APPENDIX C – Youth Development Training & TA Subcommittee, YDT (Resource Notebook Team) – member list**

William Barnett, NYS Office of Alcoholism & Substance Abuse Services  
Deborah Benson, NYS Council on Children & Families  
Allison Campbell, NYS Office of Mental Health  
Thom Carter, NYS Department of Health  
Carol Chichester, Association of New York State Youth Bureaus  
W. Peter Donovan, NYS Office of Mental Health  
Evelyn Dries, American Cancer Society  
Steve Goggin, Cornell Cooperative Extension  
Tim LaPier, NYS Department of Health  
Ford McLain, NYS Council of Children & Families  
Lawrence Pasti, NYS Office of Children & Family Services  
Karen Randolph, University of Buffalo  
Meredith Ray, NYS Office of Mental Health  
Marta Riser, NYS Department of Health  
Mark Rosenholz, NYS Education Department  
Mary Shaheen, United Way of New York State  
Arlene Sheffield, NYS Education Department  
Lawrence Shulman, University of Buffalo  
Dora Stanley, NYS Education Department  
Michael Surko, Mount Sinai Adolescent Health Center  
Thomas Tallon, NYS Department of Health  
Norma Tyler, NYS Division of Probation & Correctional  
Cynthia Wilson, NYS Education Department