

A Guide to Positive Youth Development

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How to Use this Guidebook

This Guidebook is intended as a resource for agencies and programs wishing to incorporate or further integrate youth development concepts and principles into their work. It describes positive youth development as an approach to youth programming – focusing on strengths, capacities and developmental needs of young people – rather than the more traditional approach of searching out risks, negative behaviors and problems. It highlights how this *assets-based approach* can be extremely successful in preventing negative outcomes and utilizing youth themselves as important agents of change.

The Guidebook is divided into two sections: the first section includes an introduction to the youth development perspective and an introduction to the concept of developmental assets, or building blocks of healthy development. The section concludes with an overview of the youth development movement in the US, written by Karen Pittman, one of the pioneers in articulating and advocating for a positive youth development approach.

The second section provides research-based fact sheets on healthy adolescent development and how youth programs can build supports in the lives of young people that will increase their chances for a healthy and productive adulthood. The fact sheets focus on the environmental settings of youth programs, family, school, and community.

Following these two sections are appendices which provide informational resources, assessment tools for organizations and program planners, and opportunities for professional training in youth work and positive youth development.

About the ACT for Youth Centers

Two Centers for Excellence were funded under the Assets Coming Together (ACT) for Youth initiative. The Centers serve the New York Metropolitan and Upstate regions of New York State and were established to facilitate the work of the ACT for Youth initiative's Community Development Partnerships and other youth-serving organizations statewide.

The Centers:

- ▶ Provide training and technical assistance for program development and quality improvement in ACT-related programs;
- ▶ Conduct program evaluation and help build evaluation capacity within community-based organizations;
- ▶ Collect and disseminate information about current research-based best practices in youth development and adolescent health promotion;
- ▶ Maintain listservs on youth development and publish special reports, including succinct, clearly written reviews of relevant research, accessible through their websites; and
- ▶ Provide guidance in developing and implementing activities to promote and support positive behaviors at the community level.

The Centers represent a collaboration of four institutions. The Downstate Center is located at the Mount Sinai Adolescent Health Center in New York City. The Upstate Center includes the Family Life Development Center at Cornell University's College of Human Ecology in Ithaca, the New York State Center for School Safety at New Paltz and the University of Rochester Division of Adolescent Medicine. All four work together to assist New York State's public and private organizations to incorporate a positive youth development approach into their work with young people. The Centers can be found on the web at:

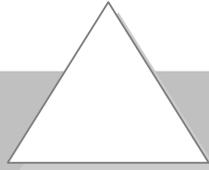
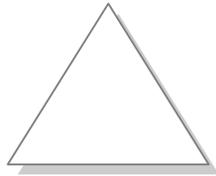
Downstate Center for Excellence: <http://www.mountsinai.org/cfe>

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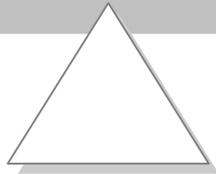
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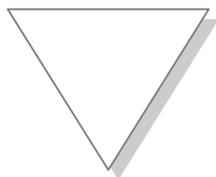
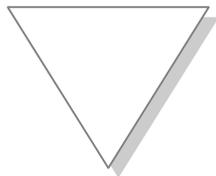
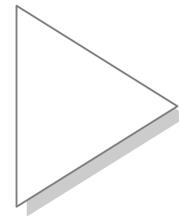
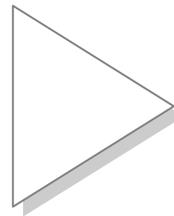
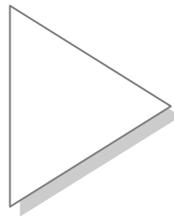
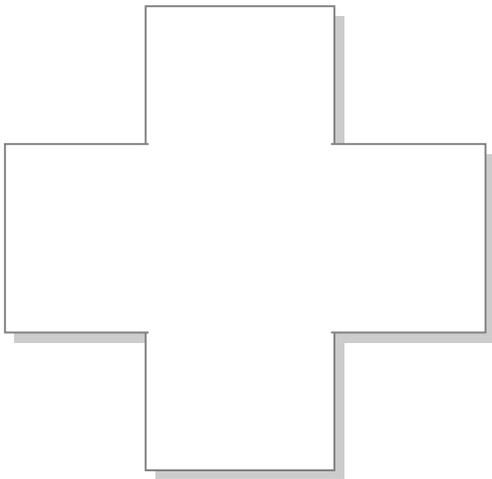
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1



A Positive Youth Development Framework



This section is intended to give an overview of the fundamental concepts and principles of positive youth development.

***An Introduction to Positive Youth Development** outlines the positive youth development perspective. This way of thinking about young people focuses on their capacities, strengths and developmental needs rather than solely on risks, negative behaviors and problems. The introduction concludes with concrete ways in which elements of the positive youth development approach can be infused into existing programs.*

*Next, **Search Institute's 40 Developmental Assets** provides a list of building blocks of healthy development, both internal and in the environments of young people, that have been shown to lead to healthy and productive outcomes for adolescents. These findings recommend a strengths-based philosophy, in which building developmental assets, rather than focusing exclusively on the risks or problems of young people, is a primary route to promoting positive outcomes such as success in education and employment, and physical and emotional health.*

*Finally, **Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities** gives a historical perspective of youth development and advances the idea that youth not only can be agents of change, but are, in fact, essential to community change and development.*

An Introduction to Positive Youth Development

(Adapted from “Positive Youth Development Guidance” from New York State Department of Health AIDS Institute)

What is Positive Youth Development?

Positive youth development is an approach, a way to think about young people, that focuses on their *assets* (capacities, strengths, and developmental needs) and not solely on their *deficits* (risks, negative behaviors, and problems). This approach calls for shifting attention away from a crisis mentality that concentrates on stopping problems, to developing careful strategies that increase young people’s exposure to positive and constructive relationships and activities that promote healthy, responsible, and compassionate choices.

It is imperative that young people have diverse opportunities for learning, for guidance, for meeting challenges, for exploring limits, for experiencing consequences, for developing self-confidence and self-control, for helping others, and for improving their communities.

There are several schools of thought that view positive youth development from different perspectives. Listed below are the main principles of positive youth development. They should be considered when incorporating a positive youth development approach into your youth-serving program.

Strengths more than risks or deficits: Instead of focusing solely on reducing problems, risks, or deficits, youth development focuses on building strengths. A focus on positive outcomes does not eliminate the need to address problems or provide services; rather, it complements those efforts.

Youth Engagement more than services *for* youth: Programs can too quickly focus on how to “serve” youth or “meet young people’s needs.” This approach assumes that young people are the consumers or recipients of services. A youth development approach requires youth program staff to view young people as *resources, contributors, and leaders* in their program.

Youth/Adult Relationships more than programs: Organizations often assume that simply providing new programs will lead to positive outcomes for young people. However, what is often overlooked is the importance of the relationships between young people and adults that are created and strengthened as a result of the programs.

Youth Voice not controlling or directing: Viewing young people as partners in your program and enabling them to have meaningful roles in your agency will boost your program’s authenticity, energy and ultimate effectiveness.

Community Involvement not just family members and professionals: Positive youth development emphasizes inspiring, inviting, and equipping *all* community residents from *all* segments of the community to contribute to the well-being of young people.

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Long Term Involvement not a quick fix: A positive youth development approach requires a long-term outlook that recognizes the importance of ongoing, positive opportunities and relationships to help young people succeed as adults.

Features of Positive Youth Development Settings

Experience and research have shown that young people need a set of personal and social assets that will increase their healthy development and well-being, and facilitate a successful transition from childhood, through adolescence, and into adulthood. A report from the National Research Council and the Institute of Medicine entitled *Community Programs to Promote Youth Development* grouped these assets into four broad categories: physical, intellectual, psychological and emotional, and social development. Continued exposure to positive experiences, settings, and people, as well as opportunities to gain and refine life skills, supports young people in the development and growth of these assets.

It is important to understand that as a youth-serving program, you play an essential role in helping young people acquire the assets to help them become successful adults. The settings in which you provide services help to support the development of assets by the young people you serve. From the report *Community Programs to Promote Youth Development*, positive developmental settings provide:

- ▶ Structure that is developmentally appropriate, with clear expectations for behavior as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as young people mature and gain more expertise;
- ▶ Opportunities for young people to experience supportive relationships with adults;
- ▶ Opportunities to learn how to form close, durable human relationships with peers that support and reinforce healthy behaviors;
- ▶ Opportunities to feel a sense of belonging and to feel valued;
- ▶ Opportunities to develop positive social values and norms;
- ▶ Opportunities for skill building and mastery;
- ▶ Opportunities for young people to develop confidence in their abilities to master their environment (a sense of personal efficacy);
- ▶ Opportunities for young people to make a contribution to their communities and to develop a sense of mattering; and
- ▶ Strong links between families, schools and broader community resources.

As you develop or continue to strengthen your youth-serving program, you can incorporate positive youth development principles into your program design and create settings that provide the features and opportunities noted above.

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How Can Positive Youth Development Be Infused Into Your Program?

When thinking about ways to infuse positive youth development into your program, remember that youth development activities bridge interrelated yet distinct groups — from individuals to families to schools to communities to the sponsoring agency to collaborating partners.

Listed below are some examples of how positive youth development principles and opportunities could be incorporated into your youth-serving program. The examples are not exhaustive; there are many other ways to provide youth development opportunities to your peers and program participants. When thinking about developing and providing youth development opportunities, it can be helpful to consider how those opportunities can become an integral component of your youth-serving program design and how they can address the specific needs of the young people you serve.

Strengths:

- ▶ add questions to your intake form to gather information about your program participants' strengths, interests, hobbies, etc.;
- ▶ become familiar with the strengths and interests of the young people you work with and create and take advantage of opportunities to foster those strengths and interests;
- ▶ provide training to program and administrative staff and board members on youth development concepts and strategies;
- ▶ provide opportunities to explore career interests and pursue employment - e.g., resume development, internships at your agency or other agencies;
- ▶ explore options for higher education - e.g., information about GED programs, technical schools, college, etc.;
- ▶ create opportunities to pursue creative and physical interests - e.g., dance, arts, gardening, sports, etc.;
- ▶ start a book club where participants read and facilitate discussions about books of their choosing.

Youth Engagement:

- ▶ ask program participants about what types of services and activities they would like to have available through your program and agency;
- ▶ establish a group of participants or peers to evaluate the effectiveness of your program's services;
- ▶ create youth-led program committees - e.g., staff/peer recruitment and hiring, program materials development, media relations, etc.;
- ▶ create forums for young people to present/teach their skills and interests to other young people.

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Youth/Adult Relationships:

- ▶ create opportunities for program staff and participants/peers to meet on an informal basis;
- ▶ design a mentor program;
- ▶ invite community residents to share a skill, hobby, or profession with participants;
- ▶ invite family members and community residents to recognition events to celebrate young people's accomplishments;
- ▶ create opportunities for young people to showcase their talents to their family members, agency staff and community residents;
- ▶ sponsor informational presentations that bring together young people and family members - e.g., parenting skills, communication skills, etc.;
- ▶ sponsor tournaments that bring young people, parents, and other adults together to play board games, sporting events, etc.

Unleashing Youth Voice:

- ▶ create a youth advisory board for your agency's Board of Directors;
- ▶ have program participants/peers present at a meeting of the Board of Directors;
- ▶ have a young person become a member of the Board of Directors;
- ▶ support young people in writing letters to the editor/editorials for local newspapers;
- ▶ invite young people to contribute articles to your agency's newsletter;
- ▶ encourage young people to become involved with their schools' various education committees;
- ▶ arrange opportunities for young people to educate their parents, community residents, and local and state elected officials about issues of concern;
- ▶ assist young people in registering to vote;
- ▶ assist participants/peers to conduct youth-developed and administered surveys of young people in their community on topics of concern and interest;
- ▶ support young people in advocating for themselves and their peers.

Community Involvement:

- ▶ encourage participants/peers to attend meetings of community and school boards;
- ▶ invite community residents to attend a program activity;
- ▶ form partnerships with community organizations in order to provide more opportunities and supports for program participants and peers;

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- ▶ encourage and support young people to volunteer in community agencies and community events - e.g. health fairs, community gardens, athletic leagues, community improvement initiatives, recreational programs, etc.;
- ▶ involve participants/programs in mapping the youth-friendly services and businesses available in their community, creating a directory of community resources, and advocating for additional or missing resources.

Long Term Involvement

- ▶ sponsor reunions of program participants and peers;
- ▶ invite former participants and peers to special events - e.g., picnics, holiday parties, recognition events;
- ▶ hire former program participants;
- ▶ regularly communicate with former participants and peers - e.g., letters, newsletters;
- ▶ provide ongoing training opportunities to staff of your agency and other community agencies on youth development principles.

Search Institute's 40 Developmental Assets

Search Institute's 40 developmental assets is one of the most widely known youth development frameworks. The framework identifies 40 critical factors for young people's healthy growth and development. Of these, 20 are internal qualities and skills, such as achievement motivation, honesty, and optimism about one's personal future; and 20 are external features of the young person's environment, such as high expectations from adults, family love and support, opportunities for service to others, and positive peer influence. These assets are a useful set of benchmarks for promoting positive child and adolescent development.

The more assets in the life of a young person, the better his or her chances are for healthy, positive development and behaviors. For example, of young people with 0-10 of the 40 assets, only 8% are succeeding in school, 26% are taking steps to maintain their good health, and 50% exhibit leadership. In contrast, among their peers with 31-40 of the 40 assets, 47% are successful in school, 89% maintain good health, and 85% exhibit leadership.

Furthermore, the more assets, the greater the chances for avoiding negative and unhealthy behaviors. Of young people with 0-10 of the 40 assets, 49% have problematic alcohol use, 61% are involved in violence, and 32% are involved in sexual activity. In contrast, among their peers with 31-40 of the 40 assets, only 3% have problematic alcohol use, 7% are involved in violence, and 3% are involved in sexual activity. As illustrated by the following list, developmental assets can be promoted in any setting and by anyone who is involved in the lives of young people.

External Assets

Support

Family support Family life provides high levels of love and support.

Positive family communication Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

Other adult relationships Young person receives support from three or more nonparent adults.

Caring neighborhood Young person experiences caring neighbors.

Caring school climate School provides a caring, encouraging environment.

Parent involvement in schooling Parent(s) are actively involved in helping young person succeed in school.

Empowerment

Community values youth Young person perceives that adults in the community value youth.

Youth as resources Young people are given useful roles in the community.

Service to others Young person serves in the community one hour or more per week.

Safety Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations

Family boundaries Family has clear rules and consequences, and monitors the young person's whereabouts.

School boundaries School provides clear rules and consequences.

Neighborhood boundaries Neighbors take responsibility for monitoring young people's behavior.

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Adult role models Parent(s) and other adults model positive, responsible behavior.

Positive peer influence Young person's best friends model responsible behavior.

High expectations Both parent(s) and teachers encourage the young person to do well.

Constructive Use Of Time

Creative activities Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

Youth programs Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

Religious community Young person spends one hour or more per week in activities in a religious institution.

Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning

Achievement motivation Young person is motivated to do well in school.

School engagement Young person is actively engaged in learning.

Homework Young person reports doing at least one hour of homework every school day.

Bonding to school Young person cares about her or his school.

Reading for pleasure Young person reads for pleasure three or more hours per week.

Positive Values

Caring Young person places high value on helping other people.

Equality and social justice Young person places high value on promoting equality and reducing hunger and poverty.

Integrity Young person acts on convictions and stands up for her or his beliefs.

Honesty Young person "tells the truth even when it is not easy."

Responsibility Young person accepts and takes personal responsibility.

Restraint Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

Planning and decision making Young person knows how to plan ahead and make choices.

Interpersonal competence Young person has empathy, sensitivity, and friendship skills.

Cultural competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

Resistance skills Young person can resist negative peer pressure and dangerous situations.

Peaceful conflict resolution Young person seeks to resolve conflict nonviolently.

Positive Identity

Personal power Young person feels he or she has control over "things that happen to me."

Self-esteem Young person reports having a high self-esteem.

Sense of purpose Young person reports that "my life has a purpose."

Positive view of personal future Young person is optimistic about her or his personal future.

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Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities concludes this section by showing how these youth development concepts have influenced the national youth policy agenda. It goes on to identify the future of this movement highlighting positive next steps. Taken from the *Community Youth Development Journal*, the article gives a brief history of major trends in youth development and introduces the concept of youth as agents of change. This concept characterizes youth as integral parts of community change and development, shifting from the idea of “problem youth” to “problem solvers.”

Karen Pittman is one of the pioneers of the youth development approach, and has proven herself to be a long-term national advocate for young people. She takes a broad view of youth development, focusing not just on agencies and programs, but also public and private youth-serving infrastructure, and national policy.

Balancing the Equation: Communities Supporting Youth, Youth Supporting Communities

(Source: Community Youth Development Journal, Vol. 1: No. 1, Winter 2000)

Karen Pittman

In this chapter, the author reflects on 40 years of changes in approaches to working with and for marginalized young people. Despite the progress we have achieved during this time, the author reminds us that young people must not only have access to resources and opportunities, but also must become active in sharing and exercising power if we are to achieve our vision.

The decades between 1960 and 2000 have seen tremendous shifts in youth policy and practice in the United States. These shifts have altered the definition of young people's responsibilities, rights, competencies, and needs, as well as those of their families, institutions, and communities. Changes are evident in the way youth, family, and community issues are framed—for example, how the “deficits” language has been softened by the concept of “assets.” We've witnessed a shift in the roles that young people, families, and community residents are encouraged to play as stakeholders in their own development. In addition, we've seen increases in the youth, family, and community fields' understanding of how much the well-being of their respective populations co-varies. Most importantly, and most recently, there has been a growing awareness of the synergy created when young people, families, and community stakeholders plan and implement projects together. As we think about where this can take us, let us begin by examining the past four decades in greater detail.

Looking Back

1960s. The sixties witnessed a growth in public and political attention to identifying and understanding youth with serious problems, such as dropouts, runaways, unwed parents, abused children and youth, and delinquents. Who were they? Why were they in trouble? What did they need? The numbers of youth with problems were rising, as were the associated direct costs, and recognition that the indirect costs associated with the loss of skilled human capital was emerging. Dollars began to flow to increase the capacity to work with these populations in public institutions.

1970s. The birth of a response to these young people focused on alternative youth services in the seventies. The growth of these programs, made possible by increases in federal and state dollars for “troubled” youth, marked a shift in thinking about working with young people in difficult circumstances. Though these youth were in need of help, they were seen as capable of making decisions and helping themselves. The programs built on, rather than squelched, young people's sense that they could make a difference. By the end of the seventies the calls for programs that addressed young people's needs before they ran away, dropped out, or became pregnant began to grow. It was during this time that the National Network for Youth was established.

1980s. A new emphasis on primary prevention took hold in the eighties. Practitioners and policymakers honed in on the high cost and modest effectiveness of crisis programs, but the focus

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remained on reducing problems. Hundred of programs and curricula emerged to stop teens from drinking, smoking, having sex (or unprotected sex), being truant or violent. As the redundancies became clear (multiple programs targeting the same young people), the calls for comprehensive prevention programs grew louder.

1990s. It was in this decade that the youth development approach began to take root. The idea that “problem-free is not fully prepared” took hold. This sparked calls for increased funding of non-problem focused programming, in addition to changes in approach and funding among programs and practitioners who traditionally worked with vulnerable youth. The National Collaboration for Youth grew in members and visibility. Youth-worker training received attention. The idea that “young people grow up in communities, not programs” also gained currency, encouraging a new call for greater community investment in youth development. A renewed emphasis was placed on the establishment of the National Commission on Youth and Community Service. It was also during this time that the National Network for Youth coined the term “Community Youth Development” (Pittman, 1996, pp. 4-8) to signal a new approach to youth development. This approach was powered by the belief that young people and adults could work together to change their communities into places where young people could grow up healthy.

Looking Forward

The good news is that youth participation is in.¹ It has emerged as a powerful strategy for engaging older youth. It holds the promise of instilling a sense of civic and social responsibility in adolescents and young adults and bringing new energy and optimism to community problem solving. But balancing the goals of individual youth development and youth and adult action for community change will require significant work. And staying committed to the young people most in need will require constant vigilance.

The Next Paradigm Shift: From Youth Participation for Youth Development to Youth and Adult Partnerships for Community Change

As noted, significant progress has been made in promoting the argument that community change is critical to youth development—indeed, young people do not grow up in programs, but in communities. And the argument that meaningful participation is critical to youth development has been well documented—especially among older youth who are ready not only for more choice and voice, but for more opportunities to have a visible impact. But the idea that youth participation is critical to community change has not been firmly embraced (Figure 1). Without persistent advocacy, youth participation will be promoted as a community program rather than as a community principle.

Data from Community Change for Youth Development—a multiyear demonstration project undertaken by Public/Private Ventures (P/PV) to assess the capacity and impact of a community’s ability to increase the “core vitamins” for youth development—can be used to demonstrate this point.² Youth surveys in three communities revealed that young people are aware of their own needs as well as the needs of their communities (Sipe & Ma, 1998). The data confirm that young people

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know what the problems are and have a sense of how to address them and, with the right support and resources, can make a positive change. Consider the following:

- ▶ Young people feel the effects of crime and violence
- ▶ They see the results of idleness and lack of supervision
- ▶ They frequently participate in structured activities as young teens, but participation declines with age
- ▶ They lack work and employment opportunities
- ▶ They want adult support
- ▶ They want to help make things better

Figure 1: Highlighting the link – Youth Participation for Community Change



The P/PV project hopes to help fill these voids by providing communities with technical assistance and leveraging dollars to increase five core “vitamins” for youth: adult supports, positive activities in the non-school hours, meaningful work and service experiences, opportunities to be involved in shaping their own environments, and support through transition periods (e.g., middle school to high school).

Equally important is that the list above cries out for solutions. This is where definitions of youth participation become critical, for they determine the timing and extent of youth engagement in solving problems. For a moment, let’s fast-forward two years to the future and assume that the surveyed communities have put a range of responses in place: community policing, citizen patrols, extended-hours youth centers, apprenticeships, mentoring programs, school-based service and a youth service corps, for example. Presumably, young people are the beneficiaries. But which

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initiatives did they suggest or help plan? For how many did they advocate? How many have youth volunteers or employees?

If the phrase “they [the youth] want to help” were interpreted narrowly by the adults in power, the answer would be probably just a few. In this scenario, while youth participation is likely in many programs, youth will only volunteer or be hired in those programs that have youth service or employment as their goal. In contrast, if the phrase “they want to help” were interpreted broadly as “they want to help address each of the issues they raised,” the answer could be quite different. Young people, suddenly, become “at the table” stakeholders in planning and implementing every response from community policing to mentoring. The numbers of youth involved—not just as participants, but as staff, planners, organizers, and volunteers—skyrockets when participation is seen as a principle rather than a program.

We must echo Barry Checkoway’s warning³:

There is a tendency in the youth development field to accept all notions of youth participation and to embrace all forms of practice. Some of what passes today as “youth participation” actually may be a new form of agency service delivery in disguise.

Youth participation for youth development. Youth participation for community change. Different goals, different strategies; maybe even different proponents and funders. This isn’t semantics: it’s a critical distinction that I, for one, have been slow to grasp. It is a distinction that, if grabbed, will shape the way youth development ideas are marketed in the years ahead. It took a decade of work to move the idea that young people don’t grow up in programs, they grow up in communities. Perhaps we can accelerate the learning curve for the next challenge —participation shouldn’t occur just in programs, it should occur in communities.

The Next Definition Shift: From “Problem Youth” to “Problem Solvers”

While most would agree that there have been positive shifts during the last 40 years of youth policy, these changes have had some unexpected consequences. Slowly but surely, we have shifted the focus and resources away from older, marginalized youth to elementary and middle school youth who are “at risk” of, but not struggling with, the problems that caught the public’s attention several decades ago. The younger/lower risk group is where “smart investments” are now being made, investments that are seen as having a pay-off in both problem reduction and work-force preparation. The rapid growth of federal and state funding for after-school programming (e.g., the 21st Century Schools program) is a testament to this. While these investments are clearly needed, many in the youth field feel that once again one age group—this time elementary and middle schoolers—is being pitted against older, non-college bound youth in the competition for public attention and public dollars.

There is a reason to be concerned that the next 40 years will see a quiet reversal of progress for young people in the most vulnerable situations. While the idea of promoting the development of “fully prepared youth” will continue to take hold, it will be realized through strategies in policy-reinforced practices that reach young people earlier—with the expectation that they will thrive on relatively light but constant doses of support. Those who do not— those who are “on track” at age

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eight but begin to slip at 12 and are clearly “off track” at 15—may not receive the supports and opportunities they need to regain their position.

There is a real danger that the “early investment” push, combined with the lingering “fix then develop” mentality, will make it less likely that the young people most in need of services and supports and opportunities will get them. Even as it becomes clear, not only that “problem-free isn’t fully prepared” but that “fully prepared isn’t fully participating,” it is possible that young people on the margins—especially those 15 and older—will remain there. Evidence is mounting that those who, at 16, have not connected with something—school, work, sports, activism—are at high risk of remaining “disconnected.” Recent research reveals that older youth have fewer supports and opportunities than younger adolescents and that the consequences of this disconnection are dire. The set of studies, spearheaded by Douglas Besharov at the American Enterprise Institute, concludes that young people who are disconnected during three or more transitional years between ages 17 and 23 are significantly more likely to end up poor, on welfare, in prison or unemployed as adults.⁴

We will do a disservice to all young people if we do not find ways to create a public idea of youth as change agents: one that starts rather than concludes with the engagement of young people whose lives and communities are most in need of change. The nineties brought us perilously close to promoting youth development strategies that fail to address the realities of those most in need. We cannot repeat this mistake as we promote youth participation.

Next Steps: Youth Engagement for Community Change as a Public Idea

Community Youth Development promises to be a powerful tool for transforming organizations that currently work with youth. Dedicated organizations have made enormous strides over the past few years in making this goal a reality through the articulation of good organizational practice. But there is a larger challenge: reaching those organizations and individuals who do not have youth problems or youth development as a priority. These audiences need a simpler and cleaner message about the power of youth participation for community improvement and community change.

Former U.S. Secretary of Labor Robert Reich (1998) talks about the power of public ideas—ideas that are promoted through public policy, implemented through mission-driven organizational practice, and rooted in individual beliefs and expectations. It seems almost impossible to achieve gains engaging young people as agents of change without making Community Youth Development an idea that is well ingrained in the public consciousness. This lesson is brought home clearly when youth participation is viewed through an international lens.

Along with colleagues in seven countries, Connie Flanagan, a researcher at Penn State, conducts comparative research on adolescent views of the “social contract.” She underscores the importance of “collective responsibility,” a concept embodied in two key youth institutions: family and school (1998, p. 457-475):

Youth who bear an ethic of social responsibility emphasized in their families are more likely than their compatriots to be engaged in some type of service to their communities. They are also more committed to public

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interest goals such as helping their country, preserving the environment, and assisting the less fortunate. Likewise, feelings of student solidarity and identification with the institution of the school are related to adolescents' civic commitments across countries, despite the fact that the school's role as a training ground for democracies is less developed in some countries than others.

Flanagan goes on to talk about the importance of broader public policies:

I've been struck by the extent to which national and state policies shape the contexts in which adolescents make decisions. Through minimum wage and child labor laws, the structure and funding of school systems, or subsidies for higher education, to name a few, the state's policies inform widespread beliefs about what are functional choices and normative behaviors for teens. In fact, such policies even define the boundaries of adolescence.⁵

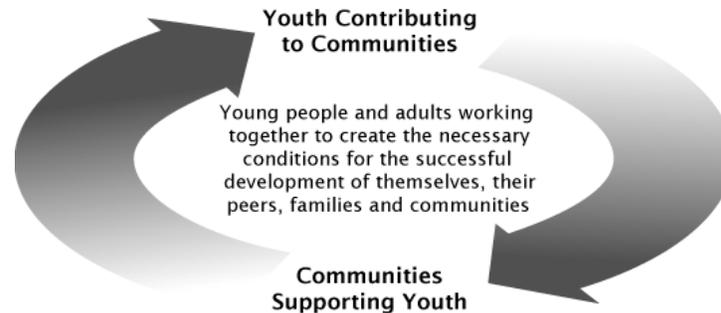
We will have to work carefully in this country to identify or create the public ideas that undergird a sustained effort to bring all young people into the civic, social, and economic arenas of their communities as lifelong learners, workers, and change agents. We must recognize that this public idea, like any stable platform, must have at least three legs: one in policy, one in public opinion and values, and a third in organizational practice. We could argue for the importance of a fourth leg in youth culture, for this idea must resonate with young people, tap into their resources, and unleash their potential.

The convergence of interest in youth participation creates a window of opportunity to promote the quality and quantity of supports and opportunities for young people and adults to work together as effective citizens committed to social and community change (Figure 2). This opportunity could be wasted, however, if the expectations of those who can potentially fund, plan, implement, participate in, and evaluate these efforts are not raised significantly. To maximize impact, youth participation must be seen as:

- ▶ Critical to the immediate well-being of communities and institutions, not just the youth involved. There is a need to define and maintain a balance between individual development and civic or community change.
- ▶ Occurring everywhere, not just in separate youth-specific projects. There is a need to define youth participation as an integral part of community planning and problem solving rather than as a series of discrete, compartmentalized projects.
- ▶ Occurring in many forms—service, governance, advocacy, organizing.
- ▶ Involving learning and work, as opposed to uncompensated volunteering that is detached from career interests.
- ▶ The right and responsibility of all young people, not just those well positioned to “give back” because of income, education, or family background.

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Figure 2: Youth in Action



Youth Action is youth of all ages, circumstances and backgrounds **making a difference** building skills, supporting people, voicing opinions, acting on issues, leading causes, advocating for change, creating solutions, organizing groups, educating others, assessing progress in their lives and others' — their peers, families, organizations and communities — **by taking on challenging, visible roles** as interns, observers, volunteers, staff, advocates, educators, planners, council members, team leaders, organizers, founders **with others** — their peers, near peers, family members, community members, youth professionals other adults — **to address issues** such as racism, poverty, homophobia, the environment **or improve community** housing, jobs, safety, commerce, infrastructure, human services, education, arts, culture, media, faith, and ethics, civic participation, social interaction and the individual growth of residents.

In pursuing this vision we need to find a balance between the rights and responsibilities of young people. Insights gained from conversations with young people and practitioners in other countries suggest that youth participation for community change is sometimes the easiest part of the equation. The hard part is ensuring that young people can not only access resources and opportunities, but also become active in sharing and exercising power. Without this affirmation of basic rights for all young people, we are in danger of sponsoring another call to service, where young people are not full partners in their own development or that of their communities.

This article draws from the writing on youth development, youth participation and youth leadership by The Forum for Youth Investment staff over the past year, with support from the Ford Foundation, the Haas Jr. Fund, and the Surdna Foundation.⁶ While I [Karen Pittman] take full responsibility for this presentation, the ideas reflected were developed jointly with Merita Irby, Thad Ferber, Steve Mokwena, and Jules Dunham.

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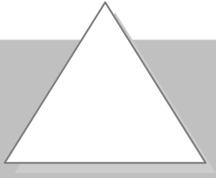
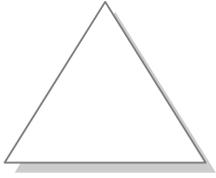
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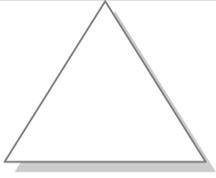
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1. But opportunities to participate are not evenly distributed among the youth population. Younger teens have more opportunities than older teens; white youth have more opportunities than nonwhite youth. Research conducted for Independent Sector in 1996 makes clear that there are differences in participation between different population groups. For example, the survey found that while 63.3 percent of white teenagers reported volunteering in the past year, only 42 percent of black teens and 44.1 percent of Hispanic teens reported such activity. This is a lower rate of volunteering than was reported for blacks in 1992 (down from 52.8 percent). The same research also reveals that black and Hispanic youth are less likely to be asked to volunteer than their white counterparts. See *Volunteering and Giving among Teenagers 12 to 17 Years of Age: Findings from a National Survey*. Survey conducted by The Gallup Organization for Independent Sector. Washington, DC: Independent Sector (1997).
2. For further discussion on the core vitamins for CYD see the article, "Avenues to Adulthood or Avenues to Civic Anemia?" (Astroth et al) in this Volume, pp. 12-18.
3. Barry Checkoway is a professor of Social Work and Urban Planning and director of the Center for Community Service and Learning at the University of Michigan. See "Involving Young People in Neighborhood Development," *Children and Youth Services Review*, Volume 20. (1998). pp. 765–795.
4. *America's Disconnected Youth* (CWLA Press, 1999), a study edited by Douglas Besharov of the American Enterprise Institute, reveals that young adults who are idle for six months out of a year (not in school, not working, or not married to someone who is working or in school) during three or more transitional years, between ages 17 and 23, are significantly more likely to end up poor, on welfare, in prison, or unemployed as adults.
5. See C. A. Flanagan, in J. Jovanovic (Ed.), "The Value of Comparative Research for Understanding Adolescent Development. Newsletter of the Society for Research on Adolescence, Vol. 3, No. 10. (1999) For an updated report, refer to C. A. Flanagan & N. Faison. "Youth Civic Development: Implications of Research for Social Policy and Programs." "Social Policy Report," Volume XV (1). Ann Arbor: Society for Research in Child Development. (2001).
6. "Developing and Deploying Young Leaders", background paper and recommendations to the Evelyn and Walter Haas, Jr. Fund (2000), and *Youth As Effective Citizens*, background report and recommendations to the Surdna Foundation (2000).

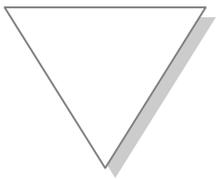
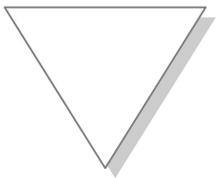
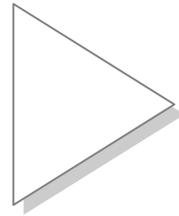
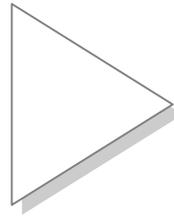
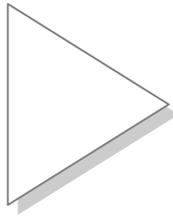
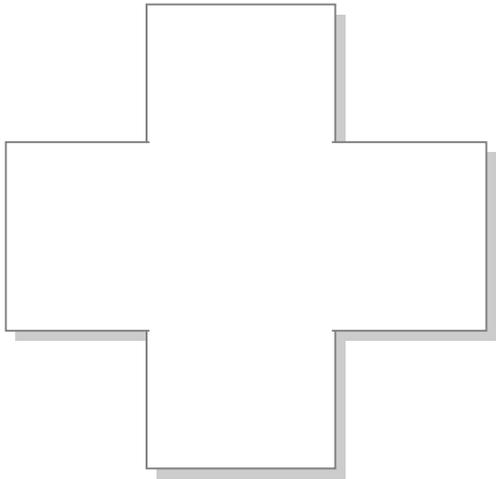
Karen Pittman is senior vice president at the International Youth Foundation and executive director of *The Forum for Youth Investment*. Previously, she was the founder and director of the *Center for Youth Development and Policy Research in Washington, D.C.*, and director of the *President's Crime Prevention Council in the Clinton administration*.



2



**Positive Youth Development Fact
Sheets**



This section provides research-based fact sheets on healthy adolescent development and how we can build supports in the lives of young people that will increase their chances for a healthy and productive adulthood.

***Emotional Development** begins by giving an overview of healthy adolescent development highlighting normal changes in cognitive abilities, social relationships and emotions during young people’s journey toward adulthood.*

***Risk, Protection and Resilience** presents factors that can be built into the environments of young people that make it less likely that they will experience negative outcomes such as substance abuse or school dropout, and more likely that they will experience positive outcomes such as educational success and healthy relationships.*

***Best Practices in Youth Development Programs** brings the concepts of resilience and protection to the program level, and provides ideas about how a program or agency can build resilience for young people using youth development principles.*

The section concludes with two fact sheets looking at young people’s environments in family and community settings.

***Parent-Child Relations in Adolescence** focuses on relationships and conflict between parents and their children, and explains why some conflict is healthy and probably inevitable. It also offers suggestions on how to prepare parents for this stage of development.*

*Finally, **Social Capital and the Well-Being of Youth** introduces the concept of social capital in the settings of family, neighborhood, school and community, and outlines how these social relationships and supports are vital to a young person’s healthy development.*

Emotional Development

What's Up? Information for Adults Who Care About Teens

Washington State Department of Health

<http://www.doh.wa.gov/cfh/adolescenthealth.htm>

What's it all about?

Adolescence brings changes in young people's thought processes, self-concepts and social and emotional development. Between the ages of 10 and 15, young people begin to think abstractly and thoughtfully, leading them to question rules, boundaries and social norms. They learn new social skills and how to cope with the excitement and confusion that comes with the rapid physical changes of puberty. Their own appearance and their relationships with friends take on greater importance. Their interest in their own sexuality awakens. Like their bodies, young people's minds and emotional/social aspects develop at different rates during adolescence. This variation and diversity is natural between genders and individuals.

Why does it matter?

Adolescence is an important time of transition into adulthood.

- ▶ It's a time to work toward autonomy—in emotions, behavior and values.
- ▶ It can be a time of egocentrism (too much focus on oneself) and sensitivity to apparent contradictions (“these rules apply to you, but not to me”) leading to conflicts with parents and other adults.
- ▶ Emotional maturity develops in different stages than physical maturity, so it is helpful to recognize the signs of both.

What are the details?

Early: Transition to adolescence and puberty

Autonomy

- ▶ challenge authority; anti-parent
- ▶ loneliness
- ▶ wide mood swings
- ▶ rejection of childhood things
- ▶ argumentative and disobedient
- ▶ desire for more privacy

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Body image

- ▶ preoccupation with physical changes
- ▶ critical of appearance
- ▶ anxieties about physical signs of puberty

Peer groups

- ▶ serve a developmental purpose
- ▶ intense friendships with same sex
- ▶ contact with opposite sex in groups

Identity development

- ▶ “am I normal?”
- ▶ daydreaming
- ▶ vocational goals change frequently
- ▶ begin to develop own value system
- ▶ emerging sexual feelings/exploration
- ▶ desire for more privacy
- ▶ magnify own problems; “no one understands”

Middle: Essence of adolescence, strong peer group influence

Autonomy

- ▶ family conflicts predominate due to ambivalence about emerging independence

Body image

- ▶ increased efforts to improve appearance
- ▶ excessive physical activity alternating with lethargy

Peer groups

- ▶ strong peer allegiances
- ▶ fad behavior
- ▶ sexual drives emerge
- ▶ interest in dating

Identity development

- ▶ experimentation—sex, drugs, friends, jobs, risk-taking behaviors
- ▶ more realistic vocational goals
- ▶ begin to realize strengths and limitations
- ▶ increased intellectual ability and creativity

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What can I do?

The best thing adults can do to help teens grow positively throughout their emotional development is to know and understand what to expect and to offer support and understanding to the teens in their lives.

- ▶ Learn about adolescent development. There are many excellent books, brochures and websites. Also see the resources below.
- ▶ Share what you know with teens to provide reassurance, such as information about how each teen grows at a different rate.
- ▶ As a parent, show your love and support. Teens need a strong sense of belonging and to feel they are part of something. If they don't get it from healthy places (family, youth groups, sports, clubs) they might look to gangs, cults, or friends you consider inappropriate.
- ▶ Strive for open communication. Create an environment where teens feel safe in discussing sensitive subjects with you. In well-functioning families, teens have a voice. They might not always have a vote, but they have a voice!
- ▶ Look for other strong adult relationships in a young person's life—including teachers, coaches, and providers.
- ▶ Create opportunities to help adolescents be strong advocates for their own care and savvy consumers of health care. Teach them to go to their health care providers by themselves and ask questions directly.
- ▶ Understand limits of what health information can or cannot be shared from an adolescent's health care provider.
- ▶ Acknowledge the positive social aspects of adolescence. Teens get a bad rap with a focus on the difficult issues, while the positives are forgotten or ignored.
- ▶ If you don't want the teen in your life to do something, don't do it yourself. Teens have sensitive antennae for hypocrisy and they use them.
- ▶ This is a time for risk taking. Help teens take positive risks like climbing a mountain.

Am I there yet?

Late adolescence into adulthood

Teens approaching the end of high school find themselves transitioning to an independent, adult role. What does this mean? Here are a few indicators:

- ▶ Increased autonomy—making decisions about higher education, work and adult responsibilities
- ▶ Usually being comfortable with body image
- ▶ Decisions/values are less influenced by peers
- ▶ Greater goal-setting capacity
- ▶ Selection of a partner based on individual preference

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- ▶ More realistic vocational goals
- ▶ Relating to family as an adult
- ▶ Realization of own limitations and mortality
- ▶ Establishment of sexual identity
- ▶ Establishment of value system
- ▶ Capability of intimate and complex relationships
- ▶ Understanding of the consequences of behavior
- ▶ Social and cultural traditions regain some of their previous importance.

Hot links!

American Academy of Child and Adolescent Psychiatry Facts for Families

Normal Adolescent Development: Middle School and Early High School Years (Fact Sheet #57):
www.aacap.org/publications/factsfam/develop.htm

Late High School Years and Beyond (Fact Sheet #58):
www.aacap.org/publications/factsfam/develop2.htm

All Family Resources Website

“Normality” www.familymanagement.com/facts/english/facts22.html

“Adolescent Development” www.familymanagement.com/facts/english/facts57.html

Bright Futures:

Fact Sheet for Health Care Providers: www.brightfutures.org/adolescence/adtoc.htm

Early Adolescents Visits: www.brightfutures.org/adolescence/eaframe.htm

Other Resources

Center for Continuing Education in Adolescent Health, Children’s Hospital Medical Center, Cincinnati

For persons with disabilities, this document is available on request in other formats. Please call 1-800-525-0127.

Risk, Protection and Resilience

ACT for Youth Upstate Center of Excellence

Why is it that some youth are able to survive difficult upbringings that place them at-risk and become productive, responsible adults, while others cannot? Asking this question provides a new way of understanding the well-established relationship between harsh environments and problems in development. While children who grow up poor, in abusive families, or with serious disabilities are more likely than children in happier circumstances to experience severe difficulties, some children who face precisely the same challenges thrive. By asking what makes such children “resilient,” we gain new insights into how to foster development.

The idea of “risk and protective factors” is central to this orientation. Risk factors are those things that increase the probability of a negative outcome. They can be individual traits, such as a learning disability or attention deficit disorder; or they can be environmental factors such as living in poverty or a high-crime neighborhood. Protective factors – being intelligent, a good student, having a supportive, loving relationship with parents or another adult – seem to help youth compensate for and even overcome the risks they face. A resilient child, then, is one who uses or benefits from protective factors in such a way as to overcome risks and be successful in an adverse situation (Richman & Fraser, 2001).

What does this research mean for youth programs? They can be designed to reduce risks for youth while also enhancing protective factors. Some researchers and practitioners feel that more emphasis should be placed on protection, or “building assets,” while others seek to balance reduced risk with increased protection. Recent research on effective programs for reducing juvenile delinquency and teen pregnancy focuses on the interplay between risk and protective factors. The Office of Juvenile Justice and Delinquency Prevention in its report, *OJJDP Research: Making a Difference for Juveniles* states that “decades of research have shown that the best prevention efforts are those that target risk and protective factors in five areas: individual, community, family, peer group, and school (OJJDP, 1999).” In his research review, *No Easy Answers: Research Findings on Programs to Reduce Teen Pregnancy*, Douglas Kirby reports that, “Adolescent sexual risk-taking behaviors, like the behaviors of adults, are caused by a large number of risk and protective factors involving individuals themselves, their partners, their friends, their families and their communities... this review suggests that to have a more dramatic impact programs will need to effectively address a greater number of risk and protective factors over a long period of time.”

Benard (1996) provides a practical summary of resilience research and discusses the foundation it provides for programs that promote positive youth development and community involvement. Consistent with other researchers (Blum, 1998; Garbarino, 1995; Kirby, 1997; Richman and Fraser, 2001), Benard identifies both individual and environmental characteristics that make for resilient youth.

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Individual Characteristics

- ▶ *Social Competence* – strong relationship skills, flexibility, cross-cultural competence, empathy and caring for others, strong communication skills and a good sense of humor
- ▶ *Problem-Solving Skills* – the ability to plan, insight, critical thinking, and resourcefulness
- ▶ *Autonomy* – sense of identity, internal locus of control, self-awareness, resistance skills
- ▶ *A sense of purpose and belief in a bright future* – goal-directedness, motivation, educational aspirations

Environmental Characteristics

- ▶ *Caring Relationships* – supportive caring relationship with an adult, whether in or outside the family
- ▶ *High Expectations* – belief in the youth’s ability to achieve, being respectful, recognizing and building on youth’s strengths
- ▶ *Opportunities for Participation* – meaningful involvement and responsibility, power to make decisions, opportunities for reflection and dialogue

James Garbarino talks about youths’ vulnerability to what he refers to as the “socially toxic” environment in which they are being raised. In his 1995 book, *Raising Children in a Socially Toxic Environment*, Garbarino lays out many risks young people face--the elements of social toxicity--such as violence, poverty, break up of family, availability of guns, and the threat of AIDS. What can we do to counter such risks? Garbarino identifies seven themes, many overlapping those mentioned earlier.

Seven Themes of Successful Coping and Resilience (Garbarino, 1995):

- ▶ *Personal Anchors* – children need stable, positive emotional relationships with at least one parent or other adult
- ▶ *Cognitive competence* – being of at least average intelligence helps in coping behavior. Smarter children are more resilient
- ▶ *Success* – children who have had successes in their lives believe in their own ability for continued success
- ▶ *Active Coping* – children who actively seek to solve their problems or overcome challenges are more resilient
- ▶ *Positive Temperament* – those children who are more active and social (largely inborn traits) tend to cope better and be more resilient
- ▶ *Social Climate* – children do best in an open and supportive educational climate, both at home and at school
- ▶ *Additional support* – people in the child’s neighborhood and community also play a role in fostering resilience

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Research on resiliency offers to all youth workers, parents, friends, and educators hope that they can make a difference. It encourages us to go beyond simply trying to fix problems and to move toward building capacity in our young people. Initially Community Development Partnerships may be most able to influence what Benard calls Environmental Characteristics (above). They can develop ways to involve more people in caring relationships with youth--using mentors, intergenerational activities, part time or summer jobs, older kids working with younger kids, etc. Such relationships can and should involve encouragement and high expectations for young people. Finally, schools and other community organizations and families can provide more opportunities for youth Participation in decision-making, work and other meaningful activities.

Each young person needs to become attached, to belong, to matter, to make a difference in his/her community. He or she will do so in either positive or negative ways, depending on the opportunities available. In the end, caring relationships, high expectations, and youth participation can provide social nourishment and training to help youth develop the internal components of resiliency--social competence, problem solving skills, autonomy and a sense of purpose.

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Best Practices for Youth Development Programs

ACT for Youth Upstate Center of Excellence

May 2003

Research

While it is true that research in the field of Youth Development has lagged behind practice, a lot of good information is now available. In 2002, the National Research Council published *Community Programs to Promote Youth Development*, a comprehensive review of available data on community interventions and programs that promote adolescent health and development. Child Trends, with its *What Works in Youth Development* series, and the Forum for Youth Investment have both contributed relevant resources. Public/Private Ventures contributed to the knowledge base with *Youth Development: Issues, Challenges and Directions* (2000), a publication from the Youth Development Directions Project. The most evaluated area of the youth development field is that of programs for youth (Benson & Pittman, 2001; Roth & Brooks-Gunn, 2003).

Despite its limitations, research in all settings in the lives of adolescents- families, schools and communities- is yielding consistent evidence that there are specific features and settings that support positive youth development and that these features can be incorporated into community programs. These features include: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms; support for efficacy and mattering, opportunities for skill building, integration of family, school, and community efforts.

Community Programs to Promote Youth Development, National Research Council, 2002

Youth development is defined as the ongoing process in which young people meet their personal and social needs; building skills and competencies that allow them to be successful in their daily lives and grow to be happy, productive adults (Youth Development Team, Partners for Children, 2000). The key principles of youth development are best defined by the 5 C's: *Competence* (academic, social, and vocational); *Confidence* (positive self-concept); *Connections* (to community, family, peers); *Character* (positive values, integrity, and moral values); and *Contributions* (active, meaningful role in decision making; facilitating change) (Public/Private Ventures, 2000).

Several recent summaries of research on what works for youth programs has made the task of accessing these study findings more straightforward. In 1999, the American Youth Policy Forum published *More Things That Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices, Volume II*, its second volume of evaluations of youth programs and practices. *Growing Absolutely Fantastic Youth: A Review of the Research on "Best Practices,"* was published in 2000 by the Konopka Institute for Best Practices in Adolescent Health at the University of Minnesota. In 2001, the Pew Partnership for Civic Change published *Wanted: Solutions for America—What We Know Works*. There is converging evidence from these and other sources (Catalano et. al., 1999; Resnick et. al., 1997; Roth & Brooks-Gunn, 2003) supporting the use of certain guidelines for effective youth development programs. These guidelines are also informed by research on youth participation in

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health compromising behaviors, and by resiliency research on risk and protective factors (Dryfoos, 1990; Kirby, 2001). The guidelines that follow can be found in a variety of documents and represent recurring themes in the current youth development literature. The language may be different from one resource to the next, but the message is the same.

▶ **Comprehensive, long-term programs that involve all aspects of a young person’s life—**

home, school, and community A comprehensive, multi-faceted approach that addresses the teens themselves, their families, peer groups, schools, neighborhood, community, society, and the media--allows for reinforcement of new skills and knowledge in several different contexts. Programs should work in meaningful partnerships with other community institutions, such as schools, and should continue over time to allow participants to complete important activities, as well as reinforce the program goals and objectives.

▶ **Strong relationships with parents/other adults**

Involvement of parents and caregivers reinforce what youth are learning and create opportunities for family communication on teen issues. In addition to family support, youth also benefit from a one-on-one caring relationship with another adult who is warm, friendly, accepting, affirming, shows interest, and is also easily approachable and accessible.

▶ **New roles and responsibilities for youth**

Youth should be offered diverse and quality experiences in order to gain and develop skills that directly relate to their future goals (including career objectives). Youth should be connected to resources that provide them with opportunities and support to help them reach these goals. These opportunities should encourage youth to play meaningful leadership roles and contribute their talents.

▶ **Attention to specific youth needs in a physically and psychologically safe environment**

Effective programs and strategies are housed in a safe environment and are age specific, developmentally appropriate, and culturally sensitive.

▶ **Highly qualified and diverse staff who are well trained and committed to the youth development philosophy**

Staff should have sufficient training and experience to teach and lead. They should believe in the program, be committed to the positive development of youth, and specifically avoid “adulthood” or presume that youth are inferior to adults because of their lack of age and experience.

Relationships are key to adolescent well being: parent-child interactions and bonding greatly influence adolescents’ choices and attitudes; peer relationships- including positive ties among teens- are important; and siblings, teachers, and mentors can provide additional support for young people. Program developers and policy makers should view adolescents as whole people, not just as students, patients, and delinquents. They should also work to engage teens, target desired outcomes, start when adolescents are young, and ensure that programs are well-implemented.

Building a Better Teenager: A Summary of “What Works” in Adolescent Development, Child Trends, 2002

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- ▶ **Opportunities for critical thinking and active, self-directed learning** This process involves youth gathering information from different sources and experiences, drawing their own meaning from it, and expressing the implications of what they have newly learned to themselves and others. New roles and responsibilities coupled with time for reflection can provide youth with these opportunities.
- ▶ **Programs that motivate and convey high expectations for youth** Youth benefit from programs that provide structure and predictability, that is, when there are clear rules and standards that are guided and monitored.
- ▶ **Teach specific skills using interactive teaching methods** The use of interactive teaching methods such as discussion groups personalizes the information and encourages youth engagement in setting their own developmental goals. Programs should provide models, as well as opportunities to practice communication, negotiation, and refusal skills.

Program goals promote positive development even when they also aim to prevent problem behavior; they help youth navigate adolescence in healthy ways and prepare for the future; and they recognize youths' need for ongoing support and challenging opportunities.

Leaders and staff promote a program atmosphere of hope within a physically and psychologically safe place. Adults convey their belief in youth as resources to be developed not problems to be managed. Supportive and knowledgeable adults empower youth to develop and build competencies, and there is a strong sense of membership, commitment and expectations for youth.

There are opportunities for youth to participate in formal and informal program activities to nurture interests, talents, and new skills. Activities allow for youth to receive group recognition, provide challenges and opportunities for active involvement; and provide direct or indirect links to education (but in a way different from school).

Youth Development Programs: Risk, Prevention and Policy, Roth and Brooks-Gunn, 2003

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Parent-Child Relations in Adolescence

ACT for Youth Upstate Center of Excellence

March 2002

Parent-child conflict increases as children move into adolescence. Although this trend is not inevitable, it is common and can be quite distressing for parents and adolescents. Both can feel baffled about what happened to the good old days of family harmony. Adolescents may see their parents as having turned harsh, controlling, and irrational. Parents may wonder why their formerly cooperative and responsible children now seem hostile and destructive. These perspectives often feed on one another, increasing misunderstanding on both sides. Many parents and adolescents report a decrease in closeness during this time.

In most families, conflict is more likely to be about clothing, music, and leisure time than about more serious matters such as religion and core values. Family conflict is rarely about such major issues as adolescents' drug use and delinquency. Nevertheless, it has been estimated that in about 5 million American families (roughly 20 percent), parents and adolescents engage in intense, prolonged, unhealthy conflict. In its most serious form, this highly stressful environment is associated with a number of negative outcomes, including juvenile delinquency, moving away from home, increased school dropout rates, unplanned pregnancy, membership in religious cults, and drug abuse (Steinberg & Morris, 2001). In general, conflict increases in early adolescence, reaches its height in mid-adolescence (ages 14-16), and declines in late adolescence (ages 17-18).

Many of the changes that define adolescence can lead to conflict in parent-adolescent relationships. Adolescents gain an increased capacity for logical reasoning, which leads them to demand reasons for things they previously accepted without question, and the chance to argue the other side (Maccoby, 1984). Their growing critical-thinking skills make them less likely to conform to parents' wishes the way they did in childhood. Their increasing cognitive sophistication and sense of idealism may compel them to point out logical flaws and inconsistencies in parents' positions and actions. Adolescents no longer accept their parents as unquestioned authorities. They recognize that other opinions also have merit and they are learning how to form and state their own opinions. Adolescents also tend toward ego-centrism, and may, as a result, be ultra sensitive to a parent's casual remark.

The dramatic changes of puberty and adolescence may make it difficult for parents to rely on their children's preadolescent behavior to predict future behavior. For example, adolescent children who were compliant in the past may become less willing to cooperate without what they feel is a satisfactory explanation. Parents, accurately perceiving that children are behaving differently than in late childhood, may take this behavior in their adolescent children as resistant and oppositional. They may then respond to this perceived lack of cooperation with increasing pressure for future compliance, which adolescents experience as a reduction in their autonomy, just when they want more.

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Changes in adolescents' environments outside the family may also bring new stresses back home. The transition from elementary to middle school and then from middle to high school can be stressful even when it is eagerly awaited. Young people move from a social setting in which they are the oldest and most competent to one in which they are physically the smallest, the least experienced, the lowest status, and have the fewest privileges. They have to master a new set of academic expectations and social arrangements. The growing importance of peers and the emergence of romantic attachments introduces a whole new set of potential stressors, including some that lead back to parents: "Everybody wears clothes like this." "Why can't I go with Jeff in his car?"

Although not necessarily the cause of adolescent-parent conflict, adolescents' relationships with their parents are certainly affected by parenting style. Dozens of studies have indicated that children whose parents were authoritative -- warm and firm -- demonstrated higher levels of social competence and maturity than children who had been raised by permissive, authoritarian, neglectful, or indifferent parents (Baumrind, 1991). Authoritative parenting, which is the combination of consistent parental responsiveness and demandingness, has been linked by many studies with positive emotional adjustment, higher school performance, and overall maturity in childhood and adolescence. In contrast, parents whose style is not authoritative may encounter new difficulties when their children enter adolescence (Steinberg & Morris, 2001).

One under-appreciated dimension of parent-child relations in adolescence is that parental changes can contribute greatly to the dynamic. Certainly adolescents change greatly as they make the transition from childhood to adulthood, but their parents also change—both in responses to their children and in response to challenges in their own lives. In one study, 40 percent of parents of adolescent children reported two or more of the following difficulties during a child's transition to adolescence: lowered self-esteem, decreased life satisfaction, increased depression, increased anxiety, and more frequent negative thoughts about middle age (Steinberg, 2001). The parents of adolescents are usually in midlife, when they face the prospect that their future lives may not get a lot better than the present. Just as their children are bursting with idealism, they may feel increasingly pessimistic. Similarly, middle age can bring declines in physical vigor and attractiveness, which can seem all the harder to bear when one's children are blooming. A couple that has worked together effectively to raise children may find their relationship strained by the new demands of parenting adolescents.

In order to assist with parent-child relations in adolescence, researchers recommend the following (Steinberg, 2001). First, in order to further understand their child's behavior, parents obtain basic information about the developmental changes of adolescence. Second, in order to adapt to their child's changing needs, parents have basic information about effective parenting during the adolescent years (Baumrind, 1991). For example, research has determined that although authoritative parenting styles are effective both in childhood and in adolescence, that there is an added dimension of "psychological autonomy granting" that is crucial in adolescence—that is, the extent to which parents permit adolescent sons and daughters to develop their own opinions and beliefs. The opposite of psychological autonomy granting, namely psychological control, can become intrusive or overprotective (Steinberg, 2001). Third, in addition to understanding how their adolescent children are changing, parents need to understand how they and their family are changing (Baumrind, 1991).

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With the goal of providing parents of adolescents with this type of information, it would be wise to develop a large-scale, thorough, ongoing public health campaign to educate parents of adolescents, as has been done already for parents of newborn babies.

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Social Capital and the Well-Being of Youth

ACT for Youth Upstate Center of Excellence

April 2003

The term “social capital” suggests an analogy between the financial “investments” made by individuals and corporations and the “investments” people make in social relationships. Those relationships are like financial capital when they enable people to obtain things they value, such as information, emotional support, material assistance, access to job opportunities, and wider social contacts. Social capital is closely related to two other metaphorical terms. One is “human capital,” which is defined as the store of abilities a person has that enable her or him to accomplish goals, especially to earn a living. Education is a major form of human capital; in general, people who “invest” in gaining more education earn more than those with less education. The second term is “social network.” A social network is simply the set of people a person knows and communicates with. The nature of the social network and the resources of the people in it determine a person's level of social capital. Someone who can easily get a loan or a recommendation for a new job from a friend or help from a neighbor has more social capital than someone who cannot. Social capital can help a person accumulate human capital (Coleman, 1994). It is useful to consider social capital from four perspectives: *Family, Neighborhood, School, and Community*.

Family Social Capital The bonds between parents and children and between parents and others in the larger community are profoundly important in shaping a young person's developmental trajectory. Parents directly affect their children's social development through a number of direct and indirect channels. The package of social skills and resources parents bring to bear most directly on their children are those that occur day-to-day inside the home: affection, age-appropriate intellectual stimulation, home safety and cleanliness, high levels of parent-child interaction, positive communication and parental monitoring of child activity are all beneficial for children and adolescents (Parcel & Dufur, 2001). Parental involvement in work and social networks outside the home exert an indirect influence on children. Parental satisfaction at work, involvement in informal social networks, and involvement in religious and/or civic activities in the larger community all influence the quality of parent-child relationships at home (Furstenberg & Huhghers, 1995; Parcel & Dufur, 2001).

Neighborhood Social Capital New research demonstrates that where young people live matters. Most people would expect this. It is one reason parents are willing to pay more for a house in a “good” neighborhood. But the way neighborhoods influence youth is complex. For example, there is good evidence that neighborhoods most strongly foster youth well-being when strong intergenerational relationships occur in them, when residents regularly exchange information and resources, when they have mutual trust, feel attached to each other, and support each other, and when they are willing to take action to maintain the neighborhood (e.g., calling the police or intervening directly to stop destructive behavior). Some neighborhoods are more likely to provide this type of support than others. For example, neighborhoods in which residents live for a long time,

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and where many families are middle class, more readily create the kinds of supportive environments youth need. By contrast, in neighborhoods with many disadvantaged families, neighbors have a harder time sharing expectations for youth and taking collective action on their behalf. Even more discouraging, in neighborhoods where many families are disadvantaged, high residential stability can have decidedly negative implications for youth well-being because young people may become entrapped in dysfunctional neighborhood relationships (such as gang violence). Another unwelcome finding is that neighborhood social networks tend to be predominantly of one race even in stable, affluent neighborhoods. On the more hopeful side, even youth who live near, but not in, cohesive, well-functioning neighborhoods gain an advantage from that proximity (Leventhal & Brooks-Gunn, 2000; Sampson, Morenho & Earls, 1999).

School Social Capital Very little is known about how social capital in school settings affects youth well-being. However, it is becoming increasingly clear that when youth feel connected to school, attached to adults and peers, engaged in positive school-based activities, and safe at school, they are far more likely to prosper than when any of these is missing. Indeed, feeling connected to school is a more important factor in youth well-being than school type, dropout rate, attendance rate, perceived student prejudice, classroom size, teacher training, proportion of college-bound students, or percent of parents involved in parent-teacher organization. What seems to matter most for adolescent health and well-being is that schools foster an atmosphere in which students feel fairly treated, close to others, and part of the school – all core dimensions of social capital in school settings (Blum & Rinehart, 2001).

Community Social Capital There is a growing consensus that a young person's (and adult's) interactions with the individuals and institutions outside family and residential neighborhood networks contribute strongly to youth well-being. Robert Putnam, the leading scholar of social capital, persuasively argues that the increased depression, suicide, and violence noted in more recent generations of youth compared to previous generations in the twentieth century are strongly related to decreasing levels of social connectedness between community members and civic institutions. Indeed, social connectedness is a much stronger predictor of perceived quality of life in a community than educational or economic indicators – at least for adults. Interestingly, it also appears that young people are more likely to achieve better health and educational outcomes if the adults in their community trust and socialize with each other, are civically engaged, attend a faith-based institution regularly, have diverse friendships and are politically involved (Putnam, 2000).

As young people approach adolescence they are increasingly affected directly by social affiliations and support systems outside of their families, with peers, non-familial adults, and other social institutions. Experiences in their schools, communities, and among peers become increasingly important to their well-being as they get older. Indeed, there is strong evidence that positive and meaningful adolescent engagement in and connection to their schools and communities leads not only to many attributes of social capital in adulthood, it enhances young people's physical and psychological well-being overall. Unfortunately, there is also evidence that significant numbers of young people do not feel meaningfully connected to their schools and communities as they begin to negotiate more direct relationships with the social spaces outside their homes and families (Benson, Scales, Leffert & Roehlkepartain, 1999).

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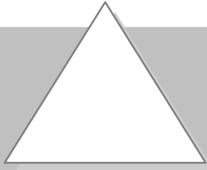
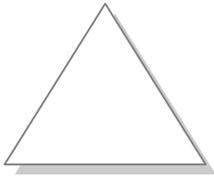
Implications Social capital is a useful concept for addressing how youth well-being is affected by the character of the various social settings in which they grow up. It is also very useful in understanding the experiences that inform young people's sense of connection to places and people and the ways in which they come to be adults who have a sense of responsibility and reciprocity in the various social settings they occupy. Research on social capital indicates that communities can promote youth development through the following actions:

- ▶ Support the development of positive parenting skills, both through instructional and mutual support programs and by promoting parents' engagement in activities that build their social capital.
- ▶ Build neighborhood networks of communication, trust, and assistance.
- ▶ Increase social capital of the adults in neighborhoods, schools, and communities.
- ▶ Enhance young people's connection to, trust in, and investment in schools and communities by creating leadership and other growth opportunities for them.

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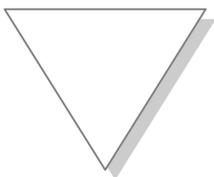
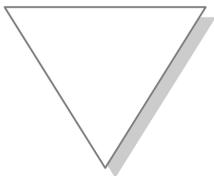
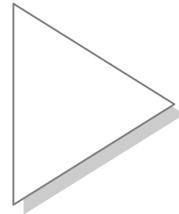
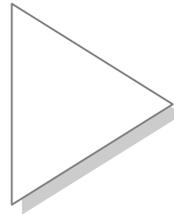
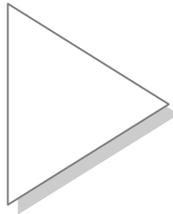
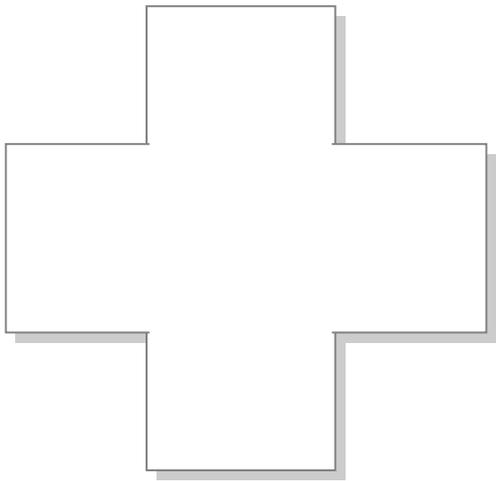
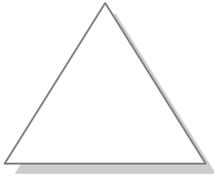
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Appendix A

Positive Youth Development Resources and Websites



Informative Websites and References

ACT for Youth

www.human.cornell.edu/actforyouth
www.mountsinai.org/cfe

ACT for Youth—Assets Coming Together for Youth—aims to strengthen community partnerships that promote positive youth development and prevent risky and unhealthy behaviors among young people, aged 10 to 19. The ACT for Youth initiative is a project of the New York State Department of Health, and was developed in cooperation with the Partners for Children, a collaboration of public and private sector organizations committed to improving the health and education of children and adolescents throughout New York State.

The Activism 2000 Project

www.youthactivism.com

The ACTIVISM 2000 PROJECT, headed by Wendy Lesko, was founded in 1992 as a private, non-partisan organization to encourage young people to speak up and pursue lasting solutions to problems they care deeply about. The site offers many valuable resources for youth and adults, including the Youth Infusion Intergenerational Advocacy Toolkit and The 26% Solution, written for youth about getting involved.

Communities That Care: Developmental Research and Programs, Inc.

www.preventionscience.com/ctc.html

Communities that Care (CTC) is a prevention planning system that helps communities develop an integrated approach to promoting the positive youth development of children and youth and to preventing problem behaviors, including substance abuse, delinquency, teen pregnancy, school dropout, and violence. Originally developed by Richard Catalano and David Hawkins, information and training regarding CTC is administered by the Channing Bete Company.

Forum for Youth Investment

www.forumforyouthinvestment.org

Forum for Youth Investment is dedicated to increasing the quality and quantity of youth investment and youth involvement by promoting a "big picture" approach to planning, research, advocacy and policy development among the broad range of national organizations that help constituents and communities invest in children, youth and families. To do this, the Forum commits itself to building connections, increasing capacity and tackling persistent challenges within the allied youth fields.

Fund for the City of New York

www.fcny.org

The Fund for the City of New York is a private operating foundation launched by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New Yorkers. Through centers on youth, government and technology as well as core organizational assistance, 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.

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Innovation Center for Community Youth Development

www.theinnovationcenter.org

The Innovation Center for Community and Youth Development works to foster and strengthen the best thinking and practice in the field of youth development. The Innovation Center's network of youth and adult staff and partners seek, test, and promote innovative concepts and practices, providing cutting edge tools for youth workers in diverse settings. They offer resources including the At the Table: Youth Voices in Decision-Making video and the Creating Youth/Adult Partnerships curriculum.

National Youth Development Information Center

www.nydic.org

NYDIC, The National Youth Development Information Center, is a project of The National Assembly through its affinity group, the National Collaboration for Youth. NYDIC provides practice-related information about youth development to national and local youth-serving organizations at low cost or no cost.

Public/Private Ventures

www.ppv.org

Public/Private Ventures is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. In carrying out this mission, P/PV works with philanthropies, the public and business sectors, and nonprofit organizations.

Search Institute

www.search-institute.org

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations.

Youth on Board

www.youthonboard.org

Youth on Board works to change attitudes and strengthen relationships among youth, and between young people and adults; prepares young people to be leaders and decision makers in all aspects of their lives; and ensuring that policies, practices and laws reflect young people's role as full and valued members of their communities. The site offers valuable reference materials on involving youth in decision-making.

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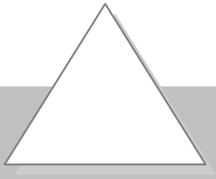
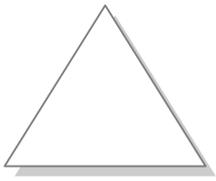
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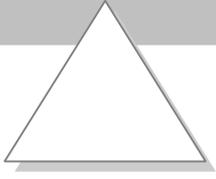
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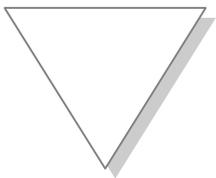
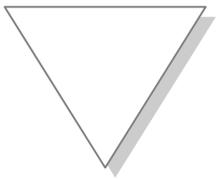
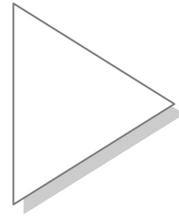
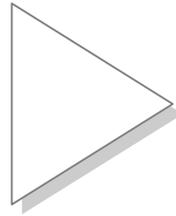
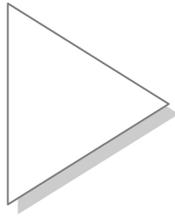
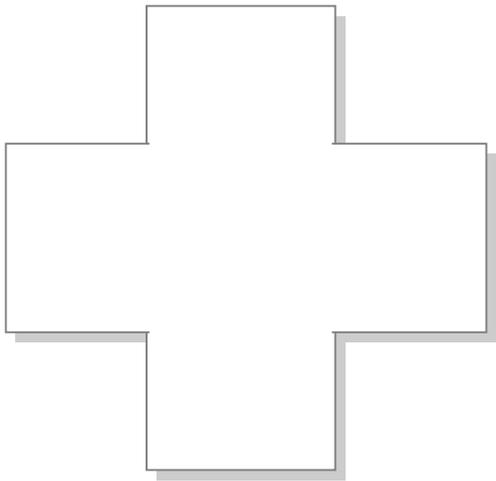
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Appendix B



Assessment Tools for Program Planners



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As agencies or programs supplement a problem-focused approach to the needs of young people with a strength-based youth development approach, it is sometimes useful to consider what kinds of organizational change may be needed in order to support this change in emphasis. The following tools can be used in assessing your organization's readiness for youth development techniques, engagement of youth and families and organizational cultural competence.

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Assessing Your Organization's Readiness for Youth Development

	<i>Yes</i>	<i>Somewhat</i>	<i>No</i>
Young people and families are viewed as having strengths and assets, not just problems.			
Young people are viewed as resources and actively engaged in planning, implementing and evaluating programming.			
Your organization's mission reflects youth development principles.			
Staff, board, young people and their families are familiar with your mission.			
Publications describe the agency's youth development philosophy.			
Administrative staff is committed to youth development and is proactively seeking funding to support youth development programs.			
The Board of Directors is knowledgeable of youth development.			
Young people participate as active, voting members on the board.			
There is designated staff to support youth participation (to ensure recruiting, preparing and sustaining young people to be actively involved in the agency).			
Staff is selected for their experience and qualifications in working with young people/families and ability to establish caring relationships.			
Staff is provided with training opportunities on youth development concepts and strategies.			
There are mechanisms in place to ensure ongoing communication between staff, board and young people/families.			
Young people and their families have access to all staff, from administrative to frontline staff, to give input on organizational structure and programming.			
Programs offer development/enrichment opportunities such as skill building and service learning activities.			
Programs create an environment of belonging; young people have the opportunity to develop a relationship with a caring adult connected to the organization.			
Programs are culturally sensitive; they recognize cultural strengths and differences to meet diverse populations.			
The organization encourages partnerships and collaborations with other agencies and organizations in order to provide more opportunities and supports for young people.			
The organization invites community groups and organizations to participate in program events.			
The documentation system is outcome based.			
Intake and assessment forms reflect young people's strengths and interests.			
The organization's physical environment is welcoming to young people and their families (reception area, phone system, ambience).			

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Self-Evaluation Checklist – Assessing Your Organization’s Capacity to Engage Youth

Created by the Laidlaw Foundation and available at www.laidlawfdn.org

<i>Training/Mentoring</i>	<i>Yes</i>	<i>No</i>	<i>Challenges/Comments</i>
Budget to train adults in working with and/or engaging youth			
Budget to train youth in working with adults			
Presence of adult mentor(s) to help guide youth			
Orientation provided to the organization and adult members prior to beginning involvement (7)			
An attempt to match the organization/board/team with the youth was made while honoring the youth’s time commitments, interest, and availability in participation (7)			
<i>Leadership</i>			
Presence of an adult visionary leader, with institutional authority, to strongly advocate for youth decision-making within the organization (1)			
Presence of adults who are prepared and motivated to work collaboratively with young people			
Presence of youth who are prepared and motivated to work collaboratively with adults			
<i>Opportunities for Meaningful Involvement</i>			
Existing opportunities for youth and adults to [do activities] work together			
Formal positions and/or roles/responsibilities (i.e., position on the board, governance role, staff role etc.) has been assigned for a youth to fill			
Youth have a clear understanding of their role within the organization			
Existing opportunities for youth to design projects			
Existing opportunities for youth to manage projects			
Existing opportunities for youth to lead projects			
Youth in governing positions (i.e., board, decision-making) receive all mailings and information that others in governing roles would receive (7)			
A plan is in place to ensure that youth who are working with the organization succeed (i.e., to ensure that power is shared with youth, to ensure that youth are well supported)			
<i>The Culture Of Your Organization</i>			
Organization has made youth and adult partnership an operational priority (2)			
Youth involvement is an organizational expectation			
Adults within the organization strongly advocate for including young people in decision-making roles (4)			
Diversity is appreciated as part of the organization’s culture			
Relevant Partnerships formed with other groups/organizations			
Formal strategies, policies, or structures in place to involve youth in decision-making roles within the organization			
Youth who work within the organization provide ongoing feedback, ideas and support for increasing youth participation			

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<i>Active Recruitment of Youth</i>			
Outreach efforts targeting youth and aim to involve different community members			
Activities integrate the different needs of the community groups			
<i>Youth Friendly Structure</i>			
The project accommodates unique needs of youth (3) (eg. Transportation needs, financial constraints) Flexible times set for meetings (evenings, weekends)			
Meetings are short and action oriented			
Process exists that allows for learning/open discussion			
Elements in place to ensure that youth voice and action are valued and included in efforts aimed at social or community change			
Efforts in place to create an environment that is interactive, fun and stimulates self-directed learning			
<i>Sustainability</i>			
Important elements are in place that can help to make the project a success <ul style="list-style-type: none"> ▶ Evaluation plan ▶ Technical assistance ▶ Partnerships ▶ Networks across similar projects 			
A process/method in place to collect and share important learnings/discoveries of what works and what does not work/knowledge gained from engaging youth			
Plan to address sustainability beyond the grant has been developed long-term financial plan			
A plan dealing with potential youth turnover and loss of organizational capital (leadership, institutional memory) (6) <ul style="list-style-type: none"> ▶ Electronic archive to capture work & knowledge gained year to year ▶ A mechanism for alumni input ▶ A full-time or part-time paid staff member 			

Further Explanations

1. Without an adult visionary leader's leadership, traditional management structures and stereotypic views about young people are too powerful to overcome. (p.9)
2. Data indicate that organizations can achieve an impressive array of positive outcomes when they make partnerships an organizational priority. (p.10)
3. Organizations must also pay attention to the unique needs of youth such as financial constraints/ transportation that are often associated with underrepresented groups.
4. Given the adult grip on power in society, strong advocacy and leadership from individual adults or groups within an organization is required to convince other to bring young people into decision-making roles.
5. By advancing youth through various decision-making levels, organizations better prepare them for service and enhance their capability to contribute significantly to organizational improvement This allows youth who are uninterested or unprepared to participate on a board, for example to get involved in other ways.
6. The loss of organizational capital is particularly aggravated by the short leadership cycles in most youth groups. With leadership changes, organizations tend to duplicate past projects, encounter similar problems, and face similar issues without the benefit of experience. *Refocusing the Lens: Assessing the challenge of youth involvement in public policy*, Haid, Marques and Brown, June 1, 1999, Joint paper b/w Ontario Secondary Schools Students Association and The Institute on Governance.
7. Hoover and Weisenback, Youth Leading Now! Securing a Place at the Table, New Designs for Youth Development, Summer 1999. Taken from *Youth as Decision Makers: Strategies for youth engagement and governance and decision making in recreation*. Prepared for the Laidlaw Foundation.
<http://www.youthfluence.com/knowledge/YADMFullRep.pdf>

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Self Evaluation Checklist – Assessing Your Organization’s Capacity to Engage Families

<i>Good Communication</i>	<i>Yes</i>	<i>No</i>	<i>Challenges/Commnication</i>
Do parents have a forum for communicating with agencies?			
Do you provide materials or translators for parents who are not English speaking?			
Do you have a parent handbook?			
Do you have a calendar of events, list of contact names, volunteer opportunities?			
Do you send out a parent newsletter with ideas for talking to their children as well as agency updates?			
Have you considered technology for parents who can’t make meetings? (i.e. videotapes of activities, website, e-mail, etc.)			
<i>Invitations for and Usefulness of Participation</i>			
Do you consistently invite parents to events, meetings, and forums?			
Do you find other ways for parents to be involved besides coming to meetings?			
Have you worked as an agency to provide meaningful opportunities for parent participation?			
Are parents given any formal positions in the agency (i.e. position on the board, governance role, committees, task forces, etc.)?			
Do you have a mechanism for evaluating parental involvement in your program?			
<i>Negotiating Difference</i>			
Do you address barriers to parental involvement in your program (i.e. cost, time, transportation, cultural differences, language, etc.)?			
Do you use families’ expertise to bring different languages and cultures into the program?			
Do you use parents as a resource for developing curriculum that accurately reflects histories, viewpoints and achievements of all cultures?			
Have you thought of different definitions of what a “family” is and how you might outreach to non-traditional families?			
<i>Role and Structure</i>			
Have you worked to ensure that your clients’ parents understand positive youth development principles?			
Have you designated clear roles for parents in your organization?			
Do you have a designated staff person who can act as a parent liaison?			
<i>Time</i>			
Have you given a substantial amount of time to planning parental involvement into your program?			
Do you provide an orientation to parents prior to involvement with your agency?			
Do you start and end your meetings on time demonstrating respect for parents’ involvement and other commitments?			
Do you have a plan for how you will publicly celebrate the contributions of parents in your program?			
<i>Trust</i>			
Do you return parent phone calls in a timely manner?			
Does your agency follow up on promises made to parents?			
Have you done workshops, exercises, or trust-building games with parents to begin to develop relationships?			

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Assessment of Agency Cultural Competence

I. Organizational Environment

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
1.	The agency's mission statement and policies and procedures reflect a commitment to serving families of different cultural backgrounds.						
2.	The agency's personnel policies reflect a commitment to valuing staff diversity and helping staff enhance their cultural competence.						
3.	The agency's printed materials (brochures, flyers, pamphlets, etc.) reflect and affirm the various cultural backgrounds of the community served.						
4.	The location, design and décor of the facility reflect and affirm the cultural backgrounds of the families served.						
5.	Advisory Committee members are interested in, and supportive of cultural diversity.						
6.	Administrators are interested in, and supportive of, cultural diversity.						
7.	Staff is interested in, and supportive of, cultural diversity.						
8.	Administrators are willing to involve families and staff in decision making.						
9.	The cultural diversity among staff and Advisory Committee of the program is reflective of the diversity among the families served.						
10.	The cultural diversity of the families currently served by the program is reflective of the cultural diversity of the families most in need of services in the broader community.						

II. Program Management and Operations

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
11.	The program has and enforces policies against discrimination and harassment.						
12.	The program's recruitment, interviewing and hiring processes are supportive of building a diverse staff.						
13.	The program provides opportunities for leadership development and advancement for all staff including staff of different cultural backgrounds.						
14.	The program provides adequate training regarding the cultures of the families served, staff, community and the interaction among them.						
15.	The program addresses cultural tensions that arise within the organization and within the broader community.						
16.	The program values and recognizes staff who suggest new culturally relevant projects or programs.						

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III. Outreach and Community Involvement

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
17.	The program values and uses the advice of people of different cultural backgrounds.						
18.	The program consults families and community representatives of different cultural backgrounds in the development of new programs and services affecting their communities.						
19.	The program conducts effective community outreach in recruiting new staff and Advisory Committee Members of different cultural backgrounds.						
20.	The program encourages staff to attend or participate in outside cultural activities such as trainings and seasonal festivals.						
21.	The program conducts effective outreach to families of different cultural backgrounds.						

IV. Service Delivery

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Don't Know
22.	The program provides multi-cultural programming to complement a wide variety of cultural events.						
23.	The program welcomes community faith based organizations to provide additional support to the families.						
24.	The program encourages staff to draw on the expertise of people of different cultural backgrounds in providing services to families of those backgrounds, and provides a mechanism for maintaining communication.						
25.	The program encourages staff to become aware of their own culture and facilitates the educational process.						
26.	Staff is encouraged to openly discuss cultural differences and influences with families.						
27.	The program encourages families to examine their own cultures and the cultures of their peers, and to develop their own appreciation of diversity.						
28.	Staff understands and respects the communication and other behavioral implications of different families' culture.						
29.	The program considers the cultural implications of various options in making decisions regarding services and families.						
30.	The program values family feedback on its services and its cultural competence.						

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V. Overall Program Competence

31. List the five most important and diversity-related issues currently facing the program.

A. _____

B. _____

C. _____

D. _____

E. _____

32. List the three steps the program could take to enhance its cultural competence.

A. _____

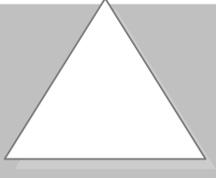
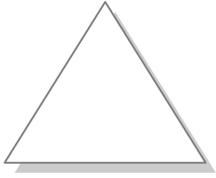
B. _____

C. _____

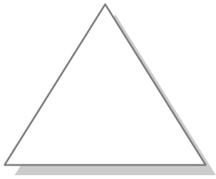
33. Overall, on a scale of one to ten (ten being the highest or most competent), rate the current cultural competence of the program.

1 2 3 4 5 6 7 8 9 10

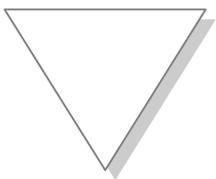
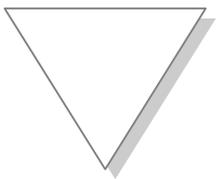
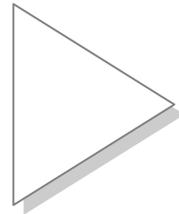
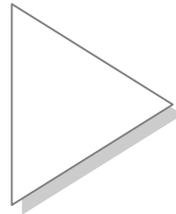
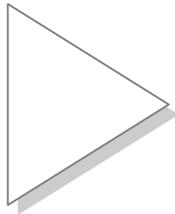
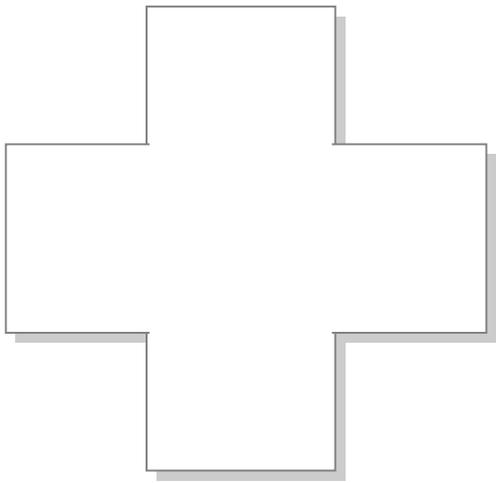
*(Source: Association of University Centers on Disability Website,
http://www.aucd.org/councils/multicultural/Cultural_Compentence_Survey.htm)*



Appendix C



Opportunities for Professional Training in Youth Work & Positive Youth Development



Professional Development Opportunities and Certificate and Degree Programs in the Field of Youth Development

This list is taken from the Advancing the Practice of Youth Development Program Work Team (PWT), Cornell University Department of Human Development, Act for Youth Upstate Center of Excellence, and the NY State 4-H Youth Development Office. It is intended as a supplement to:

Borden, Lynne (2001) Educating Youth Development Professionals: Current Realities, Future Potential, Institute for Children, Youth & Families, The University of Arizona, Commissioned by the National 4-H Council. Additional partners include Michigan State University Extension, Michigan State University, and the Center for 4-H Youth Development, University of Minnesota.

It is the intent of the PWT to compile resources on university programs for those youth workers pursuing undergraduate and graduate degrees, and to outline professional development opportunities in the youth development field available in the state of New York and nationally. This task is meant to both implement the purpose of the PWT and contribute to the work of the Advanced Study Task Group in support of the CCE Revitalization Plan. The opportunities noted are incomplete, but the PWT is committed to continued research in this specific youth development/professional development area for CCE educators and the broader youth development community.

Please note that most of the information that follows were taken from institutional web sites and therefore may not be consistent in style and content.

Steve Goggin, Co-Chair

Cathann Kress, Assistant CCE Director/4-H

Barbara Schirmer, Co-Chair

Sedra Spano, ACT for Youth Information Specialist

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Certificate Programs

Name of Institution: *Cornell University, Human Development*
Name of Program: Family Development Credential (FDC)
Contact Information: Christiann Dean, MVR Hall, Cornell University, Ithaca, NY 14853, 607-255-2531, cnd3@cornell.edu
Time Commitment: 110 hours of classroom work

Name of Institution: *Dutchess Community College*
Name of Program: Human Services Youth Worker Applied Academic Certificate
Contact Information: 53 Pendell Road, Poughkeepsie, NY 12601 845-431-8010, www.sunydutchess.edu
Time Commitment: 31 credit hours

Name of Institution: *Lehman College of the City University of New York*
(This program was created and sponsored by the Fund for the City of New York/Youth Development Institute, the John F. Kennedy Jr. Institute for Worker Education-CUNY, Reaching Up, and Lehman College-CUNY.)
Name of Program: Youth Studies Certificate Program
Contact Information: 250 Bedford Park Blvd. West, Bronx, NY 10468, 1-877-LEHMAN-1, www.lehman.cuny.edu
Time Commitment: 12 credits

Name of Institution: *New York City Technical College* (This program was created and sponsored by the Fund for the City of New York/Youth Development Institute, the John F. Kennedy Jr. Institute for Worker Education-CUNY, Reaching Up, and Lehman College-CUNY.)
Name of Program: Youth Studies Certificate Program
Contact Information: 300 Jay Street, Brooklyn, NY 11201; 718-260-5000, <http://www.nyctc.cuny.edu/>
Time Commitment: 12 credits

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Undergraduate Degree Programs

Name of Institution: *Empire State College*, Distance Learning Programs
Name of Program: Community and Human Services, BA, BS and BPS offered
Contact Information: Empire State College, 3 Union Ave., Saratoga Springs, NY 12866-4391; 518-587-2110; <http://www.esc.edu>

Master's Degree Programs

Name of Institution: *Cornell University*
Name of Program: Masters of Professional Studies, Community and Rural Development
Contact Information: B12 Warren Hall, Cornell University, Ithaca, NY 14853,
telephone: 607 255-4924
http://www.gradschool.cornell.edu/grad/fields_1/crd.html,
Professor Tom Hirschl, tah4@cornell.edu Professor Paul Eberts, pre1@cornell.edu
Time Commitment: 30-credit program

Name of Institution: *Cornell University*
Name of Program: Masters of Professional Studies, Department of Education
Contact Information: Mike Duttweiler mwd1@cornell.edu Kennedy Hall, Cornell University, Ithaca, NY 14853
Time Commitment: 30-credit program

State University of New York (SUNY) Schools offering master's degrees in related fields.

Albany offers Master's degrees in Social Welfare and Sociology

Binghamton University offers a Master's in Social Science, and BA and BS in Human Development

Buffalo University offers Master's degrees in Psychology, Sociology, Social Science, Interdisciplinary Studies, and Social Work

Stony Brook offers Master's degrees in Psychology, Sociology, Social Welfare, and Professional Development

Brockport offers Master's degrees in Psychology, Social Welfare, and Recreation and Leisure Studies

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Empire State College offers a Distance Learning Master's degree in Social Policy

Professional Development Opportunities

Offered through the National Association of Extension 4-H Agents, Inc. (NAE4-HA) and the Cooperative Extension System

Each year, the National Association of Extension 4-H Agents, Inc. (NAE4-HA) offers a number of professional development opportunities that are open to all youth development professionals:

- ▶ **Annual Professional Development Conference:** held in late October or early November each year, this conference attracts up to 1500 youth development professionals for 30 hours of professional seminars, research reports and poster sessions. Field level youth professionals present the majority of the seminars. The annual conference rotates to different regions of the nation each year, focusing on unique aspects of youth development in each host state.
- ▶ **Regional Leadership Workshops:** Sponsored by NAE4-HA and the other professional associations that comprise the Joint Council of Extension Professionals (JCEP), these annual regional workshops are held in February at various locations. Nine hours of professional development training along with keynote speakers and leadership training are offered. For more information, visit: www.jcep.org
- ▶ **Public Issues Leadership Development (PILD):** Held at the end of April each year in Washington, D.C., this conference provides hands-on professional development training in critical public issues as well as leadership development skills to educate policy makers and stakeholders across the country. For more information, visit: www.jcep.org
- ▶ **Galaxy Conference:** Held only every five years, this professional development conference brings together professionals from several associations, including NAE4-HA, the National Extension Association of Family and Consumer Sciences (NEAFCS), the Association of Natural Resource Extension Professionals (ANREP), and the honorary Extension fraternity known as Epsilon Sigma Phi (ESP) for broad-based professional development and leadership training. This five day conference premieres some of the best professional development available at the time to the more than 3,000 professionals who attend. For more information, visit: www.jcep.org
- ▶ **Community Youth Development (CYD) Journal:** NAE4-HA collaborates in producing this quarterly journal that profiles diverse fieldwork in the theory and practice of community and youth development.
- ▶ **News & Views:** the official quarterly publication of NAE4-HA featuring articles on professional development, innovative program ideas, and youth development updates.

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Programs in the Works

An On-Line Master's Degree in Youth Development: The Great Plains Consortium (made up of 12 Universities) is working to create a youth development distance learning Master's degree program. Members of the Consortium are currently working on course content as well as the mechanics of providing distance learning. They hope to have the degree program on-line by the fall of 2002.

Contact person: Gary Gerhard, Kansas State University Research and Extension, 4-H Youth Programs, 785-532-5800

Name of Institution:	Clemson University
Name of Program:	Master's degree in Youth Development
Contact Information:	Diane Smathers at 864-656-2414
Program Description:	Clemson currently offers a Summer Leadership Institute designed for professionals working in prevention, service learning, and family or youth programs. The topic for the 2001 Summer Leadership Institute was Empowering Evaluation for Youth Development Programs. The hope is that the courses from the Summer Leadership Institutes be used to develop a master's degree in Youth Development.
Name of Program:	A professional development training curriculum for youth development professionals is currently being piloted.
Program Description:	The curriculum consists of five self-study guides and 4 interactive CDs covering the following: the philosophy and principles of the profession; knowledge of basic developmental needs and tasks of children and adolescents in the context of the environments in which they live; and the skills necessary to design and deliver programs that are effective in the promotion of positive youth development and prevention of high risk behaviors.
Contact person:	Marcia McFarland, Kansas State University Research and Extension, 4-H Youth Programs, 785-532-5800

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Web Resources

Gradschools.com

A comprehensive on-line source for graduate schools and distance learning program information. Provides a searchable database.

Petersons.com

A comprehensive on-line catalog of undergraduate and graduate schools and courses available including distance learning opportunities. Provides a searchable database.