

Ten Years and Counting: Youth Development MCH-Academic Partnerships in ACTion

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**2010 AMCHP Meeting Workshop
March 9, 2010**

Dedication



the Ecology of Human Development

EXPERIMENTS BY NATURE AND DESIGN

Urie Bronfenbrenner

04/29/1917–09/25/2005

Learning Objectives

- **Identify key components of a successful statewide youth development initiative**
- **Describe how academic partners can assist their state MCH to implement MCH policies**
- **Frame positive youth development as a powerful MCH preventive activity**

Presentation Overview

- **National Initiative to Improve Adolescent Health (NIAH) framework**
- **Youth Development: Positive Public Health Policy**
 - Protective factors (intrinsic & extrinsic assets)
 - Core principles
 - Essential structures
- **New York State experience since 2000**
 - ACT for Youth Center of Excellence
 - *J Public Health Management and Practice* Supplement
- **Lessons learned**
 - Cross-sector, statewide approach
 - Integration, partnerships including youth
 - Shared leadership and long-term commitment

“Overcoming the Odds”: Resilience

- Odds against youth are increased by
 - Poverty
 - Single parent
 - Low maternal education
 - Family instability
 - Health problems

Cumulative risk of negative outcomes
- Resilience (positive outcomes despite adversity)
 - Close relationship with adult role model/caregiver
 - Easy temperament
 - Friends and interests
 - Good language and reasoning skills

Werner EE, Smith RS. Journeys from Childhood to Midlife: Risk, Resilience, and Recovery. Cornell U. Press, 2001.

Positive Youth Development

- An intentional, deliberate process of providing support, relationships, experiences, resources and opportunities that promote positive outcomes for young people.
- The Five Cs (Pittman, FYI)
 - Capacity
 - Confidence
 - Competence
 - Character
 - Connection

*Journal of
Public Health
Management and Practice*

November 2006
Supplement
www.JPHMP.com

Supplement Focus
Improving Public
Health Through Youth
Development

—
Youth Development and Public
Health

—
Adolescent Health and Youth
Development

—
Youth Development and
Prevention

—
Healthy Youth Development

—
Funds for Youth Development
Programs

—
Youth Development as Public
Health Strategy

—
Aligning Efforts Toward
Social Change

—
Comprehensive Statewide
Approach

—
Community Change

—
Don't Make Decisions About Us,
Without Us

—
Building Effective Community
Partnerships

—
Come On Back

—
Capacity-building Through
Partnerships

—
Selecting Outcome Indicators

Journal Editor:
Lloyd F. Novick, MD, MPH

Supplement Editors:
Guthrie S. Birkhead, MD, MPH
Richard E. Kreipe, MD
Susan J. Klein, MS

***Improving Public
Health Through
Youth Development***

November 2006

**[www.health.state.ny.us/community/youth/development/
journal_supplement.htm](http://www.health.state.ny.us/community/youth/development/journal_supplement.htm)**

Key Protective Factors

- **Connectedness to parents and family**
- **Connectedness to other adults, organizations**
- **Connectedness to school**
- **Spirituality**
- **Optimism, a sense of possibilities**

- **Evident across multiple**
 - **High-risk behaviors and threats to health and well-being**
 - **Social groups of youth**

Bernat & Resnick. *J Public Health Mgmt Pract* 2006; Nov: S10–S16

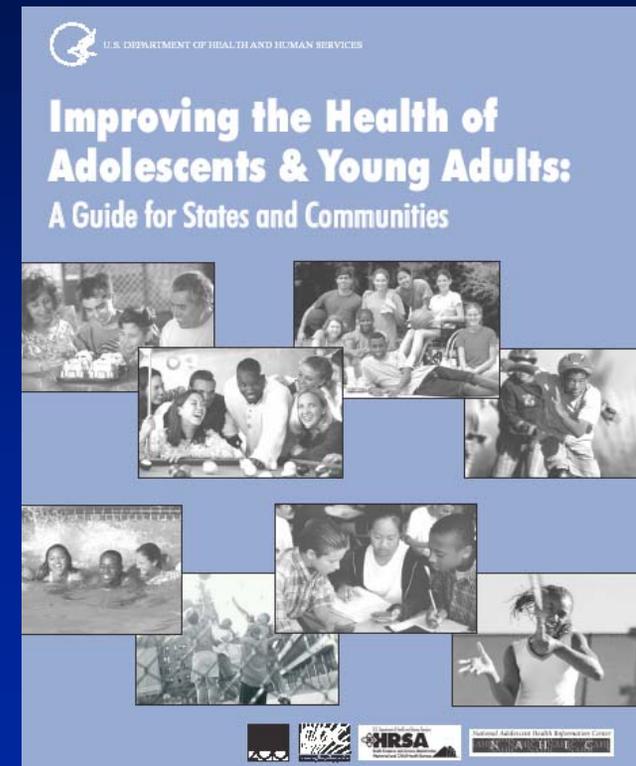
Youth Development: Beyond Reduction of Risks and Problems

- Universal goal: developing competent, confident, capable young people by the use of evidence-based approaches
- Promotion of healthy youth development is a deliberate, evidence-based process
- Dual strategy of risk reduction and promotion of protective factors through an intentional Youth Development approach holds the greatest promise as a public health policy

Bernat & Resnick. *J Public Health Mgmt Pract* 2006; Nov: S10–S16

Improving the Health of Adolescents & Young Adults

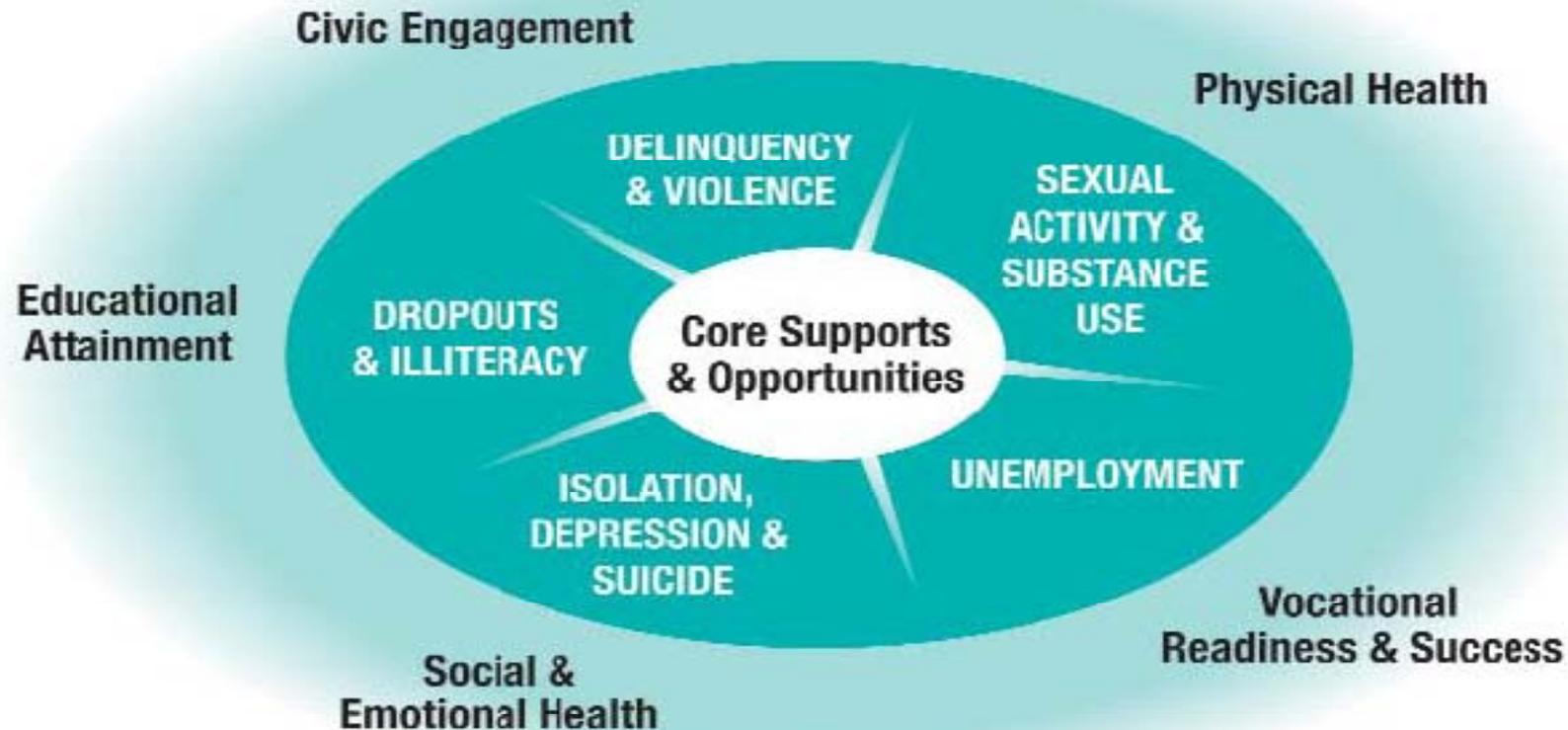
- Also available at www.healthypeople.gov/Implementation/compdocs.htm
 - Healthy Campus 2010: Making It Happen
 - Healthy People 2010: Reproductive Health
 - Rural Healthy People 2010: A Companion Document
 - Healthy People 2010 Companion Document for LGBT Health



www.cdc.gov/HealthyYouth/AdolescentHealth/Guide/order.htm

What's Health Got To Do With It?

Figure 1: Youth Problem Reduction as a subset of Youth Goals



Pittman K. Health and Youth Development: Connecting the Dots. *Forum Focus* 2005 Vol 3, Issue 2. Forum for Youth Investment

www.forumforyouthinvestment.org/files/ForumFocusHealth.pdf



40 Developmental Assets™: External Domain Themes and (Examples)

- **Support (experiences having caring neighbors)**
- **Empowerment (given useful roles in the community)**
- **Boundaries and Expectations (best friends model responsible behavior)**
- **Constructive use of time (≥ 3 hr/wk in lessons or practice in music, theater, or other arts)**

www.search-institute.org/assets/forty.html



40 Developmental Assets: Internal Domain Themes and (Examples)

- **Commitment to learning (cares about school)**
- **Positive values (takes personal responsibility)**
- **Social competencies (can resist negative peer pressure and dangerous situations)**
- **Positive identity (feels control over "things that happen to me“)**

www.search-institute.org/assets/forty.html

Number of Assets Reported (N=150K; 2003)

<u>Health Risk</u>	0-10	11-20	21-30	31-40
Problem Alcohol Use	45%	26%	11%	3%
Violence	62%	38%	18%	6%
Illicit Drug Use	38%	18%	6%	1%
Sexual Activity	34%	23%	11%	3%

More Assets ⇒ Fewer Health Behavior Problems

www.search-institute.org/research/assets/assetpower.html

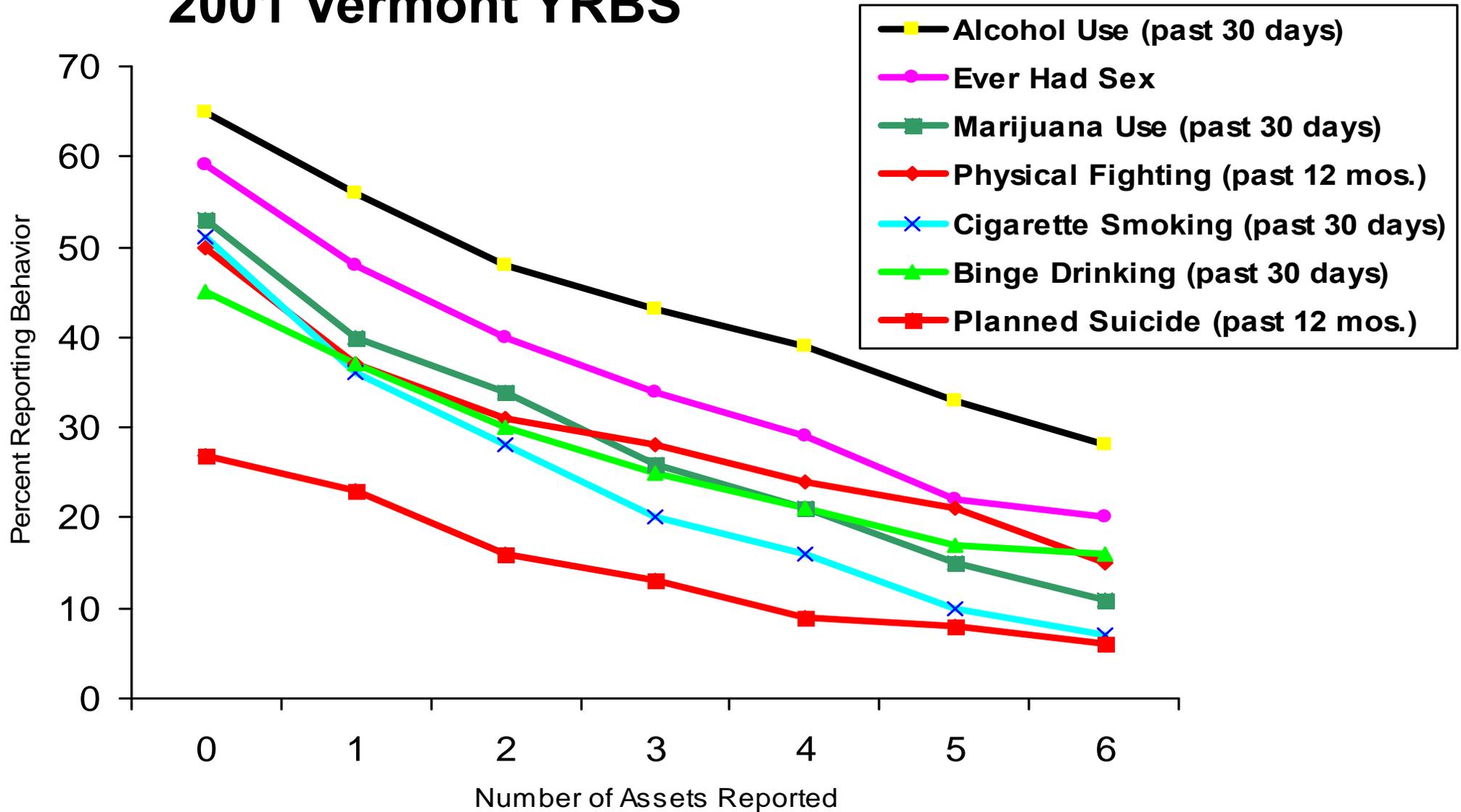
Number of Assets Reported (N=150K; 2003)

Positive Behavior	0-10	11-20	21-30	31-40
Exhibits Leadership	48%	66%	78%	87%
Maintains Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

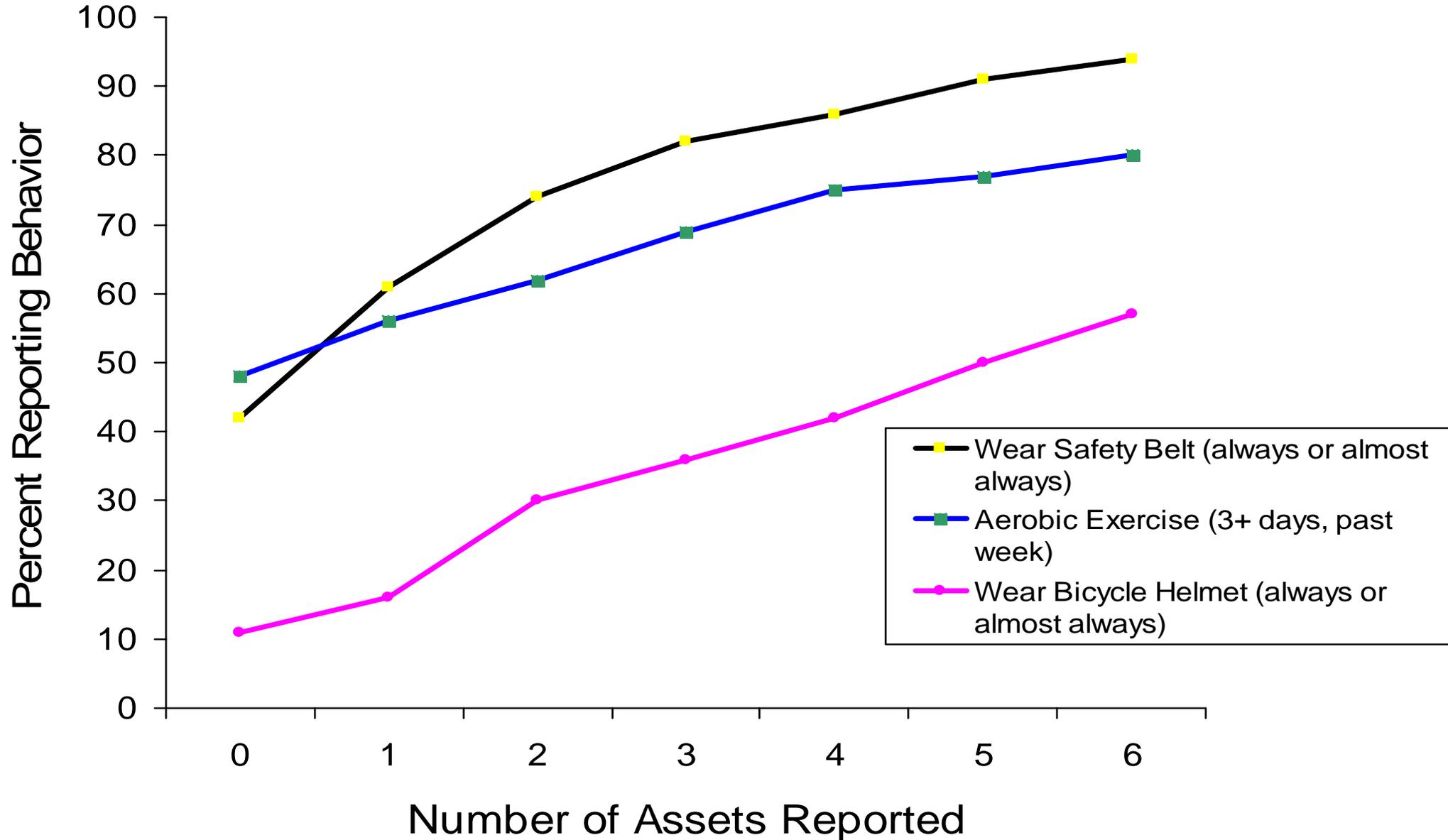
More Assets ⇒ More *Positive Behaviors*

www.search-institute.org/research/assets/assetpower.html

2001 Vermont YRBS



2001 Vermont YRBS



Murphey et al. J Adolesc Health 2004

COMMUNITY
PROGRAMS
TO PROMOTE
YOUTH
DEVELOPMENT



NATIONAL RESEARCH COUNCIL • INSTITUTE OF MEDICINE

**National Research Council & IOM.
*Community Programs to
Promote Youth Development.*
National Academy of Sciences
National Academy Press
Washington, DC. 2002.**

Features of Positive YD Programming

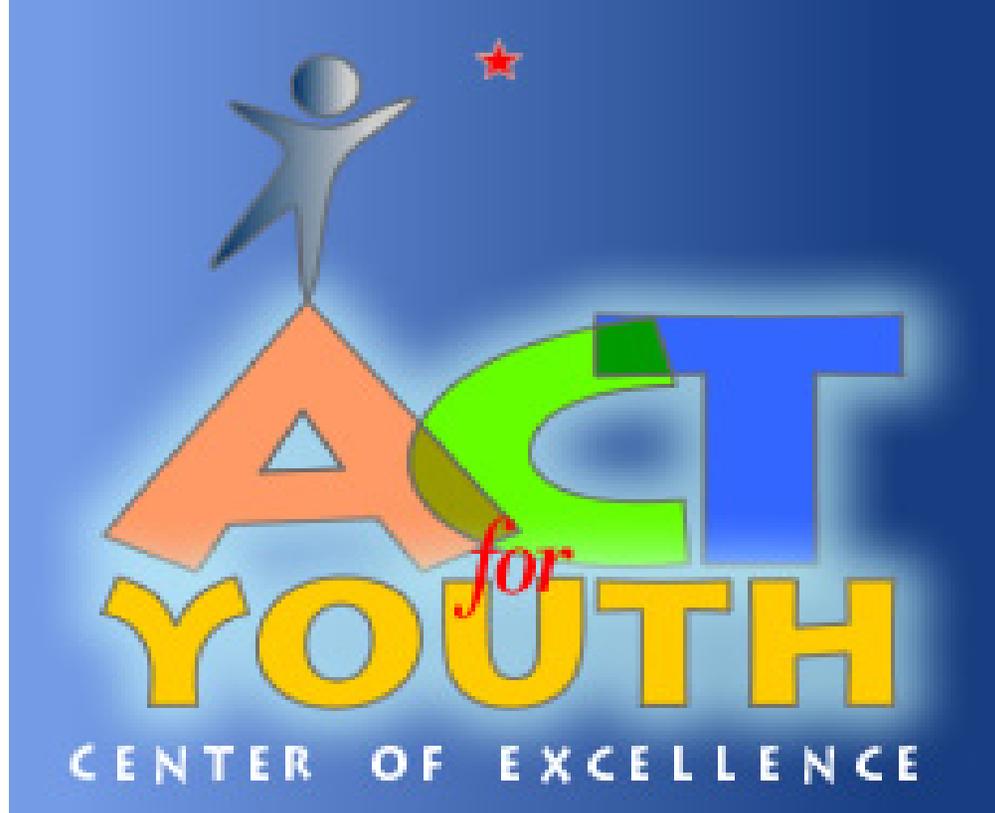
- Physical and psychological safety
- Appropriate structures
- Supportive relationships
- Opportunities to belong and contribute
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building
- Integration of family, school & community efforts

National Research Council & IOM. Community Programs to Promote YD. National Academy of Sciences, Washington, DC. 2002

Key Principles of Youth Development

- **Positive outcomes**
- **Youth “voice”**
- **Strategies aim to involve all youth**
- **Long-term commitment**
- **Community involvement**
- **Focus on collaboration**

National Research Council & IOM. Community Programs to Promote YD. National Academy of Sciences, Washington, DC. 2002



Cornell University
Cooperative Extension
New York City



NYSCSS
New York State Center for School Safety

W A 2 2 2 2

ACT for Youth Website

Publications - ACT for Youth - Microsoft Internet Explorer

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Please click on the following to read publications produced by ACT for Youth and ACT for Youth colleagues.

- ▶ **Fact Sheets and Newsletters**
 -  [prACTice MATTERS](#) is a series designed for practitioners who work with youth or oversee youth programming.
 -  [Research FACTS & Findings](#) report on research from the field.
- ▶ [Other newsletters](#), including the ACTing Up series, are also available.
- ▶ [Reports](#)
- ▶ [Papers](#) and Presentations
- ▶  Promotional materials for ACT Collaborations for Community Change.
- ▶ [Right to Know](#) (RTK) is a global communication and outreach initiative to inform young people about HIV/AIDS and related issues. The RTK approach is driven by research and is designed to influence youth behaviors related to HIV prevention as well as youth development and health.

- ▶ [Please Stand Up!](#) is an interactive CD-ROM for middle and high school students, educators, parents and community members to help eradicate school violence by showing you the best way to handle a variety of dangerous and self-destructive situations. Vignettes include: conflict, bullying, hate, relationships, suicide, gangs and weapons. Click on the Please Stand Up! link above to connect with this interactive website. Live videos


Search for:

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- ▶ Other:

ACT for Youth: A Statewide Approach Can Effect Community Change

- **Community sectors to create community change**
- **Leadership (“champions”) must be respected within the community and committed to the initiative.**
- **Access for all youth, not only “at-risk” or “high-risk”.**
- **Youth-adult partnerships to plan and implement**
- **Partnerships require ongoing attention and purpose**
- **Vocal cadre of youth active in community policy change**
- **Sustainable community policy change requires time.**

(Riser, et al. J Public Health Mgmt Pract 2006; Nov S41-S47)

YD in NYS: ACT for Youth

Positive YD Resource Manual



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ACT for Youth Positive Youth Development Resource Manual

[Complete YD Manual](#)

Jutta Dotterweich

Wednesday, September 6, 2006

Download the complete text and handouts for the Positive YD Manual here. Powerpoint presentations must be downloaded from sections 1-6 listed below.

Section 1: What is Positive Youth Development?

[1.1. Positive Youth Development: What Do Young People Need to Thrive?](#)

Handouts: [Handout 1.1A](#), [Handout 1.1 B](#), [Handout 1.1C](#)

PowerPoints: [From Traditional Youth Svcs to Positive YD](#), [Community Groups and Organizations](#)

Reading Material: [Principles of Youth Development](#)

[1.2 Positive Youth Development: Origins and Principles](#)

Handouts: [Handout 1.1A](#), [Handout 1.2A](#), [Handout 1.2 B](#)

PowerPoint: [Positive Youth Development](#)

Section 2: Positive Youth Outcomes

[2.1 Adolescent Development](#)

Positive Youth Development Resource Manual:

Purpose: To provide user-friendly materials to educate community groups about positive youth development with the ultimate goal of facilitating organizational and community change. The content of the manual is based on *ACT for Youth's* seven years of working closely with diverse NYS community partnerships, and ongoing review of research and training resources in the youth development field.

Structure: This online manual includes training activities with instructions/facilitation tips, handouts, brief power point presentations and references to other resources. The manual is divided into six themed sections. Section 7 provides resources, references and an addendum of energizers. Sections include:

- ▶ **Section 1: What is Positive Youth Development?**
- ▶ **Section 2: Positive Youth Outcomes**
- ▶ **Section 3: Youth Involvement**
- ▶ **Section 4: Youth Development in Care Settings**
- ▶ **Section 5: Effective Youth Development Programming**
- ▶ **Section 6: Community Involvement and Collaboration**
- ▶ **Section 7: References and Resources**

How to Use the Manual: Choose and combine

Guidelines for Integrating PYD into State Health Department Programs (1 of 2)

- **Incorporate the principles of PYD into program philosophy and design.**
- **Assure that all staff have a common language and understanding of PYD.**
- **Provide assistance regarding the integration and implementation of PYD principles in programming.**
- **Challenge applicants to design programs to deliver effective PYD prevention interventions.**

(Riser, et al. J Public Health Mgmt Pract 2006; Nov S41-S47)

Guidelines for Integrating PYD into State Health Department Programs (2 of 2)

- **Encourage programs to offer meaningful opportunities and roles for young people.**
- **Facilitate opportunities for programs to share successful strategies.**
- **Integrate PYD into prevention programming, with the support of academic/research institutions.**
- **Include PYD outcomes in program evaluation.**

(Riser, et al. J Public Health Mgmt Pract 2006; Nov S41-S47)

Comprehensive Statewide Approach to Improve Youth Outcomes: Lessons Learned

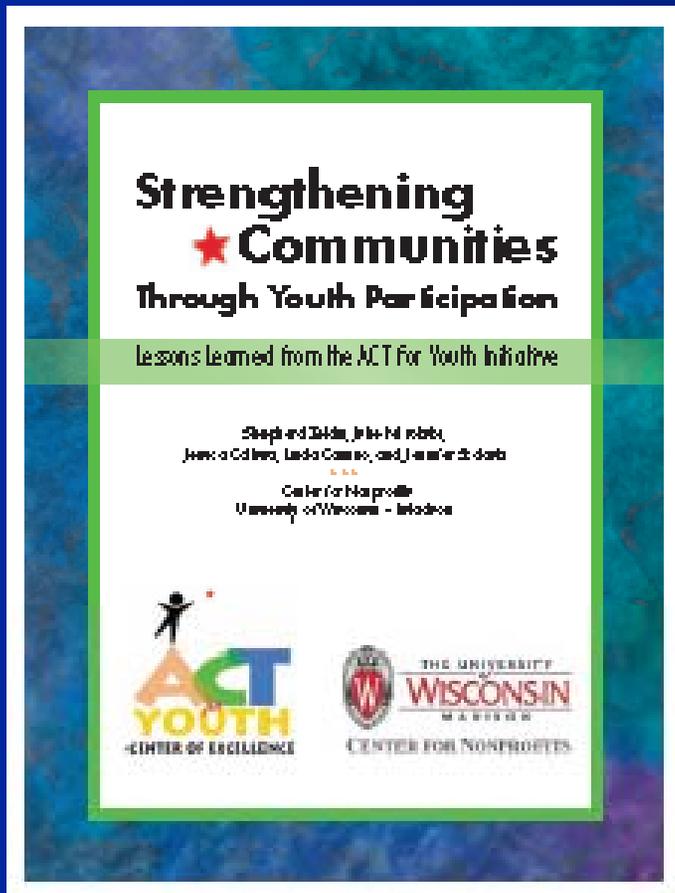
- Partner strategically
- Define YD
- Obtain buy-in
- Connect and leverage
- Institutionalize YD
- Plan and evaluate
- Persevere

(Carter, et al. J Public Health Mgmt Pract 2006; Nov S32–S40)

Comprehensive Statewide Approach to Improve Youth Outcomes: Why Does It Work?

- **Shared leadership and common goals**
- **Sustained commitment**
- **Adaptable approaches**
- **YDT members are both stakeholders and decision makers**
- **Organizational relevance**
- **Non-exclusive membership**

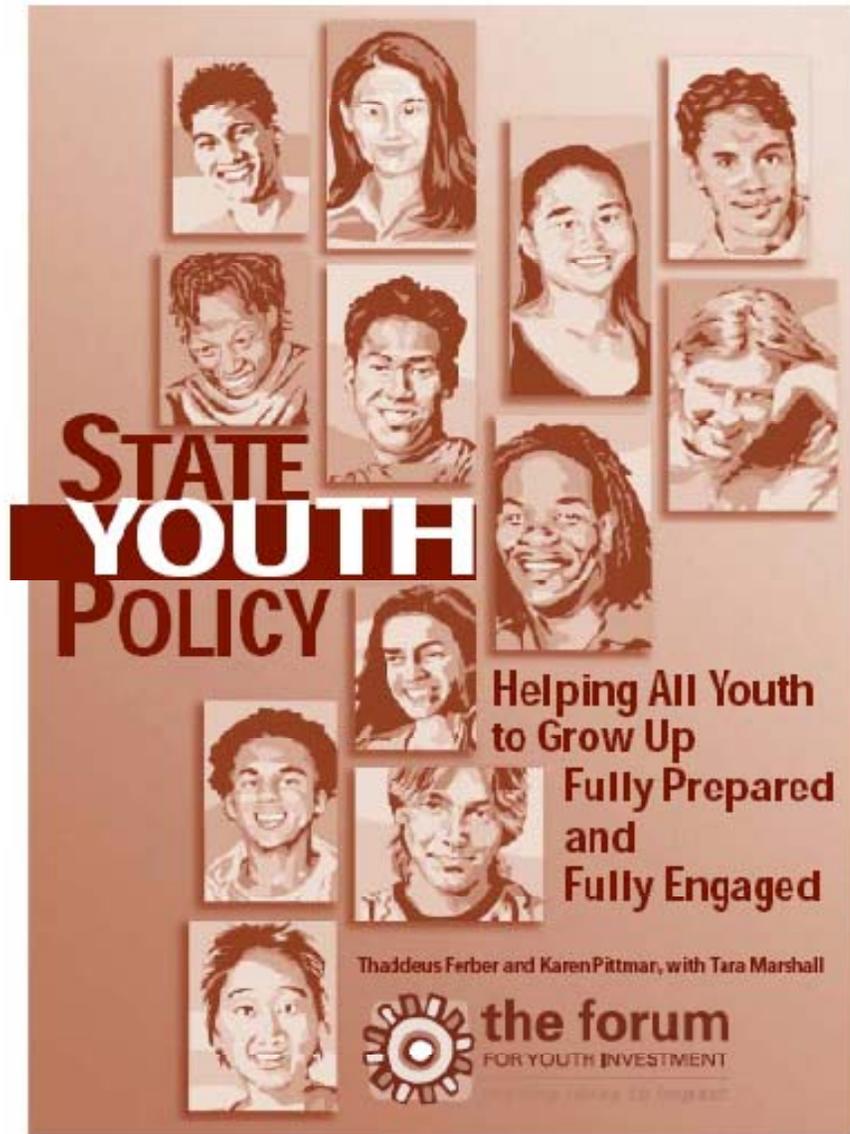
(Carter, et al. J Public Health Mgmt Pract 2006; Nov S32–S40)



www.actforyouth.net/documents/StrengthenComm-final-lowRes.pdf

- Raising awareness: importance of youth engagement & youth voice.
- Creating of a wide variety of cross-sector community collaboratives with shared vision and action.
- Modeling/demonstrating effective youth engagement practices, making youth participation visible and a community-wide expectation, with youth voices being reflected in local policies & programming.
- Supporting organizations to create new opportunities to engage youth in contributing to community health.
- Building capacity of adult community leaders, practitioners, and citizens to partner with local youth, by providing training, TA, and logistical support, communities become adept at involving youth in community planning and implementation





Problem-free is not fully-prepared.

Shift the focus away from helping individual children and youth “beat the odds” toward a full-fledged commitment to *change* those odds.

Thinking differently is hard, acting differently is harder, acting together is harder still.

Strategy of risk reduction and promotion of protective factors holds the greatest promise