MV CYD Logic Model and Community Youth Development Best Practices

Youth Task Force of the Dukes County Health Council
January 2006
YOUTH TASK FORCE MISSION

To mobilize people from every sector of Martha’s Vineyard to create the conditions where all young people can thrive and transition to a healthy, happy, productive and economically viable adulthood on or off the Island
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| **Our Young People**             | Youth and Families                                                           | ● Recent community data suggests that MV youth need more support and opportunities to make healthy choices and realize their full potential  
● The health and well-being of all Islanders depends on how the community addresses these challenges  
● All youth can learn and do learn and develop in the context of families and communities  
● We can create conditions where each can thrive and successfully transition to adulthood with adequate support and opportunities  
● Islanders “value youth” and can support positive youth development by designing programs and policies around fundamental building blocks:  
--- Belonging (meaningful opportunities for youth to have competent, caring connections)  
--- Mastery (meaningful opportunities for youth to strengthen their competence)  
--- Independence (meaningful opportunities for youth to build confidence)  
--- Generosity (meaningful opportunities for youth to engage and contribute to families, school, community)  
--- Healthy Choices (plentiful and realistic opportunities for youth to choose and engage in a healthy lifestyle) | ● Implement a wide range of “youth friendly,” developmentally appropriate, science-based activities, mentoring, services and educational opportunities  
● Create opportunities for youth to develop leadership skills  
● Implement a variety of supports and opportunities for families to improve parenting skills and ability to address family challenges | Youth  
--- Connection: positive, caring relationships with adults  
--- Competence: progressive achievement in school  
--- High school graduation  
--- Post-secondary aspiration  
--- Independence: positive perception of opportunity  
--- Positive work experience and readiness for work  
--- Contribution: engaged in community decisions and activities  
--- Healthy Choices: choose health-enhancing behaviors over health-compromising behaviors | Youth are healthy, safe, thriving and contributing members of the community, with assets and hope for the future. Youth successfully transition to adulthood. The Vineyard is recognized as a safe, just and prosperous community where young people are engaged in full and healthy ways. The Island’s young people are recognized as a priority by every sector of MV life. Programs and services embed “best practices” and are evaluated over time |
| **Our Island Community**         | Youth and Families                                                           | ● Create and strengthen policies that support positive youth development  
● Secure and use youth input into program design, review, implementation, and evaluation  
● Adopt an asset-based approach to youth and families  
● Maintain a rich mix of members, including a diverse mix of youth and adults from key sectors of the community (e.g., ethnic groups, parents, town and county government, business, faith community, schools, nonprofits)  
● Map, report about and maintain updated information on MV youth and family resources  
● Identify and assist in building the capacity of schools, recreation centers, neighborhood associations, faith-based institutions, community organizations, non-profit organizations to deliver the essential building blocks for healthy development  
● Secure needed training, technical assistance, financial, and in-kind resources for YTF functioning and the CYD initiative  
● Monitor and evaluate process and impact and use evaluation as a learning and management tool  
● Develop a social marketing campaign with positive messages about young people, specific actions parents and community members can take to support youth people’s development, the “good news” about MV as a community that supports young people  
● Influence local grant makers and other funders to make youth a priority and use the MV building blocks for healthy development as part of their funding guidelines  
● Advocate for the enhancement and/or development of local policies that support children, youth and families | Our Island Community  
--- Connected to opportunities (a voice, transportation, child care, financial access)  
--- Have strong, vibrant support networks  
--- New system of indicators used to continuously improve youth supports and opportunities  
--- Sustainable infrastructure to support mobilization and community-wide investment in youth  
--- Better programs, services, development opportunities, and education experiences to help youth grow and transition  
--- Annual report to the community reflecting youth assets (protective factors) and risk behaviors, youth outcomes, extent of community investment and recommendations for continuous improvement | The Island’s young people are engaged in full and healthy ways. The Island’s young people are recognized as a priority by every sector of MV life. Programs and services embed “best practices” and are evaluated over time |
The problems we face today cannot be solved with the same level of thinking we were at when we created them.

Albert Einstein
YOUTH TRANSITION TO A HEALTHY, PRODUCTIVE, ECONOMICALLY VIALBE ADULTHOOD

Keeping pace in a global economy requires at minimum:

– Closing the gap in education achievement

– Addressing issues of being prepared for, finding, securing and keeping a job, and advancing in the workforce; and

– Strengthening family and community connections with/for youth (safe places, caring adults, healthy start, opportunity to serve)
HOW YOUTH SPEND THEIR TIME

- Sleeping (3,232 hrs.): 37%
- Miscellaneous (961 hrs.): 11%
- Maintenance (961 hrs.): 11%
- Discretionary (1,922 hrs.): 22%
- Productive (1,660 hrs.): 19%

WHAT WE KNOW

• Young people need and deserve supports **throughout their waking hours**

• Young people deserve early and sustained investments throughout the **first two decades of life**

• Young people need investments to help them achieve a **broad range of outcomes**

Karen Pittman, Blurring the Lines Between School and Community, Prevention and Development: The Ready by 21™ Vision
HOW MANY YOUNG PEOPLE ARE READY?

Researchers estimate that:

- **43%** of youth are doing well at being economically self-sufficient, having healthy habits and healthy relationships, and being involved in institutions and in their community.

- **22%** are having difficulty.

*Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*
WHAT FACTORS LET US KNOW KIDS ARE NOT READY?

Doing **poorly** in two life areas and **not well** in any area:

- no high school diploma, unemployment, being on welfare
- in poor health, having unhealthy habits & unsupportive relationships
- engaging in illegal activity about once a month

*Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*
Our Take on Youth Development
(the short answer)

“Using science and experience to create conditions where all youth can thrive and successfully transition to health, productive, economically viable adulthood”
- our shared mission
MOVING FROM ... Deficit → TO Asset
HOW DO WE CREATE SUCH CONDITIONS?

Begin with the best, most contemporary and useful scientific evidence on:

• “Personal and Social Assets That Facilitate Positive Youth Development”
• “Features of Positive Developmental Settings”

(see handouts)

IDENTIFIED ASSETS THAT PREDICT ADULT SUCCESS—

- Physical development
  Good health habits, risk management skills

- Intellectual development
  School success, critical thinking, decision-making, life skills, vocational skills

• **Psychological and emotional development**
  Good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management

• **Social development**
  Connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement

WHAT CAN WE DO TO HELP YOUNG PEOPLE THRIVE AND GET READY?

ENSURE THAT PLACES YOUTH SPEND TIME HAVE:*

• 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

* Features of Positive Developmental Settings

DO THESE SUPPORTS & OPPORTUNITIES REALLY MAKE A DIFFERENCE?

YES!!!

Research shows that youth with supportive relationships on entering high school are 5 times more likely to leave high school ready for their next stage than those with weak relationships…

… and those seniors who were ready at the end of high school were more than 4 times likely to be doing well as young adults.

Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development
NRC RECOMMENDATIONS

Communities should provide an **ample array** of program opportunities…through local entities that can **coordinate** such work across the entire community…[and]

…put in place some **locally appropriate mechanism** for monitoring the **availability, accessibility, and quality** of programs…

WHOSE JOB IS YOUTH DEVELOPMENT?

- Families
- Schools and training organizations
- Youth-serving organizations
- Businesses
- Faith-based organizations
- Libraries, parks, recreation departments
- Health professionals and organizations
- Community-based health and social service agencies
- Government child welfare, health, employment and juvenile justice agencies
- Law enforcement
- THE WHOLE COMMUNITY!
In order to develop normally, a child requires more complex joint activity with one or more adults who have an irrational emotional relationship with the child.

Somebody’s got to be crazy about that kid.

That’s number one.

First, last, and always.

Urie Bronfenbrenner
Everyone has part of the answer, no one has it all
WHOSE JOB IS YOUTH DEVELOPMENT?

Youth have much to offer and can be powerful catalysts for change, and they should be actively engaged in the creation of safe, just and prosperous communities.
WHAT ARE THE LEVELS OF YOUTH PARTICIPATION?

- Youth initiated – shared decisions
- Youth initiated and directed
- Consulted and informed
- Assigned but informed
- Tokenism
- Decoration
- Manipulation

Source: International Youth Foundation
PROGRAM STRATEGIES FOR ENGAGING YOUNG PEOPLE

Influence, Decision and Shared Control
Empowering Mechanisms
- Leadership skills, personal and life-skils development
- Youth management of entire projects
- Support for new spontaneous initiatives

Promoting Youth Participation and Leadership
Collaborative Mechanisms
- Joint committee formations to discuss
  - positions, priorities, and roles
  - create ownership
  - prevent/avoid/resolve conflict
  - oversee project implementation; share decision making
- Adult coaching and mentoring
- Youth implementation of project components

Information Sharing and Learning
Consultative Mechanisms
- Consultative meetings to share information, insights
- Joint assessments
- Individual and focus group interviews

Source: International Youth Foundation
PUBLIC OPINION

86% of voters nationally believe access to quality after school programs that prevent crime and keep youth out of trouble should be a priority

2004 poll by Every Child Matters
CYD* 7-POINT PLAN FOR ACTION

• **Create** a shared VISION
  – Statewide
  – Community by community
  – Youth are at the table
  – Engage stakeholders in the vision
  – Develop or adopt a framework

*Center for Youth Development, Brandeis University*
YOUNGER AMERICAN’S ACT

Five Core Resources

✓ Ongoing relationships with caring adults
✓ Safe places with structured activities
✓ Access to services that promote healthy life-styles, including those designed to improve physical and mental health
✓ Opportunities to acquire marketable skills and competencies
✓ Opportunities for community service and civic participation
• **Ensure you have the KNOWLEDGE, SKILLS AND ABILITIES needed**
  – Youth development requires changed attitudes, skills, abilities – new learning
  – Assess what is needed at all levels
    • Examples:
      – Youth development education
      – Change management knowledge, skills, abilities
      – Leadership development
      – Public relations
      – Policy advocacy
CYD 7-POINT PLAN FOR ACTION

(continued)

• Understand why people would want to be involved and plan for INCENTIVES
  – Some young people may be working to pay for their own expenses and/or their family’s – they may need compensation to participate (some communities have created internships)
  – For young people in school, participation can be part of service learning so they can get academic credit
  – Food
• Identify **RESOURCES** needed and plan for them
  – Financial resources are first on most lists
  – What resources already exist and can be re-directed or focused?
  – What resources can be leveraged by collective action?
  – **Mentors** for young people & adults involved – create a culture of co-learning
• Determine who (STAKEHOLDERS) should be involved and get them to the table
  – Engage a broad range of young people – look beyond the ones who usually volunteer
  – Engage parents
  – Get youth and parents to help figure out effective engagement strategies
    • Incentives, time of meetings, food, transportation
  – Business – corporate citizenship on the rise
CYD 7-POINT PLAN FOR ACTION
(continued)

• Develop a practical ACTION PLAN with timeline and persons responsible
  – Assess community assets (what resources are already in place?)
    • Asset mapping
    • Youth mapping
  – Analyze community issues (what is most pressing? what are the gaps?)
    • PhotoVoice
  – What is an asset-based way of approaching these issues?
CHOOSING CYD-ALIGNED ACTIVITIES

- Youth as recipient
- Problem-focused
- Providers define outcomes

- Age appropriate
- Youth development approach
- Youth & adults define outcomes
- Focus on strengths and resources
- Youth leadership opportunities
- Genuine learning for all
• **EVALUATE** – use evaluation as a management and learning tool
  – Start from the beginning thinking about what results you want, what impact you want to achieve
  – Don’t let *dataphobia* rule!
    • Figure out what data you need and develop a plan for collecting it – collect only what you need
    • Create community-wide management information systems
  – Use the data to understand what results you are achieving and modify plans as needed – LEARN
Just imagine if we all believed in ourselves and worked together—
young people, adults, seniors,
all cultures, all religions—
all sharing our gifts and talents . . .
We have everything it takes.
