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New York Youth

The Key to our Economic and Social Future

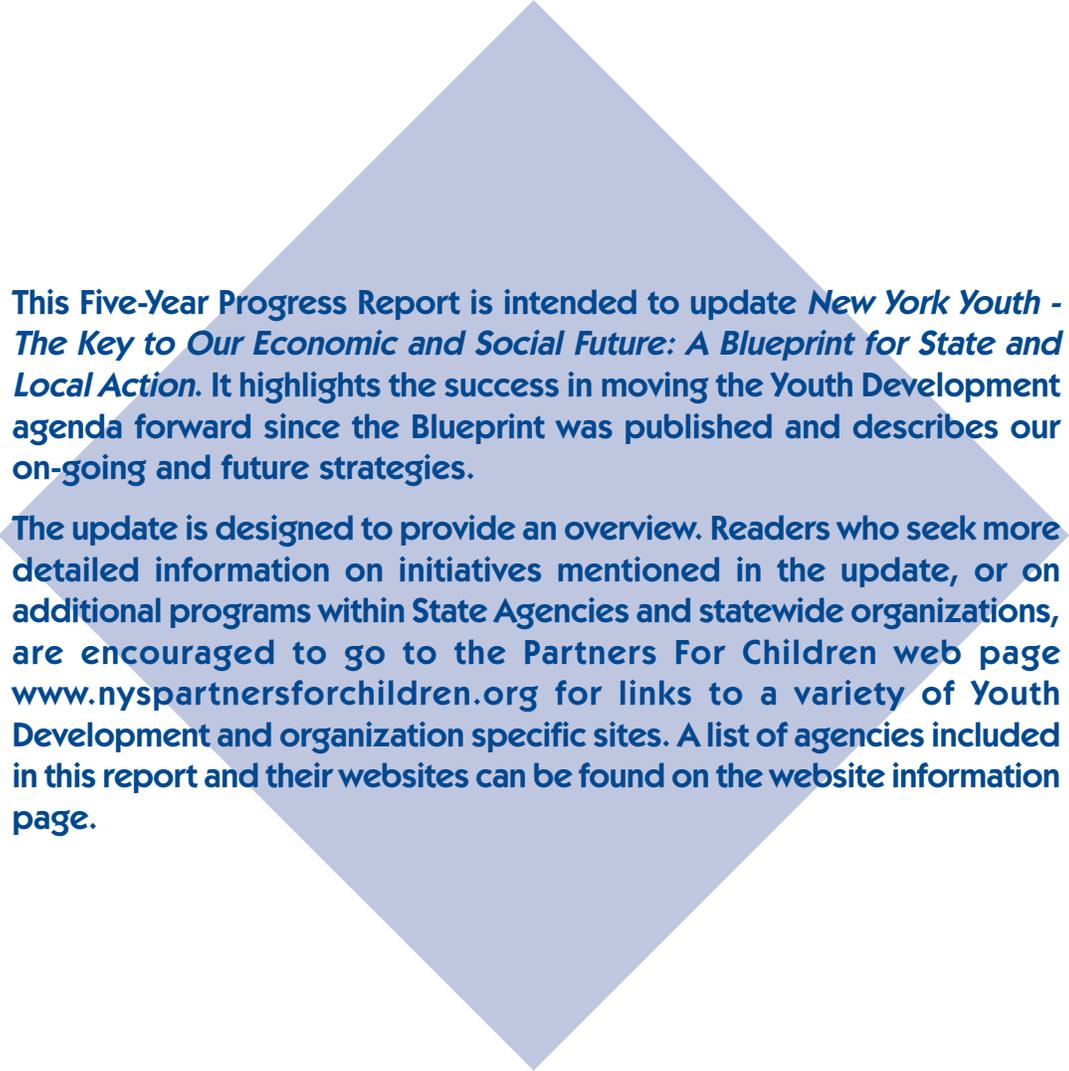


Blueprint for State and Local Action

Youth Development Five-Year Progress Report

**"The promise of tomorrow is rooted in the children of today,
and the opportunities that we provide for them to learn and
fulfill their true potential."**

... Governor George E. Pataki



This Five-Year Progress Report is intended to update *New York Youth - The Key to Our Economic and Social Future: A Blueprint for State and Local Action*. It highlights the success in moving the Youth Development agenda forward since the Blueprint was published and describes our on-going and future strategies.

The update is designed to provide an overview. Readers who seek more detailed information on initiatives mentioned in the update, or on additional programs within State Agencies and statewide organizations, are encouraged to go to the Partners For Children web page www.nyspartnersforchildren.org for links to a variety of Youth Development and organization specific sites. A list of agencies included in this report and their websites can be found on the website information page.



◆ **Blueprint for State and Local Action**
Youth Development Five-Year Progress Report

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◆ **New York State's Youth Development Agenda**

Since the beginning of his administration, Governor George E. Pataki set a course for positive change in New York State. *New York Youth – The Key to Our Economic and Social Future: A Blueprint for State and Local Action*, published in February of 1997, established a major shift in youth policy direction. Rather than focusing on youth problems as the principal barrier to youth development, the approach shifted to recognizing Youth Development as the most effective strategy for preventing youth problems. New York State youth policy agenda began to focus on building community conditions that help all young people succeed, including those who are most vulnerable. The ultimate goal is to see each young person as an individual with potential and seek ways to identify their strengths, provide opportunities for them to play meaningful roles in their communities, be appreciated for their contributions, and be empowered to make a positive future for themselves. This goal becomes worthy in both human and economic terms. Investing in the front end of the system reduces the need for costly intervention, treatment and incarceration.

The *Blueprint* was the result of the input and involvement of thousands of New Yorkers, young and old, from every corner of the state through regional forums and the Governor's Conference on Youth. The Blueprint Objectives take a strength-based approach and recognize that all children and families in New York State have contributions to make and should be supported and given opportunities to make their own lives better and the community around them stronger and healthier.

Blueprint Objectives...

- ◆ **Expand opportunities for youth leadership and opportunities for youth to serve as problem solvers.**
- ◆ **Strengthen and support families.**
- ◆ **Build community opportunities for positive youth development.**
- ◆ **Mobilize public and private resources through collaborative action with business, religion, media, civic, education and youth organizations.**
- ◆ **Support and promote measurably effective programs; document the benefits of a youth development approach.**

Five years have passed since the *Blueprint for State and Local Action* set the stage for a paradigm shift with regard to Youth Development in New York. Much has changed. Youth Development initiatives have been adopted in many state programs. Collaboration is at an all time high, and New York State has moved toward a balanced approach, giving greater attention to strength-based methods rather than the historical principal focus on youth deficits. While continuing to address the critical needs of vulnerable youth, we have begun to move toward greater attention to broad multi-system prevention and Youth Development approaches.



Under Governor Pataki’s leadership, the environment has been created for synergy. The Partners for Children and its Youth Development Team have played a critical role in advancing Youth Development at a remarkable pace. Co-chaired by the Office of Children and Family Services and the Department of Health, this public/private cross-systems team took on the task of collaboratively defining Youth Development in terms that make sense across systems; discussing its principles, benefits, and applications; and offering strategies for advancing Youth Development as a priority in New York State. State agency commissioners and staff are putting energy into collaborative initiatives with the clear understanding that outcomes for children and families will be equally and better served through collaboration.

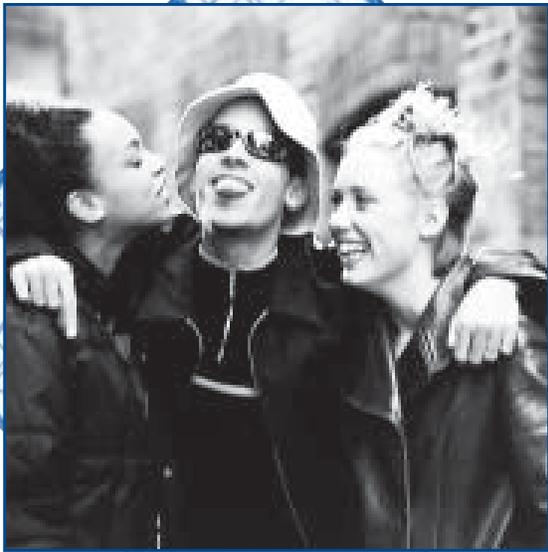
Young people are being engaged to address youth-related problems and other community needs. Progress has been made, but we are continuing our work and seeking ways to engage youth whose isolation keeps them from feeling that they belong and are valued within their community.

We are committed to our belief that we must be inclusive of all youth. State agencies, community-based organizations, local government planning initiatives and those tasked with community development have, and must continue to, find ways to reach out to provide meaningful opportunities and supports for all children and youth including young people with disabilities. The reality is that many youth with disabilities and behavioral issues have a greater chance of ending up in the juvenile justice and foster care systems when, with the intervention of good Youth Development programs, many could instead be making positive contributions to their schools, their communities and to their own future. Organizations, particularly those that receive public funding, must be helped and encouraged to understand that inclusion and diversity will result in a richer more meaningful experience for everyone involved. Youth-serving programs, services, and activities must incorporate Youth Development principles in their organizational structure, program design, and in day-to-day practice.

The New York State environment has changed for the better under the leadership of Governor Pataki, with the hard work and support of health, education and human services commissioners, and statewide organizations. State agencies and local governments are using Youth Development frameworks and tools to help communities define a path to success. Opportunities have been made, and must continue to be made, and resources must be directed to meaningful planning. Community strategies must reflect input from a broad cross-section truly representative of the diversity of organizational missions, as well as the cultural diversity of each community. The fundamental goal for the state in support of the Blueprint Objectives is to continue to provide training, support and resources to communities in ways that will empower them to identify their needs and strengths and take steps to engage and empower their youth and families.

◆ **The Youth Development Approach**

“Youth Development begins with the principle that all youth have strengths. A Youth Development approach uses these strengths as the foundation for action; it nurtures youth assets; it strives to promote competencies and mastery of life skills. This approach recognizes that all youth will develop; it is incumbent on the family, community and school to ensure that there are appropriate positive pathways for that development.



“Youth Development kindles interests and cultivates competencies in adolescents. It offers young people hope, creates meaningful relationships with respected adults, links young people with areas of possible vocation or avocation, promotes responsibility and pride in accomplishment, and enables young people to make visible and significant contributions to their families, communities and schools.

“Youth Development approaches recognize that all youth need opportunities to enable them to acquire and sustain healthy behaviors and attitudes. Therefore, this approach does not specify separate strategies for at-risk, delinquent or other youth with special needs. All young people have the same developmental needs. Many might not be at risk if opportunities to acquire developmental competence had been available earlier in their lives. Yet, despite our best efforts, some young people will require specialized programs and services. However, prevention and remediation services both can and must be delivered within a strength-based developmental method, building on the synergy of prevention and Youth Development strategies.”

...Promoting Positive Youth Development in New York State, Moving from Dialogue to Action, Youth Development Team, NYS Partners for Children - January 2001



◆ **New York State Works to Promote Youth Development by...**

- ◆ Engaging and involving youth in meaningful ways in their communities and beyond — creating a Youth Voice.
- ◆ Using technology to communicate with youth and providing opportunities for young people to help build a positive information infrastructure.
- ◆ Informing the public about the benefits of Youth Development. Shifting to engage youth as resources, as problem-solvers, as community assets.
- ◆ Mobilizing communities to embrace Youth Development as a philosophy central to economic and community development.
- ◆ Continuing to build community capacity through Integrated County Planning, ACT for Youth, State Incentive Cooperative Agreement, Communities That Care, Healthy Communities/Healthy Youth, Leave No Child Behind, Closing the Gap.
- ◆ Developing a strong link between Youth Development and economic and workforce development.
- ◆ Informing decision-makers to facilitate rollout inside state agencies, local governments and contract agencies.
- ◆ Diversity / Inclusion of ALL youth and community members.
- ◆ Including Youth Development principles in the delivery of service programs for special needs populations.
- ◆ Promoting adoption of Youth Development principles in existing youth-serving organizations and schools.
- ◆ Modifying existing and new local funding programs to incorporate Youth Development principles.
- ◆ Providing opportunities for Youth Development training for teachers and other youth workers (i.e., Advancing Youth Development and character education under SAVE legislation).
- ◆ Defining and supporting the role of families in promoting Youth Development.
- ◆ Promoting Healthy Schools and Healthy Communities and Eat Well Play Hard campaigns.
- ◆ Developing infrastructure supports.
- ◆ Developing outcome indicators to better measure Youth Development success at the community and county level.
- ◆ Promoting research and evidence-based Youth Development programs and practices.
- ◆ Promoting Youth Development on the national level by working with national organizations, universities, government agencies and other states.

◆ **New York State...
A Recognized National Leader in Youth Development**

◆ **United States Department of Health and Human Services**

In September 1998, the Family and Youth Services Bureau (FYSB) of the United States Department of Health and Human Services (HHS) awarded State Youth Development Collaborative Project funding to New York and eight other states to strengthen the youth service system and increase the capacity of those inside and outside youth-related professions to successfully implement the Youth Development framework. In 2000, four new states were added. New York contributes to the national Youth Development agenda through participation in this grant initiative with Arizona, Colorado, Connecticut, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Nebraska, and Oregon.

As a significant milestone in 2002, HHS Secretary Tommy Thompson declared Youth Development as one of the agency's top three priorities.

◆ **National Governors Association Youth Policy Network**

Under Governor Pataki's leadership, great strides in meaningful collaboration helped set the stage for New York to be selected in the fall of 1999 as one of ten states to participate in the newly formed National Governors Association (NGA) Youth Policy Network. The New York State team consists of the Governor's Office, the Office of Children and Family Services, the Department of Labor, the State Education Department, and the NYS Association of Counties.

A focal point for the work of this partnership is sharing expertise and examining best practices across the country in linking Youth Development with economic development. The New York State team has been invited to join the newly created Youth Policy Co-Design group at the Center for the Study of Social Policy in Washington, DC.



"Today ... if not always agreeing on the exact form the youth development approach should take, [we] have reached consensus that we can most cost-effectively and ethically support our young people in becoming healthy, contributing adults by putting youth development principles into practice."

*... US Department of Health and Human Services
FYSB Update, April 1999*

◆ **Promoting and Supporting a Youth Voice**

“Following the Governor’s vision, we are working directly with youth through activities like the Youth Voice Forums to foster discussion and address the issues facing the next generation of our state’s leaders and their families. Youth Development is now viewed as an ongoing process in which children and adolescents actively participate, and we work together to seek ways to meet their personal needs and build the skills necessary to function effectively in their daily lives.”

... OCFS Commissioner John A. Johnson

Following are examples of youth leadership opportunities that have been developed and implemented on the state level.

Youth Leadership and Service Council (YLSC)... The YLSC was created as a direct result of recommendations made by young people who attended the Governor’s Conferences on Youth in 1996 and 1997. This advisory group provides a youth voice for new state policy initiatives that impact on youth and encourages and supports ways for youth to mobilize their communities to build on young people’s strengths. Members also serve as the youth advisory group to the Commission on National and Community Service, helping to promote civic responsibility and community service across the state and in their local communities.

The YLSC is composed of young people from various youth organizations across New York State where they have demonstrated their leadership ability and good character through community involvement and the promotion of Youth Development.

The YLSC is coordinated by the OCFS Office of Youth Development and meets several times a year for project participation, discussion and training. This group is a resource for state youth policy.

Some of the recent accomplishments of the YLSC are:

- ◆ Members participated in community asset assessments across the state.
- ◆ Members helped to review Advantage After-School Program proposals.
- ◆ The YLSC reviewed a CD-ROM being created by the NYS Center for School Safety. It will be an interactive, violence prevention CD-ROM that will be distributed to all school districts in New York State for use by students, teachers and parents.
- ◆ YLSC members represented New York State at a national conference in Indiana where they joined 500 other youth from around the nation to discuss the interests and concerns of young people. Participants addressed such issues as diversity and conflict resolution, and left with a blueprint for change that represented a national agenda for youth.
- ◆ Members take part in the Association of NYS Youth Bureaus annual conference and participate as facilitators of Youth/Adult Roundtable discussions. At the October 2001 conference, members had an opportunity to engage in a dialogue with Commissioner John A. Johnson and presented him with a list of their youth priorities.

Youth Voice Forums... The OCFS Office of Youth Development and the YLSC hosted a series of Youth Forums across the state in the summer of 2002 to provide other youth from across the state opportunities to contribute to the OCFS Youth Voice priority. The Office of Youth Development is working to establish a Youth Voice for new state policy initiatives that impact on youth while encouraging and supporting ways for youth to mobilize their communities to build on the strengths of youth who live in those communities. The youth were able to develop personal action plans so they could return to their communities to work toward building positive Youth Development Assets in their own communities. The forums also created an opportunity to enhance communication and promote mutual respect of individuals, ideas and diversity in ways that empower youth. About 100 young people attended each of the six forums held across the state.

Youth Empowerment Initiative of the Tobacco Control Program... In June 2000, the Department of Health coordinated the state's first Anti-Tobacco Youth Summit where more than 160 diverse youth convened to learn about pertinent issues including health consequences of smoking and marketing tactics of the tobacco industry. They were asked what a youth campaign should "look" like, what the messages should be and what strategies should be used to implement a program that is "for youth by youth." Utilizing a social marketing and branding approach, the Reality Check initiative was initiated.

The Reality Check initiative's primary goals are to eliminate tobacco use and to change how tobacco and its marketing are viewed by society. Currently, the initiative funds county-level youth empowerment projects in each of the 62 counties across the state. Youth are engaged to be the force and the voice of the movement. To meet this challenge, a Statewide Youth Board, consisting of two youth from every county, meets three times a year. At the county level, youth are involved in planning and organizing related events and activities to reach their peers.

Governor's Youth Recognition Awards... Governor George E. Pataki established the Governor's Youth Recognition Award as one of the Empire State's highest honors for youth leadership and community service.

The award pays tribute to outstanding youth who have made major contributions in their communities. The OCFS Office of Youth Development and the Association of New York State Youth Bureaus assist in planning the annual Governor's Youth Recognition Day celebrations in Albany.



"These are extraordinary young people who have made a difference in their own schools and neighborhoods. They are the role models we need to help all youth understand that each of us can make a profound, positive impact."

*...Governor George E. Pataki
Governor's Youth Recognition Day Celebration 2001*



.....

Youth selected from every county across the state are recognized for their remarkable contributions, for giving selflessly for those with greater needs, for overcoming personal challenges, and/or for being leaders and role models.

Office of Mental Health – Youth Advisory Council... Over the past decade, the public mental health system has become increasingly aware of the value of involving people who have used mental health services in decision-making at all levels. The Office of Mental Health has supported recipient involvement in the adult system for many years and maintains an active Bureau of Recipient Affairs within the agency, directed and staffed by people who have used mental health services. During that time, youth were represented by youth-run advocacy organizations in the consumer/survivor/ex-patient movement, as well as by their parents or family members.

In 1999, OMH expanded their idea of recipient involvement to include a position for a former recipient of children’s services within the agency and by creating a statewide Youth Advisory Council (YAC) for youth who have received mental health services in the children’s mental health system. The YAC meets on a quarterly basis to provide input into planning, policymaking, program development and evaluation of children’s mental health services. Members of the YAC have also provided input to their local governments and service providers on how they could improve their children’s mental health services and get youth involved at the local and regional levels.

Adolescent HIV Prevention Services Program... The NYS Department of Health AIDS Institute supports this statewide initiative, designed to provide opportunities to a diverse cross-section of young people (ages 13 through 24). The initiative funds 37 community- and school-based programs that target youth at risk for HIV infection.

The prevention and risk reduction services provided by the funded programs are delivered through a variety of methods including the performing arts, adventure-based learning, parent education, interactive educational activities, and social marketing. The involvement of young people as peer educators is a common element of all the programs. In addition to delivering HIV prevention and risk reduction services to their peers, young people provide guidance to the programs by assisting in the design and evaluation of the services. Through this involvement, peers are afforded leadership opportunities and become sources of information in their schools, neighborhoods and families.

Independent Living Resource Network... Sponsored by OCFS, the Independent Living Resource Network holds annual youth speakouts around the state. These forums provide opportunities for youth in foster care and the agencies serving them to come together and share best practices, for youth to organize and present workshops and for youth to speak out – voice their recommendations for system improvements and changes, and voice their gratitude for their safety and opportunity to develop in foster care – to a panel of judges, local department of social services commissioners, agency heads and OCFS’ Commissioner and staff.

Commission on National and Community Service... The Commission is a Governor-appointed, statewide organization working to develop, support, and promote civic responsibility by creating meaningful opportunities for New York citizens to serve in communities across the state. The Commission administers the AmeriCorps programs in New York State through the Office of National and Community Service, which is housed in the Office of Youth Development in OCFS. The State Commission includes youth representation. The role of the youth commissioners is to in-

clude the youth voice in cultivating civic engagement and effective leadership development for youth across the state.



“Development is triggered by engagement – young people learn best when they are engaged with their heads and their hearts, and where they have real choice in the situations in which they are involved.”

*...Karen Pittman, 2001
Executive Director, Forum for
Youth Investment*

◆ **PARTNERSHIP is Key**

The Youth Bureau system is a partnership between New York State, local government, and community-based contract agencies with more than twenty-five years of history supporting locally driven Youth Development and delinquency prevention. Through County Comprehensive Planning and Integrated County Planning, the system coordinates and complements Youth Development practices carried out in communities by traditional youth service programs such as Boys and Girls Clubs, 4-H, mentoring, municipal recreation programs, counseling, after-school and tutoring programs, among a wide range of others. This unique Youth Bureau system is being considered for national replication through the Younger Americans Act, proposed federal legislation that for the first time establishes national policy for youth.

Under Governor George E. Pataki’s administration, existing partnerships have been strengthened and many vital new working relationships created to support Youth Development in New York State.

◆ **Five-Year Update**

1997

Partners for Children... The NYS Education Department (SED), the Board of Regents and United Way of New York State signed an agreement establishing a commitment to collaborate on behalf of children and families in New York State. This paved the way for other agencies and statewide organizations to join in creating the Partners for Children.

Agencies and organizations that are currently members of the Partners for Children are:

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

The commitment and work of the Partner agencies and organizations bring a broad spectrum of expertise and experience working with children and families. A key feature of Partners for Children activity is the focus on local outcomes: measurable improvements in child and family well-being. While providing leadership at the state level and encouraging and supporting local collaborations, the Partners also develop tools that can be used by local partnerships to improve services to children and families. The Partners published *The Making of a Partners for Children Community*, a guide for community collaboration that is available at www.nyspartnersforchildren.org.

Youth Development Team of Partners for Children... The Youth Development Team of the Partners for Children, formerly the Adolescent Project Team, co-chaired by OCFS and DOH, has been a catalyst for much of the heightened level of proactivity and interest in Youth Development across systems in New York State. Its charge has been promoting Youth Development principles and strategies in all of the state's health, education and human service policy activities. This workgroup



was organized to reach beyond the Partner agencies and involve a broader group interested in Youth Development. In addition to the Partner agencies, members include Cornell University, several local BOCES, the Monroe County Health Department, the American Cancer Society, the NYS Division of Probation and Correctional Alternatives (DPCA), the NYS Division for Women, the NYS Division of Criminal Justice Services (DCJS), the NYS Center for School Safety, the University at Buffalo, local Youth Bureaus, 4-H Cornell Cooperative Extension, Mt. Sinai Adolescent Health Center, NYS Conference of Local Mental Hygiene Directors, University of Rochester and the NYC Department of Youth and Community Development.

This public/private, cross-systems team initially took on the task of collaboratively defining Youth Development in terms that make sense across systems; discussing its principles, benefits and applications; and offering strategies for advancing it as a priority in New York State.

It became clear that opportunities existed to advance the broad spectrum of missions by embracing Youth Development principles and practices in work across agencies. A “Healthy Adolescents through Positive Youth Development Forum” sponsored by the Youth Development Team in July of 1999 was reconvened in November of the same year to get input for their work from an even broader stakeholder group.

As a result, in January 2001, *Promoting Positive Youth Development in New York State: Moving from Dialogue to Action*, a discussion paper, was produced. The Youth Development discussion paper is currently being circulated at the state and local levels to promote and encourage intra- and interstate agency dialogue and to engage the larger New York State community in defining, refining, clarifying and communicating a statewide Youth Development policy.

The *Youth Development Resource Notebook* was designed and produced by the team to be a technical assistance tool for local partnerships to assist and guide them in turning the Youth Development philosophy into reality in communities throughout the state.

Advancing Youth Development (AYD)... OCFS partnered with Cornell Cooperative Extension and the ANYSYB to provide Youth Development training as a collaborative effort. Funding through OCFS continues to provide training in the Advancing Youth Development (AYD) curriculum throughout the state. The focal point became the AYD training curriculum for front-line youth workers across systems, developed by the Academy for Educational Development in partnership with the National Network of Runaway and Youth Services, through a grant from the United States Office of Juvenile Justice and Delinquency Prevention.

The Goals of the AYD Partnership are to institutionalize the basic principles of positive Youth Development in New York State agencies and programs serving youth, increase the knowledge and skills of youth workers, and establish the field of youth work as a valued profession. Training is provided throughout New York State, for teams of individuals who make the commitment to learn the curriculum and return to their home communities and present the training locally to front-line youth workers.

Thus far, 60 interagency teams, including 43 county teams, made up of 275 trained facilitators have been developed. Continuing Education Units are awarded from Cornell School of Continuing Education. To date, this has translated into 69 community AYD trainings conducted by the teams in their home communities, and 900 Community Youth Workers have completed the 28-hour Advancing Youth Development training as a result.



Coordinated School Health... New York was one of ten states to receive funding in 1996 from the Centers for Disease Control and Prevention (CDC) to build statewide support for Coordinated School Health (CSH). The State Education Department leads the CSH Infrastructure Initiative in partnership with the DOH. Six other state agencies (CCF, Developmental Disabilities Planning Council, OASAS, OCFS, OMH and the Office for Aging) partner with SED and DOH on the School Health Infrastructure Team (SHIFT), the interagency coordinating council for the CSH Initiative.

Coordinated School Health is a nationally recognized model designed to promote positive healthy development and to address the six major risk behaviors in youth through comprehensive and coordinated school health programs and policies. Those risk behaviors are tobacco use; poor dietary habits; lack of physical activity; alcohol and other drug use; intentional and unintentional injuries; and sexual behaviors that put youth at risk for HIV infection, other sexually transmitted diseases, and pregnancy.

New York State Touchstones... Thirteen state agency members of the NYS Council on Children and Families developed a common set of measurable goals and objectives, or touchstones, which will lead to improved outcomes for children and families. Under the guidance of Governor George E. Pataki, the agencies agreed that to improve outcomes, it was necessary to shift the focus to youth and family involvement, prevention, and early intervention.

NYS Touchstones guide the state’s health, education and human services agencies in setting both interagency and single agency agendas. They represent expectations about the future, and provide a focus for developing cooperative strategies to reach desired results. The goals and objectives cut across all service sectors and allow individuals and organizations with diverse missions to come together to improve conditions for children and families.

Integrated County Planning... The Blueprint planning initiative evolved into the Integrated County Planning (ICP) demonstration project after the creation of the NYS Office of Children and Family Services in 1997. OCFS funded 15 counties and New York City under this five-year demonstration project. Fifteen additional counties received smaller one-year planning grants. Through this effort, a broad cross-section of youth, parents and interested neighbors are coming together with leaders from all sectors to plan concrete local action strategies designed to enable all children, youth and families to acquire the developmental assets essential to becoming competent parents, workers and citizens. This planning process also addresses the critical needs of vulnerable and at-risk children, youth and families, whose circumstances or behavior require special services or strategies.

For state agencies, including DOH, OMH, OASAS and others, this project models the kind of collaboration asked of counties. It provides a public forum environment for state agencies to work together to encourage further coordination. It offers a framework to test the feasibility of developing a more comprehensive set of outcome measures that address the Touchstone goals and objectives. Training and technical assistance is provided and the experiences of the demonstration counties will be used to help develop new planning guidelines incorporating all OCFS planning requirements for counties.

ACT for Youth (Assets Coming Together for Youth)... Through this initiative, eleven Community Development Partnerships are developing and implementing a comprehensive and integrated system of youth development strategies. The Partnerships are community collaborations and in-



clude representatives from a broad array of organizations providing health, education, mental health and social services to youth and their families (i.e., governmental and community/school-based organizations and the business and faith communities). The Partnerships work to strengthen the community infrastructure through resource and capacity development.

Focusing on youth, families and the community, ACT for Youth builds community capacity, promotes new collaborations for leadership and advances strategies that enhance youths' skills, self-image and well-being. The initiative, developed in cooperation with Partners for Children, promotes positive health outcomes through developing assets and protective factors that provide support and resiliency necessary for youth to lead healthy and productive lives.

The Community Development Partnerships are assisted and guided by two Regional Centers of Excellence, which serve the Upstate and Metropolitan regions of New York. These Centers promote a standard of excellence among Community Development Partnerships and youth-serving organizations. The Centers also provide technical assistance and training to the Partnerships and add a broad-based awareness of regional issues, promoting consistency in planning and evaluating services to youth and their families. The Centers assist DOH and its state-level partners in formulating a Positive Youth Development policy agenda.



New York State Touchstones/KIDS COUNT Data Book... Using the Touchstones framework, the Council on Children and Families began producing the New York State Touchstones/KIDS COUNT Data Book in 1998. This data book presents the Touchstones' goals and objectives, provides statewide indicators on the status of children and families in New York and profiles each county on the same set of indicators. Data books were also produced in 2000 and 2002.

Closing the Gap... An initiative of the Task Force on School/Community Collaboration, co-chaired by SED and CCF, focused on closing the performance gaps that exist between school systems; to make certain that all schools are safe, well-maintained and well-equipped; and provide their students the level of education and skills necessary to become productive citizens.

A direct link exists between health and human service programs and good educational performance. Research shows that children who regularly attend school will perform well academically. A number of health and human services programs have documented improved attendance as a direct result of their efforts. Therefore, working together enhances Youth Development assets, which improve community outcomes (e.g., reduced chemical dependency) and school attendance -- with improved attendance having a direct impact on school outcomes.

Collaborative Youth Development efforts are critical community contributions to improving youth academic and social outcomes. Research has shown that school-based mental health services are more effective than those programs provided solely within the community. The effective provision of these services increases attendance and reduces behavioral incidences in schools, both precursors to good academic performance.

The Task Force has committed its focus to assisting low-performing schools in their efforts to meet higher standards. The Task Force worked extensively to determine the initial four Closing the Gap



regions and to then build the necessary foundation in each region to engage key figures in education, elected officials, service agencies, families, and the general communities in this collaborative effort.

By working together, systems can complement each other to help children come to school ready to learn, interact successfully with their peers, develop positive self-images and achieve New York's expected school and community outcomes.

Workforce Investment Act of 1998... The federal Workforce Investment Act (WIA) provides the framework for a collaborative national workforce preparation and employment system that meets the needs of businesses, youth, jobseekers and workers seeking career advancement. WIA took effect on July 1, 2000, as the successor to the Job Training Partnership Act. Among its key provisions is an emphasis on comprehensive year-round youth programming that delivers services from a holistic Youth Development perspective. WIA-eligible youth are defined as low-income individuals, age 14 to 21, who face certain challenges to successful entry into the workforce.

Each of the 33 Local Workforce Investment Areas in NYS appoints a Youth Council (a subgroup of the Local Workforce Investment Board), which is responsible for youth program oversight. In this capacity, the Youth Council must ensure that ten comprehensive program elements are available to participating youth. This holistic year-round approach to youth programming reflects WIA's incorporation of Youth Development principles into workforce preparation and youth employment strategies.

The New York State Department of Labor (DOL) has been designated the lead agency responsible for statewide implementation of WIA by Governor George E. Pataki. In fulfilling this role, DOL serves as staff to the state Workforce Investment Board and its several subcommittees. The Emerging Worker Subcommittee provides input to the full Board on youth matters. The Department of Labor, SED and OCFS assist the Subcommittee with its deliberations.



State Incentive Cooperative Agreement (SICA)... A cooperative agreement between the Governor and the federal Center for Substance Abuse Prevention (CSAP) provided a \$9 million funding opportunity to help public- and private-sector systems work together as partners to provide substance abuse prevention services more effectively at the community level. The NYS Office of Alcoholism and Substance Abuse Services (OASAS) has incorporated the science-based Communities That Care (CTC) model as an integral part of this federally funded State Incentive Cooperative Agreement (SICA) demonstration project. Fifteen communities were funded. OASAS partnered with the Business Council of New York State, the Conference of Local Mental Hygiene Directors, Medical Society of the State of New York, NYC Department of Mental Health, Mental Retardation & Alcoholism Services, CCF, DOH, Department of Motor Vehicles, DCJS, SED, NYS Police, OCFS, OMH, and United Way of New York State.

Pilot communities have been trained through CTC to be inclusive in their coalition building, to collect data on local risks and strengths, to identify service gaps and develop a plan to implement proven program strategies. The grant period is three years, however, the resulting community plans will result in both short- and long-term outcomes.



Community Justice Forum... The New York State Community Justice Forum emerged from New York State's Community Justice Conference in 1999 and also New York's participation in the National Balanced and Restorative Justice Project's Special Emphasis States Initiative. Community Justice is a framework for responding to crime that views crime as harm against victims and the communities in which they live. This approach acknowledges three stakeholders in the justice process and gives balanced attention and resources to victims, the community, and the offender. By incorporating the principles of this approach with the existing models of promising Youth Development initiatives currently underway across New York State, consistent, effective responses to delinquency are provided.

The Forum provides resources, information, and training on community and restorative justice throughout New York State. The major goal of this collaboration is to increase the capacity of interested local jurisdictions to develop balanced and restorative approaches to community justice. The Forum currently has individual representation from the following agencies: Council on Children and Families, Division of Probation and Correctional Alternatives, Division of Criminal Justice Services, the Office of Children and Family Services, NYS Unified Court System Alternative Dispute Resolution Office, NYS Crime Victims Board, NYS Division of Parole, NYS Probation Officers Association, NYS Council of Probation Administrators, NYC Department of Probation; Cattaraugus, Saint Lawrence, Ulster, Westchester and Orange Counties Probation Departments, and Skidmore College.

School Violence Task Force... Governor Pataki charged Lt. Governor Mary O. Donohue to chair the Task Force on School Violence in an effort to develop innovative and dynamic new ways to address school violence and provide every child a safe education. The 26-member task force was comprised of parents, teachers, students, administrators, community leaders and law enforcement officials. In addition, several state officials served as ex-officio members from the Division of Criminal Justice Services, the State Education Department, the NY State Police, the Office of Children and Family Services, the Council on Children and Families and the Office of Mental Health.

Included in the Task Force recommendations, and subsequent legislation passed in July of 2001 entitled Project SAVE (Safe Schools Against Violence in Education), were comprehensive strategies including instruction for grades K through 12 on character, civility and citizenship, and also recommendations to encourage schools to provide quality after-school programming. The NYS Education Department provides training and technical assistance to schools in design and implementation.

OPTIONS - From At-Risk Youth to Youth Development... A partnership between OCFS and the NYS Recreation and Parks Society sponsored the development of a curriculum and provided training for youth workers who, in a survey conducted by the National 4-H Institute, identified over 40 reasons why they felt unprepared to work with at-risk youth in troubled environments. Working with the partnership, Dr. Jimmy Calloway, with the University of Georgia, developed the OPTIONS curriculum, and through the partnership it continues to be refined and updated, as new research and resources become available. In 1999, Search Institute's Developmental Assets were incorporated, giving communities new tools with which to engage and empower young people.

2000

Interagency Work Group on Prevention... The Office of Mental Health, in conjunction with the Children's Institute of Rochester, received a federal Substance Abuse and Mental Health Services Administration grant to create a New York State coalition to plan and coordinate school-based prevention for young children. The goals of the coalition are to reduce youth violence and related problems and enhance youth competencies and resources that promote their resilience and well-being. The coalition has focused on communities with high rates of poverty and stressful life conditions.

The Office of Mental Health, as the lead governmental agency, convened a coalition with representatives from key stakeholders such as DOH, SED, OCFS and OASAS. The state coalition members have identified several common prevention initiatives that can be coordinated and/or integrated at the state and local level. A similarly composed local coalition has been created and the cooperative dialogue has been encouraging. Additionally, the first year of piloting of the preventative initiative, Primary Mental Health Project's – Promoting Children's Resilience Program, has been completed and preliminary results of the evaluation of that project are available.

2001

Communities That Care Training Partnership... The Office of Alcoholism and Substance Abuse Services has partnered with OCFS and DOH to bring training to communities throughout the state in Communities That Care, a five-step comprehensive prevention approach that provides research-based tools to help communities identify and address risk and protective factors associated with substance abuse, delinquency, teen pregnancy, school dropout and violence.

Representatives from the three partner agencies received extensive training during 2001 and are now certified trainers or CTC Process Facilitators who are available throughout the state to work with communities. Through a licensing agreement between OASAS and Channing Bete Company, this training is now being offered at no charge to communities throughout the state.

Eat Well Play Hard (EWPH)... This intervention, coordinated by DOH, addresses the increase of overweight children in New York. The intervention strives to prevent childhood obesity and the accompanying long-term chronic disease risks by promoting physical activity and targeted dietary practices for children over the age of two. In 2001, the Youth Development Team of the Partners for Children agreed to actively support this initiative.

Families are encouraged to adopt the Eat Well Play Hard strategies (be physically active every day, increase fruits and vegetables in the diet and increase the consumption of low-fat milk) to achieve life-long healthy behaviors. Primary activities for the Eat Well Play Hard intervention include: establishing consistent nutrition and physical activity recommendations in DOH-administered programs, reinforcing the Eat Well Play Hard goals at the community level through demonstration projects, and partnering with other public and private organizations concerned about the health of New York's youth.

Coordinated Children's Service Initiative (CCSI)... This state/local initiative has a long history in assisting communities in providing services in homes, schools and the community for emotionally

and behaviorally disturbed children and youth who are at risk of residential placement. In 2001, nine additional counties became involved, bringing the statewide total to 47 counties and four New York City boroughs. The model is credited with breaking ground in the area of cross-systems collaboration to support strength-based interventions. Collaborative partners, in addition to consumer family members, include the OMH, SED, OCFS, DPCA, Office of Mental Retardation and Developmental Disabilities, OASAS and the Council on Children and Families.



“A youth development approach contributes to but does not replace the need to reduce risk. It recognizes that some youth will need specialized programs and services, which can be delivered in a strength-based manner.”

... National Governor's Association Policy View



◆ **How State Agencies Are Incorporating Youth Development Principles**

◆ **New York State Office of Children and Family Services**

Youth Development has been identified as one of the top priorities of the Office of Children and Family Services (OCFS), to infuse Youth Development principles and practices throughout the work of the agency. Whether in neighborhood after-school programs, in foster care, in child care programs, youth leadership programs, municipal recreation programs, residential treatment or aftercare, the vision is for all New York State youth to be given meaningful opportunities to participate and contribute, to build their skills and to reach their full potential and become healthy, productive adults. At the request of Governor Pataki, a major strategy toward that goal was the creation of the OCFS Office of Youth Development in November 2000.

The mission of the Office of Youth Development is to design, coordinate and promote innovative strategies that move the Youth Development agenda forward both within OCFS and through partnerships across all disciplines at the state and local levels, as well as nationally. Key strategies include leadership roles within the Partners for Children Youth Development Team and on the national front through the National Governors Association and Family and Youth Services Bureau at the U.S. Department of Health and Human Services.

The Office of Youth Development delivers the Youth Development message through training, program support, policy development and partnership. Success is attained through teamwork throughout the agency and across the continuum of care within the OCFS Operational Framework from community-based youth development to Aftercare. OCFS will continue to recognize and promote other strength-based programs, for example, Mentoring, Family Resolutions, Healthy Families New York, Family Advocacy, and Multi-Systemic Therapy. Strategic planning will maintain Youth Development as a priority throughout the agency and its programs.

OCFS Office of Youth Development

- ◆ The Youth Leadership and Service Council (YLSC) and the Governor’s Youth Recognition Awards are youth engagement/empowerment initiatives supported through the Office of Youth Development.
- ◆ The Advantage After-School Program was created by Governor Pataki to provide a broad range of opportunities and experiences in a safe, educational after-school environment. Programs at 161 school sites demonstrate strong partnerships between community-based organizations, schools, youth and families. Many are partnerships with The After-School Corporation. After-school and out-of-school time is a major focus of the Office of Youth Development. Safe Places to Learn and Play (Safe Places), another after-school initiative that was an outcome of the Blueprint. It promotes the use of non-traditional and underutilized facilities such as libraries, museums, faith-based facilities and community centers to provide Youth Development opportunities during non-school hours and during school vacations.
- ◆ Regional Youth Development staff are actively involved at the regional, local and statewide levels providing ongoing training and technical assistance critical to achieving the outcome of



incorporating best practices in plans, programs and services supported with state funds. Training partners include the Association of New York State Youth Bureaus, the NYS Police Juvenile Officers Association, the Empire State Coalition of Runaway Programs, the NYS Recreation and Parks Society, Cornell Cooperative Extension, as well as many of the Partners for Children. Advancing Youth Development, Communities That Care, Healthy Communities/Healthy Youth, OPTIONS (from At-Risk Youth to Youth Development) and Careers in Law Enforcement are examples of training provided or supported through the Office of Youth Development.

- Regional Youth Development staff support County Comprehensive Planning through County Youth Boards. In demonstration counties for Integrated County Planning, they work with other OCFS staff and regional staff in partner agencies to provide technical assistance to counties.
- Youth Development and Delinquency Prevention funding streams are administered by the Office of Youth Development. They include:
 - Youth Development, Delinquency Prevention
 - Special Delinquency Prevention Program
 - Runaway and Homeless Youth
 - Careers in Law Enforcement
- The Runaway and Homeless Youth Advisory Committee is supported by the Office of Youth Development.
- The Governor-appointed NYS Commission on National and Community Service is housed in the Office of Youth Development. The Commission is committed to encouraging community service and volunteer participation as a means of community problem-solving. The Commission funds community- and faith-based organizations, educational institutions and local governments for programs that offer opportunities for people, especially youth, to serve in their communities. Currently, 53 AmeriCorps programs across the state receive over \$22 million in federal funds. President George W. Bush in his 2002 State of the Union address proposed expanding this initiative in 2003 through the USA Freedom Corps.

OCFS Bureau of Early Childhood Services

The availability of safe, quality child care is an essential building block toward a positive future for children growing up in New York State. The OCFS Bureau of Early Childhood Services has implemented numerous strategies to enhance the quantity, quality and accessibility of child care. Overall, the growth in regulated providers has been over 70 percent in the past five years – dramatically increasing opportunities for families. Five goals provide the framework for the provision of safe, quality child care for New York’s families:

- **Increasing the Supply of Child Care.** New York State has worked diligently to enhance and expand existing centers and open new child care centers throughout the state creating more slots for children in traditional settings, as well as creative, flexible opportunities for families with special needs.
- **Improving the Ability to Monitor the Health and Safety of Care.** The safety of children in child care settings is of primary importance to Governor Pataki. Several initiatives screen day care providers and monitor the quality of care.
- **Improving the Quality of Care.** Training of day care staff and providing incentives to continue with the education of providers support the goal of improving quality.



- Increasing Accessibility of Care.** Several initiatives have focused on educating parents about their child care options and increasing access to child care for TANF (Temporary Aid to Needy Families) eligible families.
- Increasing Affordability of Care.** Funding in recent state budgets subsidizes the participation of low-income families in the child care system.

OCFS Office of Workforce Development

The Office of Workforce Development (OWD) is responsible for the development and implementation of programs and services designed to transition youth from economic dependency to economic self-sufficiency. OWD focuses on preparing youth to meet the demands of the workplace and informing community systems that youth can represent a valuable contribution to their workforce. Through relationships with private sector employers, OWD designs and supports intensive career educational programs that teach skills based upon industry standards, and also emphasizes the importance of work-relevant attitudes and behaviors valued by employers. For example, through a recently developed relationship with Midas International, the automotive trades career education programs at four OCFS facilities have been modified to teach the same skills and procedures imparted to Midas employees. The youth who successfully complete the new OCFS-Midas program leave the facility with Midas certifications in-hand, demonstrating their readiness for employment and providing them with an edge for labor market entry. In addition, through alliances with labor unions, state and local workforce investment boards, and One-Stop Systems, OWD educates employers that our youth are ready and eager to work.

OCFS Bureau of Training

The OCFS Bureau of Training participates in the partnership, providing training, using the Advancing Youth Development (AYD) curriculum, for community-based facilitators. They also incorporate the AYD curriculum in their training for counselors and other staff working with youth in OCFS residential facilities.

Commission for the Blind and Visually Handicapped

The NYS Commission for the Blind and Visually Handicapped (CBVH) works with legally blind children at a young age to assist in providing services necessary to help them participate with sighted peers now and in the future. CBVH also provides rehabilitation services to assist the transition of youth from school to adult opportunities. Youth and their parents are active participants along with Children’s Consultants in developing individualized service plans, which include youth development strategies. Transition planning encompasses how each student will be living, learning and working in the community.

Independent Living Program

This statewide OFCS program is designed to assist foster care youth and former foster care youth make a successful transition to self-sufficiency. Independent Living Services include assessment and case planning activities, educational services including academic support services, mentoring services, vocational training and independent living skills training. Youth in the program also receive independent living stipends, aftercare services and room and board services, if they are 18 through 20 years of age. The goal of the program is to improve permanency outcomes for youth in foster care.



Life Skills and Focus Intervention Process

The concept of Advancing Youth Development (AYD) is integrated into the programming provided by the OCFS Counseling Bureau for youth in the care of the agency to increase their self-sufficiency. Staff who work with the youth also receive training that includes the essence of AYD to increase their knowledge and skills and to improve outcomes for the youth with whom they work.

Mentoring

OCFS Rehabilitative Services is working with Big Brothers/Big Sisters of America and other mentoring programs to match adults with youth in OCFS residential facilities and siblings still in the home, to help youth successfully reintegrate into their homes and communities when discharged, and to prevent siblings from entering the juvenile justice system. Mentoring is a proven way to support resiliency skills and build Youth Development assets that impact on the various risk factors that contribute to recidivism.

Governor’s Program Recognition Awards

These awards are presented to agencies and programs in New York State that embody the principles of Youth Development and receive funding from OCFS. The award recognizes outstanding programs that enable youth to build upon their strengths, offer services that provide opportunities for youth to gain important life skills and core competencies, and allow youth to have meaningful roles in their communities.

◆ New York State Department of Health

The Department of Health embraces the principles of Youth Development by:

- ◆ Viewing all youth as “at promise” rather than “at risk”;
- ◆ Going beyond an approach limited to risk-reduction to one that addresses outcomes for youth from a positive rather than a problem focus;
- ◆ Expanding its focus to include building assets and resources for youth, families and the community; and
- ◆ Creating approaches to reach all youth rather than only youth believed to have specific risks.

DOH has initiated internal systems to incorporate these principles within existing and newly developed programs. DOH is also an active partner in the state and national level efforts to promote Youth Development, co-chairing the Youth Development Team with OCFS and actively engaged in the National Governors Association and HHS initiatives.

- ◆ **ACT for Youth (Assets Coming Together for Youth)...** was developed through a collaborative effort of the Youth Development Team of the Partners for Children and is DOH’s first initiative designed around the principles of Youth Development.

ACT for Youth is much more than an initiative serving youth. It represents a major shift in DOH’s public health agenda for youth. It promotes positive health outcomes through developing assets that will provide the kind of support and resiliency necessary for youth to lead healthy and productive lives.



Through this initiative, eleven Community Development Partnerships are implementing a comprehensive and integrated system of Youth Development strategies addressing abuse, violence and risky sexual activity. The partnerships represent broad-based community interests and work to strengthen the community infrastructure through resource and capacity development. Notably, the partnerships include and give voice to youth and family members. *“I like that we are being given the opportunity to express ourselves in ways we aren’t usually able to,”* said one young member of a Partnership.

Two Regional Centers of Excellence were created through ACT for Youth to work with the partnerships and other youth-serving organizations to provide technical assistance, training and to serve as a clearinghouse for resources and best practices to assure consistent services of the highest quality. The Centers are uniquely positioned to accomplish this work. Serving as the focal points for research, information and guidance, they form a bridge between policy and guidance, principles and practice for DOH, its state-level partners and communities.

DOH administers a number of programs serving youth in communities throughout the state that reflect the principles of Youth Development. They focus on a variety of public health issues affecting youth and communities.

- ▶ **The Youth Empowerment Initiative...** is based on the premise that youth are key to addressing teen smoking in New York State. The initiative focuses on youth 13 to 18 years of age. The goals are to eliminate tobacco use and to change how tobacco and tobacco marketing are viewed by society. The youth-empowerment project is funded in each of the 62 counties of the state.
- ▶ **The AIDS Institute...** supports a statewide initiative designed to provide HIV/AIDS prevention, risk reduction education and leadership skills building opportunities to a diverse cross-section of youth between the ages 13 and 24. Through this involvement, peers are afforded leadership opportunities and become sources of information in their schools, neighborhoods and families.
- ▶ **The School Health Program...** is a collaboration between DOH and SED. New York State has the largest School-Based Health Center (SBHC) program in the nation. SBHCs are health care facilities located in schools that provide a range of health and mental health services for students. The School Health Program provides a unique opportunity for community members and organizations, schools, and health and human services agencies to improve the well-being of children and youth in the community. Providing an array of services in an accessible setting increases the opportunity to provide resources and services that will improve students’ ability to make more informed decisions about their physical and mental health and develop skills and knowledge that will have a positive impact throughout their lives.
- ▶ **Eat Well Play Hard...** is designed to prevent childhood obesity and reduce long-term chronic disease risks through promoting physical activity and targeted dietary practices with children over the age of two. State-level partners are cooperating to promote Eat Well Play Hard. Youth Development goals such as strengthening and supporting families, building community opportunities for Youth Development and building community collaboration are accomplished through mentoring, local coalitions, staff training and marketing efforts.



● **The Community-Based Adolescent Pregnancy Prevention Program...** seeks to delay the onset of sexual activity among youth and, for sexually active adolescents, provide access to disease control and contraception. Program strategies incorporate the concepts of positive youth development. By expanding educational, recreational, vocational and economic opportunities for teens, they are provided with alternatives to sexual activity and develop skills that can lead to higher earning power and reduce the need for public assistance. The Abstinence Education and Promotion Initiative focuses on abstinence-only education and positive Youth Development. Youth Development activities include efforts designed to improve self-esteem and develop life options and decision-making skills, efforts to enhance parent/child communication about sexuality, and peer and adult mentoring and counseling.

◆ **New York State Office of Mental Health**

The Office of Mental Health (OMH) has established three priorities to shape efforts to improve the effectiveness of the adult and children’s mental health system. These approaches to increasing the efficiency of mental health services are known as the “ABCs” of mental health care. They are:

- **Accountability...** services are designed and delivered to achieve specific outcomes that are measured by performance indicators;
- **Best Practices...** the services designed and delivered are based on the best research and evidence available on mental health treatment; and
- **Coordination...** coordinated and comprehensive services and programs are provided in a recovery-oriented and individualized manner.

Core principles in delivering children’s mental health services are built on an individualized care plan that is child-centered and family-focused. The plan is based on the unique strengths, values, norms and preferences of the child, family and community. Youth and their families are active partners in the development of the individualized care plan, coordinating the most appropriate mental health, recreational, psychosocial, and supportive services available.

The Office of Mental Health believes that children experiencing emotional disturbances need:

- Access to early identification and intervention services;
- Families and surrogate families as full participants in all aspects of planning, delivery, and evaluation of services;
- Individualized services in accordance with the unique needs and potential of each child and family;
- Access to a comprehensive and well-coordinated array of services that address the child’s physical, emotional and social needs;
- Services in the least restrictive, most normative setting that is clinically appropriate;
- Access to services that are well-integrated with other child-serving agencies and programs;
- Services without regard to race, religion, national origin, sex, physical disability, and other characteristics; and
- Services that are culturally sensitive and responsive to the cultural and linguistic needs of each child and family.



The statewide Youth Advisory Council (YAC) is an example of the meaningful opportunities and supports being provided for youth.

Other Youth Development programs include:

- Early Intervention and Prevention Program...** The Primary Mental Health Project (PMHP) Resilience Initiative is a United States Substance Abuse Mental Health Services Administration (SAMHSA) grant-funded program through OMH, providing at-risk elementary grade children with skills, competencies and experiences that research has found help them adapt more effectively to life stressors. BEST (Building Emotional and Social Strengths Together) is a school-based intervention for reducing aggression and behavior problems while simultaneously enhancing children’s cognitive and emotional skills associated with resilience. The program is being studied through the Children’s Institute of the Department of Psychiatry, University of Rochester.
- Family Support Services...** These formal and informal support services are provided in each county throughout the state, either through local county government or private agencies, providing support and assistance to families with children and adolescents who have emotional and behavioral problems. These services help families care for their child or adolescent at home or provide support if their child is in the hospital or residential placement. Family Support Services also help families navigate through the continuum of services among the various child-serving systems in their child’s life. Family support emphasizes full parent and child participation in service planning and provision with a focus on the needs, strengths, and desires of the child and the child’s family.
- School Support Services...** OMH has supported a number of school-based mental health projects throughout the state in collaboration with SED and DOH. The programs are intended to provide students with emotional/behavioral issues a supportive environment so that they can learn effectively and achieve both academically and socially. Supports include child-specific services, as well as schoolwide and classroom interventions. Supports in the “School Support” projects, which include both traditional and non-traditional services and activities, are available to students, families and school staff. Coordination between educators, mental health professionals, health professionals, family members and the student is emphasized.

◆ New York State Office of Alcoholism and Substance Abuse Services

The Office of Alcoholism and Substance Abuse Services (OASAS) defines prevention as a proactive, research-based process that focuses on increasing protective factors and decreasing risk factors that are associated with alcohol and drug abuse in individuals, families and communities.

The OASAS approach to alcohol and substance abuse prevention, and the conceptual framework that supports it, has continuously evolved over time, and is based on emerging national research findings and the state’s experience in program development, implementation and evaluation. Recent research has provided a clearer picture of what works in prevention, and OASAS has endorsed the prevention framework developed at the University of Washington by J. David Hawkins, Richard Catalano, and Janet Miller. The framework recognizes 19 specific research-based risk and ten specific research-based protective factors that are present in four domains, or broad areas of life; individual/peer, family, school and community.



A major strength of this model is that in addressing alcohol and other drug abuse risks for adolescents, it also addresses other unhealthy behaviors such as violence, delinquency, teen pregnancy, and dropping out of school.

Risk factors tell us what to focus on to reduce unhealthy behaviors (e.g., substance abuse). Protective factors are those characteristics and processes that have been shown by research to mediate the negative effects of exposure to risk factors by young people. Prevention programs that strengthen the individual's protective factors by providing opportunities, skills, rewards, and by developing consistent norms and standards for behavior across families, schools, communities, and peer groups are more likely to be effective.

To transition the NYS system of prevention services into using this science-based approach, OASAS has taken several major steps over the past several years.

- In 1997, OASAS funded 21 local communities under the Local Incentive Initiative, which provided funding to begin coordination at the local level of multisystem services that contribute to reduction of risk factors and increasing protective factors.
- In 1998, OASAS funded the Norms Misperception Project, which brought a rigorously evaluated prevention strategy to ten college campuses across the state.
- In 1999, OASAS funded ten programs to implement the Reconnecting Youth school-based prevention program. Rigorous evaluation data from this program demonstrated significant results in the school setting for at-risk youth.
- OASAS has incorporated the science-based Communities That Care (CTC) model as an integral part of its federally funded State Incentive Cooperative Agreement (SICA) demonstration project. Through this initiative, fifteen communities across the state are actively engaged in community-based Youth Development with the goal of reducing marijuana use among 12- to 17-year-olds. These communities have completed the five-phase CTC training and are currently finalizing and implementing their comprehensive, multisector intervention plans. These plans will enable communities to utilize objective data to better coordinate and maximize available resources in selecting science-based programs that reduce individual, family and community risk factors, and strengthen protective factors necessary for healthy communities.
- Recognizing the applicability of the Communities That Care 5-Phase training approach to positive Youth Development in other youth services systems, and with the support of Governor Pataki, OASAS entered into a contract for a three-year license with Channing Bete Company, to train and certify CTC trainers and give New York State the capacity to broadly disseminate this valuable community change model in partnership with OCFS and DOH.
- In a partnership between OASAS and OCFS, New York State provided \$33 million in TANF (Temporary Assistance to Needy Families) funding to 78 local programs to enhance the level of available services at the local level.
- In January 2001, Governor Pataki made \$1.04 million in new funding available to OASAS for the establishment of 18 new science-based prevention programs in communities across the state.



◆ **New York State Education Department**

The initiatives undertaken by the State Education Department (SED) address Youth Development by building the capacity of all schools statewide to reform their educational institutions to allow all youth to participate in an open and supportive educational environment and to achieve academically. Below are recent actions SED has taken to support positive Youth Development:

- ◆ **Standards-Based Reform Effort...** A number of State Education policy initiatives have been instituted in New York State schools that relate to revised learning standards and assessments, building the capacity of schools to support learning and developing an institutional accountability system with public reporting. This effort is aimed at promoting high levels of achievement for all students.
- ◆ **Middle-Level Education Reform Initiative...** was designed to promote strategies critical to middle-level reform so that middle-level students develop and achieve at high levels. A series of Middle Level Education Forums were conducted to focus schools on best practices to promote and support the healthy development and academic success of all middle-level students.
- ◆ **Dropout Prevention Project...** Developed to build the capacity of schools and SED’s regional networks to address the youth dropout problem, this initiative successfully uses research-based solutions and strategies in high-need schools and districts.
- ◆ **Task Force on Closing the Performance Gap...** The State Board of Regents created this task force to identify and coordinate effective school-community strategies, programs, and services to assist students in priority schools to achieve high standards.
- ◆ **Coordinated School Health Network...** promotes a positive youth development approach within school prevention and intervention programs. Network Centers provide staff development activities, technical assistance, resources and information to school personnel to build their capacity to promote and enhance children’s health and academic success using a coordinated school health approach.
- ◆ SED continues its leadership with DOH to build system supports for coordinated school health programs through governmental and non-governmental partnerships at the state, regional and local levels. This initiative also supports Youth Development by involving parents to enhance the healthy development and academic success of children. A two-part PBS Special titled ***Real Parents – Real Schools*** initiated a statewide SED campaign to improve school/parent partnerships.
- ◆ Two SED initiatives enhance the physical development of youth. The **Ready Set Go Campaign for Healthy Kids Ready to Learn** promotes physical activity, healthy eating and tobacco use prevention policies and programs through school-based programs. SED has also launched the **Think Breakfast initiative** to promote the school breakfast program. These initiatives are coordinated by SED’s Statewide Center for Healthy Schools in collaboration with state, regional and local partners.
- ◆ The **Mental Health in Schools Project** is an initiative focused on reducing or eliminating barriers to learning by addressing health and mental health issues through state, regional and local



partnerships. This initiative builds the capacity of schools to deliver effective programs and resources that promote mental health in all students and address mental health issues for students in need.

- The New York State **Center for School Safety** provides training and technical assistance to schools to assist them to design and implement policies and programs that provide a healthy, disciplined, and safe school climate in accordance with the Safe Schools Against Violence in Education (SAVE) legislation.

The **Office of Workforce Preparation and Continuing Education** is responsible for the implementation of all facets of career and technical education (formerly referred to as either vocational or occupational education) in the secondary schools of New York State. Additionally, the Office oversees adult and family literacy programs, as well as alternative education programs, incarcerated education programs, GED testing, and instructional programs leading to a high school equivalency diploma. With such a broad mandate, the Office has been involved in several major initiatives that seek to foster and strengthen positive Youth Development. These efforts include, among others:

- Implementation of the **Career Plan Initiative**, which is designed to facilitate student attainment of the Career Development and Occupational Studies Learning Standards and to motivate students to achieve high standards and succeed in their future education and career choices. The K to Adult pilot-tested Career Plan documents an implementation process, enabling individuals to record their development in the areas of self-knowledge, career exploration, career and life goals, classroom learning application, and foundation skills awareness.
- Implementation of the **High Schools that Work**, a high performance school model developed by the Southern Regional Education Board and validated by the United States Department of Education. This model incorporates high quality career and technical education into an equally high level and challenging academic program.
- **Even Start** programs across New York State incorporate multigenerational families as active partners in the development of reading skills in those areas of high financial and educational need.
- A new policy introduced by the Board of Regents on Career and Technical Education that allows career and technical education programs across the state to offer the skills needed for success in a highly advanced technologically oriented society. The policy fosters continuous improvement in schools offering career and technical education programs.
- A collaboration with OCFS in an initiative to enable students to develop computer literacy skills and successfully transition back to regular school programs.

◆ **New York State Department of Labor**

The Department of Labor (DOL), as the lead agency overseeing implementation of the Workforce Investment Act (WIA) in New York State through its Workforce Development and Training Division, is responsible to make sure that comprehensive, quality year-round programming is available to eligible youth in all 33 Local Workforce Investment Areas. More specifically, DOL is charged with ensuring that WIA-eligible youth have access to all ten required youth program elements within



their respective local areas. These elements must be delivered in accordance with each participant's Individual Service Strategy and be coordinated with the local area's Youth Development agenda.

DOL, along with SED and OCFS, also provides staff support to the Emerging Worker Subcommittee of the State Workforce Investment Board. The Subcommittee provides funding through Incentive Grants to foster innovative local partnerships among Local Workforce Investment Boards/ Youth Councils, the business community and local education agencies for the purpose of exposing youth to real-world occupations and work experiences. It also funds Challenge Grants which offer Local Workforce Investment Areas additional resources to future develop and enhance their comprehensive year-round youth programming by integrating services, leveraging partner resources and more effectively utilizing the One-Stop delivery system.

Youth Education, Employment and Training Program... administered by DOL, is comprised of the following program models:

- ▶ **Adolescent Vocational Exploration (AVE)...** combines classroom study with field exploration to provide a balanced course of academic and experiential learning. AVE is a nationally validated Experienced-Based Career Education model. The goal of this program, which is focused mainly on 14- and 15-year-old students, is to keep at-risk youth in school through career exploration, career decision-making skills, basic skills development and counseling. The program also includes training in competencies recommended by the Secretary's Commission on Achieving Necessary Skills (SCANS), skills that enable youth to compete in today's workforce.
- ▶ **Progressive Adolescent Vocational Exploration (PAVE)...** is similar to the AVE program, but is directed toward 15- to 18-year-olds. Its aim is to develop skills that are transferable to the workplace and increase a participant's desire to pursue higher education. A two-year course of study, the first year focuses on classroom activities, skills development and experiential learning activities. The second year concentrates on work-based learning experiences, internships, job preparation skills and career decision making.
- ▶ **Another Chance Initiative for Education, Vocation, or Employment (ACHIEVE)...** focuses on increasing the employment readiness and basic skills of school dropouts through on-the-job training, work experience, placement, remediation, GED preparation, counseling and SCANS skills development. The focus group for this program is teen parents and homeless youth, generally ages 18 and 19. However, ages may range from 16 to 21.
- ▶ **Youth Work Skills (YWS)...** assists economically disadvantaged out-of-school youth ages 16 to 21, but especially 18- and 19-year-olds, who are reading at or below the fifth grade level. This year-long program provides basic academic skills, support services, work experience and placement into unsubsidized employment. It also offers GED preparation and SCANS skill development. Participants include homeless youth, teen parents, youth with legal offenses and those with a history of multi-problem life experiences.
- ▶ **Jobs for Youth Apprenticeship (JFY)...** serves at-risk in-school and out-of-school youth, who are or would be in the 11th and 12th grades. Preference is given to youth who are custodial parents and hard-to-serve TANF recipients. The program integrates academics, work-related instruction and supervised, structured on-the-job training. This is a two-year model that pre-



compares participants for a high school diploma or GED and placement into entry-level or full-time registered apprenticeships, exclusively, or in combination, with post-secondary studies.

- **Junior Green Teams...** is a program, outside the Youth Education, Employment and Training Program models that is jointly administered by DOL. It is an environmentally focused placement program that provides out-of-school youth, ages 16 to 21, with tangible work experiences supplemented by academic skills, pre-employment skills training and supportive services. Literacy in reading, writing, and mathematics; preparation for GED or high school completion; proficiency in life skills; and preparation for employment are program expectations. The ultimate goal is placement of participants into full-time employment related to the environment.

◆ **New York State Council on Children and Families**

The Council on Children and Families (CCF) has taken a lead through the following initiatives and activities to promote Youth Development in New York State.

- **Family Support Youth Development Connection...** The New York State Council on Children and Families (CCF) in partnership with the Youth Development Team has been working to bridge the principles and philosophies of Family Support and Youth Development. Both of these approaches have key strategies and commonalities that build on the natural strengths and connections within families and their ties to communities and services. CCF views the integration of these philosophies as an essential step in improving the health and well-being of children, youth, families and communities.
- **Family Support New York...** formerly the Family Renaissance Consortium, is a statewide, public/private initiative facilitated by the Council to promote a family support agenda across New York State. At the state agency level, CCF promotes state policies that reflect family support principles and increase the involvement of families in state agency decision-making processes. They also convene an interagency workgroup on family support to facilitate training of workers throughout the various service systems with the Family Development Credential.
- **Linking Workforce Development...** As partners in the Youth Policy Network of the National Governors Association, CCF has been drafting a paper on the common ground between Youth Development and Workforce Development. The *Emerging Workforce* explains why Youth Development is important to workforce development and highlights current programs and funding sources.
- **Promoting Mentoring...** The Council on Children and Families has made it a priority to promote mentoring to improve outcomes for youth. Research has shown that mentoring is an effective Youth Development strategy for increasing positive youth assets and minimizing or reducing risk factors.

CCF participated in National Mentoring Month by mailing posters to over 1,600 programs and individuals who were also contacted with information on the new CCF mentoring web page encouraging programs to register with the National Mentoring Partnership and allowing their information to become available to New Yorkers looking for mentoring opportunities. CCF also distributes information to agencies on funding opportunities and other mentoring news.



CCF seeks, through its database of programs, mentoring web page, and relationship with the New York State Commission on National and Community Service, to promote mentoring as a way to help children, youth and families, and to build an infrastructure of programs, proponents and policymakers who could serve as the foundation for mentoring in New York State.

- Community Justice Training Initiative...** The goal of the New York State Community Justice Training Initiative is to identify existing programs that are based in a restorative or community justice approach, as well as those promising and emerging practices that exist across New York State. To provide consistency across disciplines, training will be provided in the restorative approach to those individuals, groups and localities that work with, plan for, and provide services to youth and their families, and who are involved with the juvenile justice system. For a list of the partners involved, see the Five-Year Update beginning on page 11.
- Touchstones...** The Council on Children and Families began producing the *New York State Touchstones/KIDS COUNT Data Book* in 1998. This data book presents the Touchstones goals and objectives, provides statewide indicators on the state of children and families in New York, and profiles each county on the same set of indicators. Data books were also produced in 2000 and 2002.
- Kids Well Being Indicators Clearinghouse (KWIC)...** CCF joined forces with the University at Albany’s Center for Technology in Government with funds from the HHS project to advance child indicator initiatives in thirteen states. The goal is to make vital childhood statistical information more timely, accessible and usable by the community that services children, youth and families. The Council is developing the KWIC website utilizing data from the New York Touchstones/Kids Count Data Book.

◆ New York State Division of Probation and Correctional Alternatives

The Division of Probation and Correctional Alternatives (DPCA) has strengthened its commitment to promote the values and principles of Youth Development and community justice throughout juvenile probation practices in New York State. To accomplish this, DPCA strives to shift the paradigm from youth being viewed as “at-risk,” or “delinquent,” to a framework that recognizes youth as being “at promise,” with strengths, resources, and the potential to grow out of their difficulties. This serves to support the goal of keeping youth with their families and in their communities, as appropriate, thereby reducing expensive and unnecessary out-of-home and out-of-community placements, and strengthening youth bonds to family and community.

DPCA’s community justice goals are public safety, accountability and competency development. Families and communities must have the capacity to adequately prepare youth for adulthood. DPCA promotes best practice models by providing information, training, technology, funding, and other supports and resources for probation services.

In 1998, DPCA began to focus on developing a strategy to increase probation’s capacity to conduct consistent, strength-based assessments. Under a Juvenile Accountability Initiative Block Grant, the DPCA initiated a pilot project to develop and implement a model screening and assessment protocol to be made available for use at probation, intake, investigation, and supervision. The YASI (**Youth Assessment & Screening Instrument**) Project was developed to meet certain conditions:



- YASI assessment protocols include identification of protective factors (strengths), as well as risk and needs;
- The language of YASI is consistent with the language of Youth Development, Search Institute, Communities That Care;
- YASI case plans use identified protective factors (strengths) as the foundation on which to determine needed action steps to reduce risk and increase protective factors; and
- YASI case management focuses on the development of competencies and mastery of life skills that promote youth taking responsibility for their actions, and connect and strengthen youth relationships with family, community and school by ensuring that youth have positive pathways for that development.

Beginning in October 2000 the YASI protocol was piloted in six Phase 1 counties representing a demographic mix of urban, suburban, and rural jurisdictions, from eastern and western parts of the state. The YASI protocol was enthusiastically received by probation leaders across the state for providing the necessary tools to increase probation's capacity to integrate risk and protection research with good practice, and for providing an effective means for localities to identify, record, and plan for needed services at the earliest point of contact with probation services. Beginning in October 2001, an additional eleven counties began to participate as Phase 2 sites. During 2000-2001, over 200 staff from local probation and departments of social services received training on the use of the YASI, motivational interviewing, and effective case management.

The YASI Project lays a foundation for consistent, objective, evidence-based screening and assessment, and provides a decision-making tool for state and community. As YASI protocols are implemented, YASI data is becoming increasingly available for informational and planning purposes for major programmatic initiatives that the probation service engages in, such as: Coordinated Children's Services Initiative (CCSI), Integrated County Planning (ICP), Juvenile Intensive Supervision Program (JISP), Mental Health/Juvenile Justice (MH/JJ), and Persons in Need of Supervision (PINS) Adjustment Services. As time moves on, YASI outcome data will become increasingly available: to identify measurably effective interventions; to inform specific neighborhoods and communities about probation-served youth risk, needs, and protective factors; and to mobilize public and private resources for community expansion of services and opportunities for youth.

◆ **New York State Division for Women**

The New York State Division for Women increased its focus on young women. The agency recognizes that steps taken to address the needs of young women will promote the health and well-being of the women as adults. Since 1996, the agency has provided young women "a voice" as it addressed economic issues that impact women. The agency sponsored three major Economic Summits for Women in which young women were major planners at each of these events, contributing their input to the development of the programs.

In 1998, the Division for Women participated with the Governor's Commission Honoring the Achievements of Women to recognize the sesquicentennial of the beginning of the women's suffrage movement. "Women Run NY" was a series of runs linking historical sites in women's history in New York State from Buffalo to New York City. Young women assisted local officials in planning and implementing these events.

Youth Engagement/Youth Empowerment in Action

When I came to the US from the Dominican Republic, I was almost 15.

I was placed in a classroom for recent immigrants, and we all spoke different languages. The teacher was named Dori Collazo. She was a very gifted teacher.

She really was able to see each kid individually, that we all had different strengths, and she was able to give us individualized attention. She saw that I was very good in math, and she decided to send me to a regular algebra class.

I actually got an A. I was able to follow, even though I didn't know the language.

I think it's interesting—when I took the Algebra Regents, I failed because I couldn't read the directions in English.

Two things in particular stood out about her approach.

She used art to help us communicate with each other—without language.

It was clever, and it worked well. The second was that she really went the extra mile—she would take us out, take us places to learn about our new home, expose us to New York City, give us a feel for what New York was, on her own personal time.

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

She helped us understand where we fit in this new society, and how to make this new country our own.



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

◆ **RESEARCH – The Evidence Is In...**

There is growing evidence that specific Youth Development strategies and practices improve outcomes for all youth including those that in the past were seen as problem youth. Research provides the vehicle for change putting forth effective frameworks for community-wide Youth Development, and language to more clearly articulate the benefits of Youth Development across systems.



The Youth Development Approach Has A Sound Foundation

The Youth Development approach and programs that are based on this approach rest on a solid base of theoretical and empirical research. The following facts provide a summary of the underlying research base and of the evaluation studies documenting the benefits of this approach.

... Adapted from Jane Quinn, Children's Aid Society and Peter Kleinbard, Fund for the City of New York, 2001

- ◆ **All young people need ongoing supports and opportunities on the road to successful adulthood.** Extensive research on child and adolescent development indicates that young people need ongoing guidance and support in all of the developmental domains (cognitive, social, emotional, physical, moral and vocational) if they are to achieve productive adulthood – defined as having competencies that will allow them to participate in the labor economy, in responsible family life and in active citizenship. (i)
- ◆ **Consistent adult guidance and support promotes positive youth development.** Resilience theory indicates that children who have consistent access to adult guidance and support have better outcomes (such as higher education and career aspirations, lower incidence of at-risk behaviors.) (ii) These findings are confirmed by studies of mentoring programs, such as Big Brothers/Big Sisters. (iii)



- ▶ **Non-school hours represent the single largest block of time in the lives of American children and youth.** About 40 percent of young people’s waking hours are discretionary – that is, not committed to other activities such as school, homework, meals, chores or working for pay. By contrast, American youth spend about 32 percent of their waking hours in school. (iv)
- ▶ **Elementary-age children’s participation in high quality after-school programs results in several important learning and development outcomes.** In a variety of studies spanning more than a decade, University of Wisconsin researcher Deborah Vandell has documented a host of positive benefits from children’s participation in high quality after-school programs, including better grades, work habits, emotional adjustment and peer relations. (v) Furthermore, educational researcher Reginald Clark found that low-income children who spent 20 to 35 hours of their free time each week in engaged learning, such as reading for pleasure and playing strategy games, get better grades in school than their more passive peers. (vi)
- ▶ **Participation in community-based youth development programs promotes positive academic and social outcomes among teenagers.** Stanford education professor Milbrey McLaughlin found that adolescents who participate regularly in community-based youth development programs, including arts, sports and community service, have better academic and social outcomes – as well as higher education and career aspirations – than other similar teens. (vii)
- ▶ **Well-designed prevention programs have been shown to reduce high-risk youth behaviors such as adolescent pregnancy, substance abuse, juvenile crime and dropping out of school.** Multi-year evaluations conducted by the Association of Junior Leagues, Girls Incorporated, Boys and Girls Clubs of America and WAVE, Inc. have demonstrated significant results in reducing high-risk behaviors among teenagers – behaviors that often get in the way of positive youth development. (viii)
- ▶ **Comprehensive approaches to promoting positive development and reducing risky behaviors have been shown to be very effective.** A multi-year evaluation of the Quantum Opportunities Program found that long-term participation in a comprehensive year-round program had significant positive effects on economically disadvantaged high school youth. The intervention developed for this research demonstration project offered components that are typical of youth development programs, including academic enrichment and remediation, community service opportunities, academic and career counseling, adult mentors and close peer relationships. Using a randomized design, this five-year longitudinal study showed powerful results for participants, including better high school graduation rates, higher enrollment in post-secondary education, lower teen pregnancy rates and a higher level of community involvement. (ix) Similar positive findings have been documented in a recent multi-year study of a comprehensive youth development and pregnancy prevention program offered in diverse sites around the country. (x)
- ▶ **Participation in regular physical activity and healthy eating promotes positive health and academic outcomes.** Children who eat healthy foods and get daily physical activity have better school attendance, are more alert and miss fewer days of school. While regular physical activity results in improved strength, energy and weight control, physical activity in youth is declining in schools and at home. In the 1999 New York State Youth Risk Behavior Survey, the majority of youth responding did not meet the nutrition recommendations for milk, fruits and vegetables. Along with the decrease in physical activity and healthy eating has come an increase in children’s weight. Studies conducted in New York State found that 13 to 20 percent of school-aged children are overweight. Overweight children are more likely to experience psychosocial problems, early onset of chronic disease risk factors such as high blood pressure and high cholesterol levels and increasing levels of Type 2 diabetes. (xi)



- i. Eccles, J., *The Development of Children Ages 6 to 14, The Future of Children: When School is Out, Volume 9, Number 2, Fall 1999, David and Lucile Packard Foundation, pp.30-44.*
- ii. Bernard, B., *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community, Portland, OR: Northwest Regional Educational Laboratories, Western Regional Center for Drug-Free Schools and Communities, 1991.*
- iii. Tierney, J.P., Grossman, J.B., and Resch, H.L., *Making a Difference: An Impact Study of Big Brothers/Big Sisters, Philadelphia, PA: Public/Private Ventures, 1995.*
- iv. Timmer, S.G., Eccles, J. and O'Brien, I., *How Children Use Time, in Time, Goods and Well-Being, Juster, F.T. and Stafford, F.B. (editors), Ann Arbor, MI; University of Michigan, Institute for Social Research, 1985.*
- v. Vandell, D.L. and Shumow, L., *After-School Child Care Programs, The Future of Children: When School is Out, Volume 9, Number 2, Fall 1999, David and Lucile Packard Foundation, pp. 64-80.*
- vi. Clark, R.M., *Critical Factors in Why Disadvantaged Children Succeed or Fail in School, New York: Academy for Educational Development, 1988.*
- vii. McLaughlin, M.W., *Community Counts: How Youth Organizations Matter for Youth Development, Washington DC: Public Education Network, 2000.*
- viii. *For a summary of this research, see A Matter of Time: Risk and Opportunity in the Non-School Hours, a report of the Carnegie Corporation of New York, 1992, pp. 38-9.*
- ix. Hahn, A., Leavitt, Tl, and Aaron, P. *Evaluation of the Quantum Opportunities Program (QOP): Did the Program Work?, Waltham, MA: Heller Graduate School, Brandeis University, 1994.*
- x. Philliber S., Kaye J. and Herring, S., *The National Evaluation Results from the Children's Aid Society Carrera Teen Pregnancy Prevention Program; May 2001*
- xi. Lupeker RV. *How physically active are American children and what can we do about it? International Journal Of Obesity 1999: 23, Suppl 2, S12-S17; Must A. and Strauss RS., Risks and Consequences of childhood and adolescent obesity. International Journal of Obesity (1999) 23, Suppl 2, S2-S11; Wolfe WS, Campbell CC, Frongillo EA, Haas JD, Melnik TA. Overweight schoolchildren in New York State: prevalence and characteristics. American Journal of Public Health 1994: 84(5):807-813.*

Karen Pittman, Executive Director of the Forum for Youth Investment and recognized Youth Development authority notes that Resiliency Research – research on young people who succeed in spite of difficult circumstances – offers strong support for the argument to expand current thinking beyond services and beyond academics. The research on resilient children and youth, for example, suggests that three factors contribute to some high-risk children’s ability to “beat the odds:” a strong relationship with a caring adult, high expectations and opportunities for meaningful participations. (Maston & Cotes, 1999; Bernard, 1993; Werner & Smith, 1992) These ingredients may be supplied by formal programs, by immediate or extended family, by neighbors, or by significant adults such as teachers, clergy, coaches, youth workers, and health care providers.



◆ **Effective Youth Development Program Practices**

Following is a list of program characteristics that have been documented to effectively promote positive Youth Development. Such practices provide youth with opportunities, supports and services to build competencies that enable them to become self-sufficient, nurturing family members and contributing law-abiding citizens.

- ◆ Programs in which caring adults offer youth challenging opportunities for mastery within a field of choices in comfortable emotional and physical settings.
- ◆ Programs that focus first on building youth assets (skills, competencies) rather than an exclusive focus on reducing problems/deficits. They are “strength-based.”
- ◆ Programs in which youth actively participate in the design and delivery. They are seen and treated as competent partners rather than as dependent clients. They feel respected.
- ◆ Programs that are designed in the context of family and recognize the pivotal role of familial relationships. The interventions include actively reaching out and involving parents/families. There is frequent communication with parents. Parents feel welcome at program sites.
- ◆ Programs that enable or promote the developmental triangle of family, school and community to surround youth with consistent messages on healthy beliefs and clear community standards for behavior, and promote or provide consistent supports, opportunities and services.
- ◆ Programs that are designed to maximize school and community resources and current initiatives including existing public/private partnerships.
- ◆ Programs that are developmentally appropriate and culturally cognizant based on the age range and setting of the target population, and pay attention to all developmental domains — cognitive, social, emotional, behavioral and moral, and gender differences.
- ◆ Programs that use the latest research on effective Youth Development for program improvement and staff development.
- ◆ Programs that focus on results or outcomes.
- ◆ Programs that are inclusive, reaching all youth from the community of a variety of ages including those with special needs. Youth are not excluded from participation because of economic limitations or because they have or don’t have a problem.

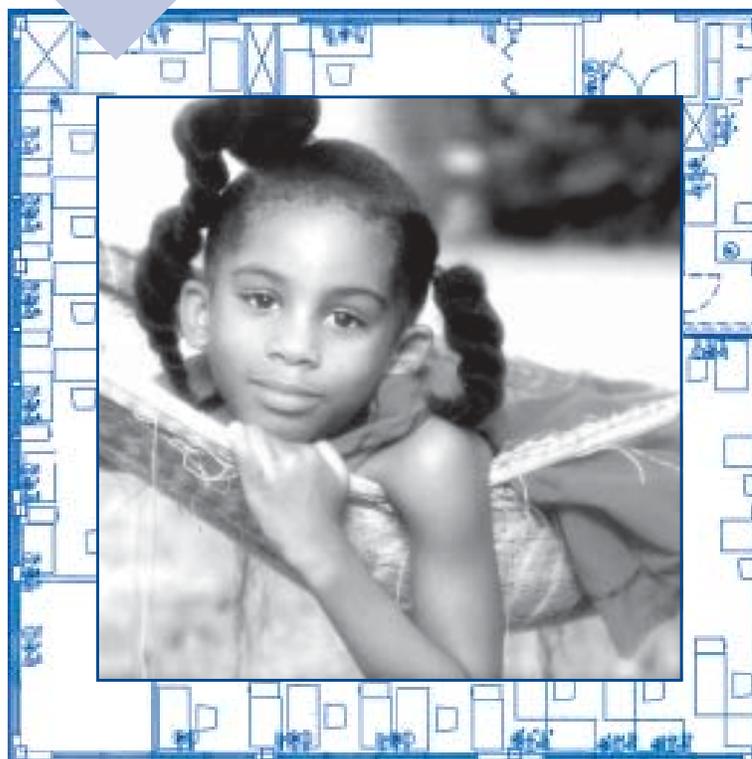
... Youth Development Team, *Partners for Children* 2001

◆ **Community Youth Development Research-Based Frameworks**

“Successful programs deal with families as parts of neighborhoods and communities. Successful programs grow deep roots in the community and respond to the needs identified by the community. Being community-based means more than being located in the neighborhood. Increasingly, successful programs are not just in, but of, the community. There is no simple model that can just be parachuted in. Rather, successful programs are shaped to respond to the needs of local populations and to assure that local communities have a genuine sense of ownership.”

... *Lisbeth B. Schoor, 1997*
Common Purpose Strengthening Families and Neighborhoods to Rebuild America

New York State is presently providing training for communities to explore and implement research-based frameworks for community Youth Development. The Search Institute’s Healthy Communities - Healthy Youth (HC-HY), and the Channing Bete Company’s (formerly Developmental Research and Programs) Communities That Care (CTC) models bring community members together to determine their existing strengths and needs leading to strategic actions with a goal of positive Youth Development. Ideally, this process will include a wide cross-section of community stakeholders with meaningful input and participation from youth and families.



An Association of New York State Youth Bureaus (ANYSYB) annual conference became the catalyst for an exciting dialog between these two separate organizations in the field of community-based Youth Development. A partnership between OCFS, Cornell Cooperative Extension and the ANYSYB brought together key individuals from Search Institute and Developmental Research and Programs, Inc. to discuss the similarities, key strengths and differences between the two community mobilization strategies and the natural “bridges” between the two.



The **HC-HY** and **CTC** models start at different points and have different methods and ways of talking about communities' problems and solutions, but seek the same overall goal of developing healthy and happy youth through increased community involvement and action. Both approaches begin by envisioning healthy outcomes for children, youth and families. Both believe in stakeholder cooperation, and long-term change in the way communities do business on behalf of children, youth and families.

- ▶ The **Communities That Care** model is based on the “social development strategy” which starts with the goal of healthy development, and places great weight on young people bonding to family, school, and community groups with healthy beliefs and clear standards. The approach also involves surveying the larger community to identify risk factors, such as the availability of drugs or firearms, family conflict or early initiation of problem behavior and protective factors that promote bonding. Other community data sources are also used. Research-based “prevention strategies” are identified and implemented to address the risks and build on the strengths of the community. Larger community mobilization is hoped for through the CTC approach, but the bottom line is applying the promising approaches to the areas of high risk and low protection identified through the survey. The approach begins with a large community survey and gets focused into specific program approaches.
- ▶ The **Healthy Communities - Healthy Youth** program begins with a more general “positive youth development” philosophy that also uses a survey. This survey emphasizes measures of existing individual and community strengths and assets, based on 40 Developmental Assets, such as young people’s educational commitment or positive values, or the extent to which communities view their young people as resources. From there the Search approach gets even broader emphasizing societal influence and public awareness. Rather than recommending a few programs with supporting research to reduce risk factors and increase protection, HC-HY asks for a very broad-based, community-wide citizen -- youth and adult -- involvement in building assets that strengthen areas such as how young people spend time, adult expectations, ways in which communities support youth, and how young people feel and think about themselves.

... Comparison Adapted from Cheryl Frank, Cornell Cooperative Extension, Winter 1998 ANYSYB “State of the Youth: Update.”

Many communities in New York are currently successfully using both CTC and HC-HY as complements to each other. To support others in their efforts to work with multiple frameworks, the “natural bridges” identified by Search Institute and Developmental Research and Programs follow below and in the following summary.

Two examples of sequential use are:

- ▶ Communities can choose to use HC-HY to build a broad consensus around the need to build Youth Development into the way the community thinks and then use the CTC process for diagnosing the type of programs and strategies to use in specific places.
- ▶ Communities can choose to use the CTC framework to understand its risk and protection profile, possible strategies, and specific programmatic efforts and then use the HC-HY framework to build broader informal and formal community support for Youth Development.



◆ **Comparison of HC-HY Developmental Assets and Communities That Care Frameworks**

Similarities...

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

Key Strengths – Communities That Care...

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

Key Strengths – Developmental Assets (HC-HY)...

- ◆ Creates a simple, common language useful with and meaningful to a wide range of audiences
- ◆ Measures 40 positive outcomes (assets) as well as common risk behaviors and desired thriving behaviors
- ◆ Demonstrates the power of these assets in relation to both risk behavior and thriving behavior in simple, graphic ways
- ◆ Encourages widespread sense of responsibility among individuals as well as organizations and a sense of hope since each can make a difference – encourages grassroots strategies
- ◆ Serves as a catalyst to stimulate a wide range of “asset building” approaches that utilize community's creativity and resources



Conclusions...

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

“Healthy Communities - Healthy Youth” in Action

The Town of Amherst Youth Board, in collaboration with three public school districts, began using the Search Institute Survey and framework in 1995. A town-wide task force was empowered to take the survey results and begin a structured, comprehensive and collaborative response. Over the next six years, each school building, youth board programs, police and the courts, service providers, faith groups, the town newspaper, the University at Buffalo, parents and youth themselves joined our Healthy Communities/Healthy Youth Initiative. Elected officials at the town, county and state levels gave their unqualified support. Further surveys in 1997 and 1999 have provided data to help us review our progress and success or failure over time.

Our results have been encouraging. Asset levels have risen from 16.7 to 19.5 (based on the 40 Developmental Assets). This rise in asset levels is seen across all grade levels (we surveyed all students in grades 8, 10 and 12). At the same time, deficits related to being left home alone and watching too much television dropped significantly. Tobacco use also dropped significantly, as did illicit drug use for tenth graders. Many other risk-taking behaviors and high-risk behavior patterns moved in the desired directions, but not enough to be significant. This framework has helped our community create a common vision regarding our children and families, provided a common language to aid in communication and planning, and established a way to measure results over time.

*...Joe Bachovchin, Executive Director
Town of Amherst Youth Board*

YOUTH DEVELOPMENT

... an **OBLIGATION** that families, communities, institutions, governments must make and fulfill in order to maintain the social contract between generations.

...*The Forum for Youth Investment - 2001*



“Communities That Care” in Action

The Saratoga Springs Partnership for Prevention was initiated in the fall of 1999 by the Prevention Council in partnership with the Saratoga Springs City School District to apply for State Incentive Cooperative Agreement (SICA) funding to develop a community coalition that would serve the residents of the school district. Partners also included city and county government, law enforcement, media, human service providers, parents, youth, civic organizations, faith communities, youth-serving organizations, and others.

In the spring of 2000, the Partnership administered the Communities That Care Youth Survey to all students, grades 6 through 12, followed by a telephone survey to over 300 randomly selected parents. Based on the findings of these surveys, archival data, and other information, the partnership prioritized the following three risk factors:

1. Peer attitudes favorable to drug use
2. Family management problems
3. Community laws and norms favorable to alcohol and other drug use.

Subcommittees have begun working on each priority and have achieved a number of positive results. The District Attorney has partnered with the school district in a unique program addressing chronic truancy, which uses the strong possibility of prosecution to motivate families to participate in services including a science-based family management curriculum. The county Traffic Safety Committee has initiated a plan to unify the reporting systems of all law enforcement entities so that data can be readily collected and shared. A major locally based retailer is beginning comprehensive seller/server training to prevent underage purchase. At least one local human service provider has initiated the use of a proven, science-based intervention to replace previous programming, and 24 partnership members have become trained facilitators in the family management curriculum and are sharing responsibility for its delivery.

The CTC survey and parent survey will be administered again in 2002 to indicate progress in addressing the priorities.

...*Elissa Nolan, SICA Coordinator*

◆ **How Positive Youth Development Makes a Difference
Reflections from Young People**

“The program helped me with the toughest issue – knowing who I am and what I am.”

“You brought out the best in me when I didn’t know there was a best. So now when I imagine how big is my future, I know it’s as large as your love.”

“I realize now that the program did not just offer me services and funds, it offered me a life.”

“I am proud to say that I will be returning to school in the fall to finish my high school education. I’m not saying I don’t make mistakes, but it’s good to know that I have support when I do.”

“If it wasn’t for you guys, I wouldn’t be here right now.”

*...US Department of Health and Human Services,
Administration for Children and Families,
Family and Youth Services Bureau*





◆ **Websites for Additional Information**

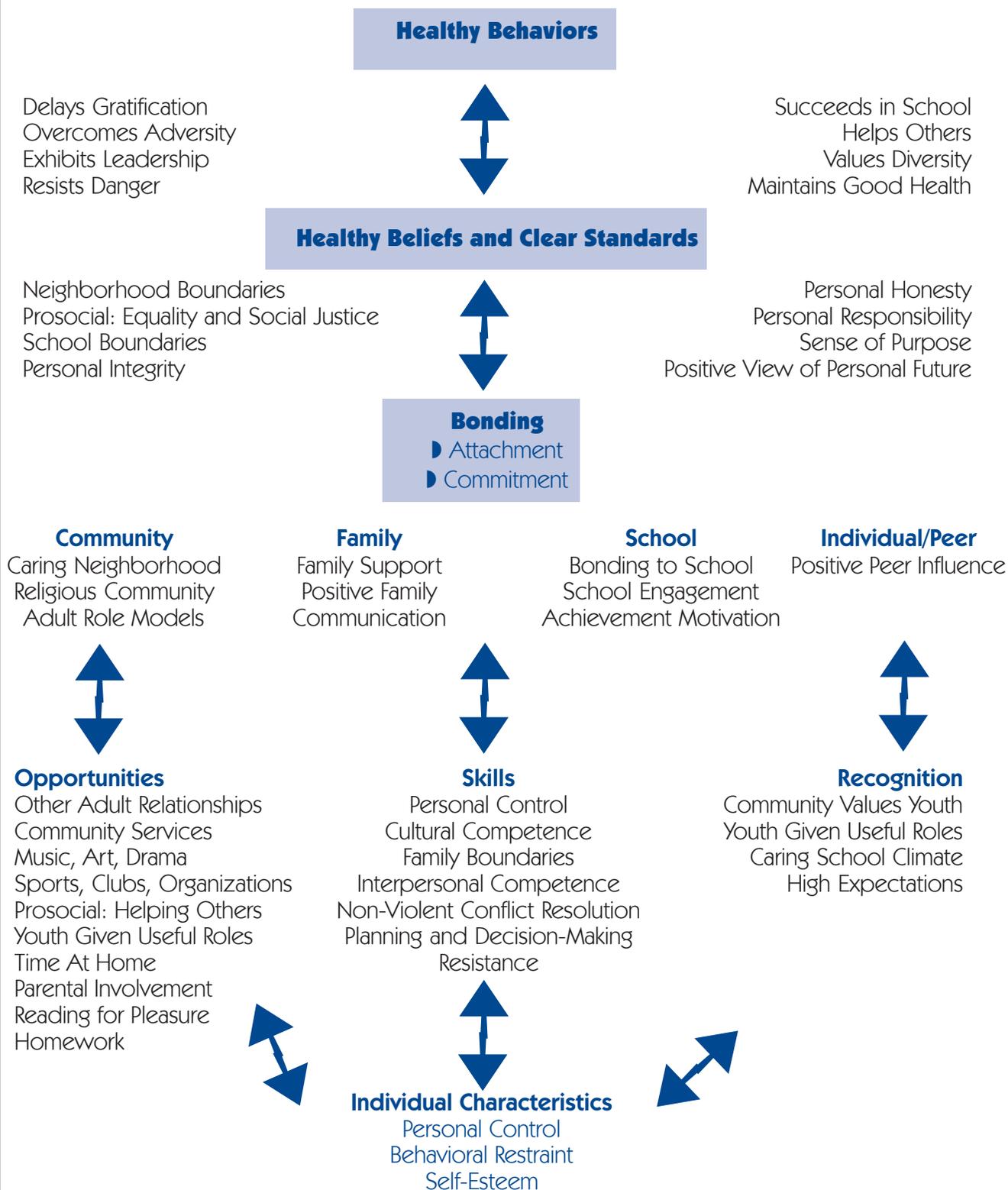
New York State	www.state.ny.us/
Office of the Governor George E. Pataki	www.state.ny.us/governor/
Association of New York State Youth Bureaus	www.anysyb.com
Blueprint	
Channing Bete Communities That Care	www.preventionscience.com/ctc/CTC.html
Cornell Cooperative Extension	www.cce.cornell.edu
Forum for Youth Investment	www.forumforyouthinvestment.org
NYS Lieutenant Governor	www.state.ny.us/governor/lsgov.index.html
National Governors Association	www.nga.org
NYS Council on Children and Families	www.capital.net/com/council
NYS Office of Children and Family Services	www.ocfs.state.ny.us
NYS Department of Health	www.health.state.ny.us
NYS Department of Labor	www.labor.state.ny.us
NYS Division for Women	www.women.state.ny.us
NYS Division of Probation and Correctional Alternatives	www.dpca.state.ny.us
NYS Education Department	www.nysed.gov
NYS Office of Alcoholism and Substance Abuse Services	www.oasas.state.ny.us
NYS Office of Mental Health	www.omh.state.ny.us
NYS Partners for Children	www.nyspartnersforchildren.org
NYS Commission on National and Community Service	www.nyscnscs.org
NYS Department of Health AIDS Institute	www.hivguidelines.org
Search Institute	www.search-institute.org
United States Department of Health and Human Services	www.os.dhhs.gov
Youth Leadership and Service Council	www.nyscnscs.org OR www.ocfs.state.ny.us



◆ Glossary of Acronyms Used

ACHIEVE	Another Chance Initiative for Education, Vocation or Employment
ACT for Youth.....	Assets Coming Together for Youth
ANYSYB	Association of New York State Youth Bureaus
AVE.....	Adolescent Vocational Exploration
AYD	Advancing Youth Development
BEST	Building Emotional and Social Strengths Together
CBVH	Commission for the Blind and Visually Handicapped
CCF	NYS Council on Children and Families
CCSI	Coordinated Children’s Service Initiative
CDC	Centers for Disease Control
CSAP	Center for Substance Abuse Prevention
CSH.....	Coordinated School Health
CTC	Communities That Care
DCJS	NYS Division of Criminal Justice Services
DOH	NYS Department of Health
DOL	NYS Department of Labor
DPCA	NYS Division of Probation and Correctional Alternatives
EWPH.....	Eat Well Play Hard
FYSB	Family and Youth Services Bureau
GED	General Equivalency Diploma
HC-HY	Health Communities – Healthy Youth
HHS	U.S. Department of Health and Human Services
ICP	Integrated County Planning
JFY	Jobs for Youth Apprenticeship
JISP.....	Juvenile Intensive Supervision Program
KWIC	Kids Well Being Indicators Clearinghouse
MH/JJ.....	Mental Health/Juvenile Justice
NGA	National Governors Association
OASAS	NYS Office of Alcoholism and Substance Abuse Services
OCFS	NYS Office of Children and Family Services
OMH.....	NYS Office of Mental Health
OMRDD	NYS Office of Mental Retardation and Developmental Disabilities
OYD	Office of Youth Development
PAVE.....	Progressive Adolescent Vocational Exploration
PINS	Persons In Need of Supervision
SAVE	Safe Schools Against Violence in Education
SBHC.....	School-Based Health Center
SCANS	Secretary’s Commission on Achieving Necessary Skills
SED	NYS Education Department
SHIFT	School Health Infrastructure Team
SICA	State Incentive Cooperative Agreement
TANF	Temporary Assistance for Needy Families
WIA.....	Workforce Investment Act
YAC	Youth Advisory Council
YASI	Youth Assessment and Screening Instrument
YLSC.....	Youth Leadership and Service Council
YWS	Youth Work Skills

**The Search Institute Developmental Assets Aligned With
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NOTES





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George E. Pataki, Governor

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