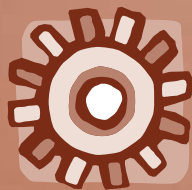




# STATE YOUTH POLICY

Helping All Youth  
to Grow Up  
Fully Prepared  
and  
Fully Engaged

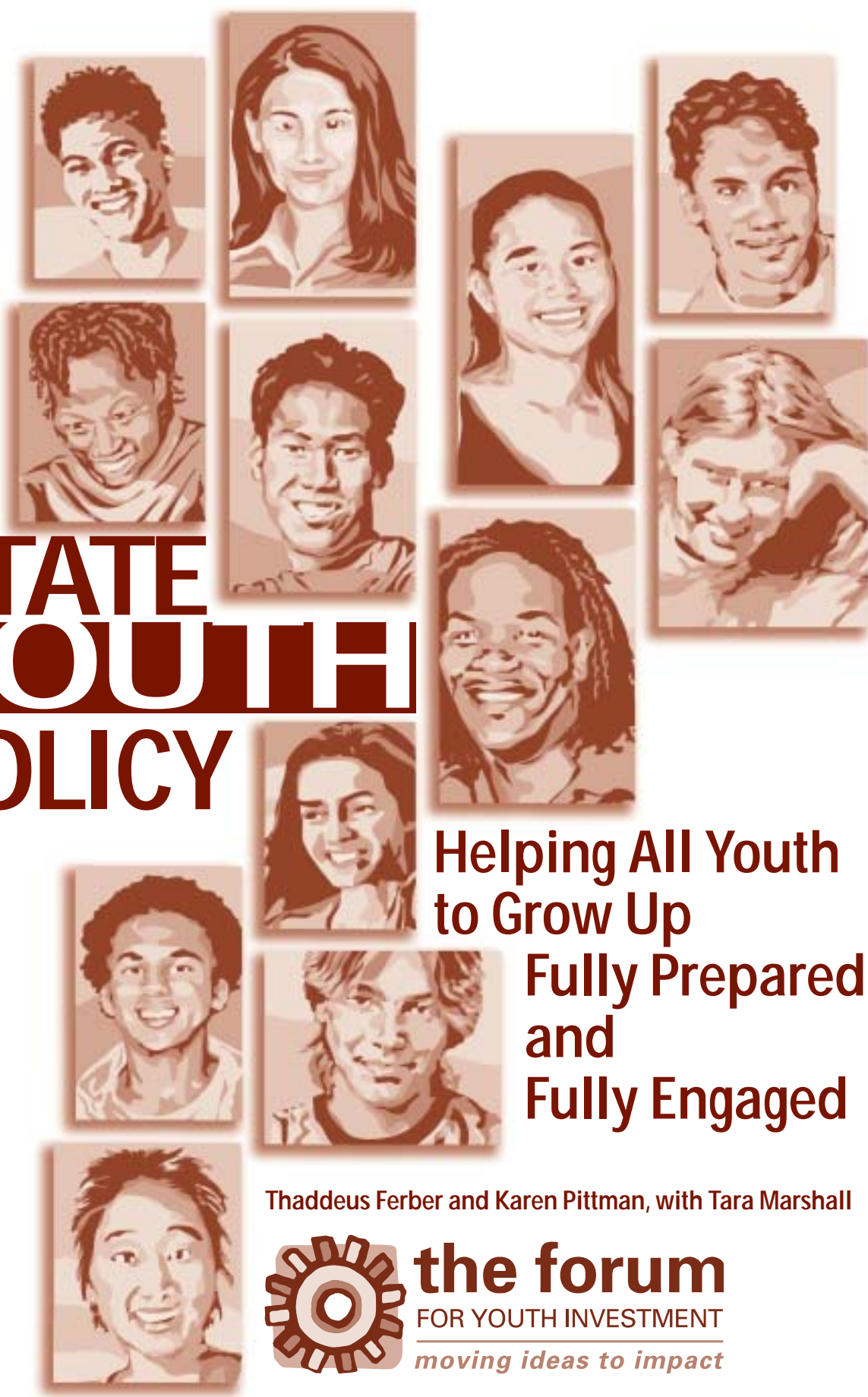
Thaddeus Ferber and Karen Pittman, with Tara Marshall



**the forum**

FOR YOUTH INVESTMENT

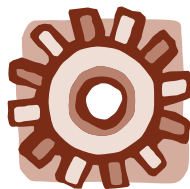
*moving ideas to impact*



# STATE YOUTH POLICY

Helping All Youth  
to Grow Up  
Fully Prepared  
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Thaddeus Ferber and Karen Pittman, with Tara Marshall



**the forum**

FOR YOUTH INVESTMENT

*moving ideas to impact*



The Forum for Youth Investment (the Forum) was created to increase the quality and quantity of youth investment and youth involvement by promoting a “big picture” approach to planning, research, advocacy and policy development among the broad range of organizations that help constituents and communities invest in children, youth and families. To do this, the Forum builds connections, increases capacity and tackles persistent challenges across the allied youth fields.

Relationships are at the core of the Forum’s work. The Forum builds connections by developing relationships with organizations and individuals throughout the allied youth fields, and by identifying, facilitating and brokering relationships among these contacts. The Forum builds capacity by offering tools, training, advice, presentations, papers, commentary and international perspectives. The Forum tackles challenges by offering fresh ways of looking at old issues, synthesizing information about current efforts

and creating neutral forums for diverse leaders to share experiences, develop joint strategies and align efforts.

Communities are where change really happens. The Forum believes that the information, tools and insights generated at the national level must be shaped by and useful to local communities and practitioners. The Forum also believes that all of these efforts are best undertaken by a range of organizations who are interested in increasing collective learning and action on “big picture” issues.

To help realize this commitment, in 2003 the Forum joined forces with Community IMPACT!, a national organization working with a small network of local nonprofits that involve young people in community change, to form Impact Strategies, Inc. Impact Strategies, Inc., is dedicated to moving ideas to impact in neighborhoods and across the nation. Also committed to bringing international lessons into U.S. conversations, the Forum is a member of the International Youth Foundation’s Global Partner Network.

—core operating division of **impact strategies, inc.**

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## Related Publications

The Forum for Youth Investment. (2001, December). *FYI Newsletter 1(2)*. Topic: Youth Policy: The State of the States. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at [www.forumforyouthinvestment.org/resnews.htm](http://www.forumforyouthinvestment.org/resnews.htm)

Ferber, T., & Pittman, K. (2001, November). *Adding It Up: Taking Stock of Efforts to Improve State-Level Youth Policies*. A discussion paper of the Forum for Youth Investment. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. Available online at: [www.forumforyouthinvestment.org/respapers.htm](http://www.forumforyouthinvestment.org/respapers.htm)

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**What would an ideal community be?  
In our eyes, this is what we see.**

**Community centers all around  
and children on the playground.**

**Adults willing to lend a hand  
to help youth take a stand.**

**Guidance to help us see the light,  
parents who separate wrong from right.**

**More jobs, less crime.  
Everyone's a friend of mine.**

**Funding for education so we can see  
all the possibilities we can be.**

**We're not afraid to speak our mind,  
to improve the lives of human kind.**

**Recycling and conservation  
guarantees safety for each generation.**

— Young person, New York State Governor's Conference on Youth, 1996

# TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS</b> .....	vi
<b>FOREWORD</b> .....	vii
<b>THE CHALLENGE —ALIGNING STATE EFFORTS TO SUPPORT YOUTH</b> .....	1
<b>PART I — STATE POLICY FRAMEWORKS: DASHBOARDS FOR YOUTH</b> .....	7
<b>PART II —FROM VIEWING A DASHBOARD TO ARTICULATING VALUES: PRINCIPLES FOR SUPPORTING YOUTH</b> .....	11
<b>PART III —FROM VIEWING THE DASHBOARD AND ARTICULATING PRINCIPLES TO MOVING THE NEEDLE: NINE CRITICAL TASKS FOR STATE POLICY MAKERS AND ADVOCATES</b> .....	15
<b>CONCLUSION — LESSONS FROM AROUND THE COUNTRY AND AROUND THE WORLD</b> .....	31
<b>APPENDIX — STEERING A COURSE TOWARD EFFECTIVE YOUTH POLICY: DASHBOARDS FOR YOUTH</b> .....	33

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# FOREWORD

It has truly been a delightful year working with and getting to know state-level youth policy makers and advocates. With support from the David and Lucile Packard Foundation and the James Irvine Foundation, the Forum for Youth Investment has had the privilege of working to assist state youth policy makers and advocates, as well as the national organizations that support them.

We were not entirely sure what to expect as we began this work. We knew that some states have been promoting cross-cutting, interdepartmental efforts to better support young people for years, and that others were just getting started. We knew that there were great variations in the sizes and demographics of states. And we knew that most states were under substantial pressure from budget deficits.

What we found was truly encouraging. We had high expectations at the outset, but they were exceeded in almost every fashion. More states than we expected were advancing cross-cutting coordinating efforts on behalf of youth. Seventeen states were involved in one of three national networks: the National Governors Association's Youth Policy Network, the Family and Youth Services Bureau's State Youth Development Collaboration Project and the National Crime Prevention Council's Embedding Prevention in State Policy and Practice Initiative. And additional states are undertaking similar efforts outside the umbrella of these national networks. The breadth of the work states are undertaking was also greater than we expected. We could condense the work down to no less than nine critical tasks states are undertaking. And the enthusiasm of those involved was greater than we expected as well.

The Forum seeks to undertake all of its efforts in partnership with others, aiming to add value to the work of "moving trains." Everywhere we turned, we found powerful ideas and organizations. We approached our work in a number of ways:

- **Listening.** The Forum has attended and presented at the networking meetings held by the National Governors Association Youth Policy Network (NGA); the federal government's Family and Youth Services Bureau (FYSB), which funds a State Youth Development Collaboration Project; the National Crime Prevention Council's Embedding Prevention in State Policy Initiative (NCPC), as well as at smaller convenings hosted by states themselves.
- **Creating simple mechanisms for state-to-state sharing.** The Forum set up a listserv that linked the participants of the three national networking efforts (NGA, FYSB, NCPC) and invited others to join (state-level policy makers and advocates may join by sending a message with their contact information to [thad@iyfus.org](mailto:thad@iyfus.org)). The Forum also created a Web space where states can post examples of their work ([www.forumforyouthinvestment.org/issues/policy.htm](http://www.forumforyouthinvestment.org/issues/policy.htm)).
- **Sharing lessons learned.** The Forum produced *Adding It Up: Taking Stock of Efforts to Improve State-Level Youth Policies* ([www.forumforyouthinvestment.org/respapers.htm](http://www.forumforyouthinvestment.org/respapers.htm)), which summarizes state policy work from around the country and begins to look at what the combined activity adds up to. The Forum also produced the *FYI Newsletter* devoted to state policy ([www.forumforyouthinvestment.org/resnews.htm](http://www.forumforyouthinvestment.org/resnews.htm)). In addition to disseminating lessons learned in written form, the Forum has

highlighted state youth policy work in numerous workshops, conferences and meetings.

- **Facilitating meetings proposed by others.**

The Forum co-hosted a meeting with the John W. Gardner Center for Youth and Their Communities to facilitate a meeting of key California advocates and policy makers considering the creation of a California Policy Consortium focused on making, implementing and learning from policy toward children and youth. The Forum also worked with key policy makers and advocates in four states (New York, Massachusetts, Maryland and Connecticut) to help facilitate a multi-state discussion of common issues and strategies. Their discussion focused on ways they can learn from each other and jointly “make the case” to influential funders and others.

- **Advising states individually.** The Forum has provided strategic advice to a number of states, and has spoken at a number of state-level conferences and events. In particular, the Forum for Youth Investment is chairing the advisory board to Maryland Advocates for Youth’s Ready by 21 Initiative.

Based on this work, the Forum was asked to coordinate two state youth policy workshops at the Federal Government’s National Youth Summit. Several states requested that their work be captured and synthesized in a background paper as well. The Forum responded by drafting this paper, working closely with a number of state level policy makers and advocates to refine the ideas within. Examples, case studies and general feedback were solicited via an email sent to more than 250 state policy makers and advocates, as well as via meetings and telephone conversations.

While papers are by nature static, this work will continue to evolve on the Forum’s Web site ([www.forumforyouthinvestment.org/issues/policy.htm](http://www.forumforyouthinvestment.org/issues/policy.htm)), where readers will be able to find up-to-date examples of work by state youth policy makers and advocates, as well as by the national organizations that support them.

The work that states are undertaking is not easy. But we believe it is critical. And we hope that our modest efforts to document and highlight state youth policy efforts help those in the field learn from each other and make the case for continued and deepened support.

Thaddeus Ferber and Karen Pittman  
The Forum for Youth Investment  
June, 2002

## ALIGNING STATE EFFORTS TO SUPPORT YOUTH

### TOWARD A COMMON PURPOSE

**A**cross political lines, and across departments and agencies, policy makers want to help families help young people thrive. Some are motivated by the realization that the positive development of young people is good economic development. Young people represent the workforce of tomorrow: the skills they build today will define our future competitiveness in a global economy. Others are motivated by the belief that it is both cost effective and humane to prevent problems such as drug abuse, teen pregnancy and youth violence before they emerge. Others are motivated by the belief that the positive development of young people is democracy in action. Young people are an often untapped resource that could help to build strong communities if they are given the opportunity to participate in their communities and in all levels of federal, state and local governments. Still others are inspired by the reflection that if we have learned anything from this past year, it's that we are all in this together. A stronger America depends on all of us, including our youth. We all need to work together — youth, adults, families, the faith community, businesses, civic organizations and government — to support the healthy development of our young people, and to provide opportunities for youth to help transform their communities.

From all sides, people are being powerfully called to what Cornelius Hogan, former Secretary of the Vermont Agency of Human Services, calls “a higher common purpose.”<sup>1</sup> They are putting aside self-inter-

est and turf issues to come together around a common vision for young people.

**Over the years, states have put in place scores of youth policies.** Childhood and adolescence are stages in the human development process. They are also legal categories that bring with them rights, restrictions and special considerations. Child and youth policies have existed throughout history. As communities evolve, new youth policies are created to respond to new challenges and demands. Old ones are revised or discarded to reflect changes in need, opportunity, or social norms.

Throughout the years, states have put in place myriad policies, offices, departments and funding streams each dealing with one or more aspects of a young person's life. Education policies, juvenile justice policies, health services and health insurance policies, employment and training policies, child welfare and social service policies and rights policies all combine to affect the lives of young people. Policies also determine the age at which young people have the right to participate in certain “adult” activities, such as driving, voting, drinking and living on their own.

Collectively, these policies shape the quality and quantity of supports and opportunities young people receive. They also send signals about how much — or how little — youth matter. These signals do not go unnoticed by young people. Witness, for example, the successful Books not Bars campaign launched by California youth concerned about the ease with

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<sup>1</sup> The Forum for Youth Investment. (2001, December). *FYI Newsletter 1*(2). Topic: Youth Policy: The State of the States. Takoma Park, MD: The Forum for Youth Investment. Available online at [www.forumforyouthinvestment.org/resnews.htm](http://www.forumforyouthinvestment.org/resnews.htm)

## WORKING SMARTER FOR YOUTH

### LOUISIANA

*No single agency or system can single-handedly achieve our vision. It will require all youth-oriented programs and providers to rally together in support of our vision. All partners must come to the table with their expertise in youth programming, putting aside individual interests. We must develop strong linkages among partners to optimize human and financial resources, create a continuum of service interventions and leverage funds to ensure a variety of educational, developmental and employment-related activities and service interventions are accessible to all youth.*

— Louisiana's Blueprint for Investing in Youth. Additional information is available online at [www.layouthnet.org](http://www.layouthnet.org)

### CALIFORNIA

*Our government has the responsibility to work effectively. Often this means that different governmental agencies must work together. Government institutions, however, operate with significant institutional barriers that inhibit collaborative work. The field of violence prevention is one such example. Different government agencies address violence prevention through their own mandates and perspectives, but they face the challenge of effectively communicating and coordinating with each other. It is critical to break through barriers in order to maximize services, especially in addressing a problem as complex and pervasive as violence.*

*Shifting the Focus demonstrates the ability of government agencies to move beyond institutional barriers and conceptual differences to work together to more effectively prevent violence. The framework that emerged from this working group can serve as a model from the local to national level for cross-disciplinary collaboration. A framework that provides concrete methods for different sectors of government to work together is a valuable tool in our prevention work. Though the recommendations were developed to advance violence prevention, they are also useful to other health and human service issues.*

— *Shifting the Focus: An Interdisciplinary Framework for Advancing Violence Prevention*. Additional information is available online at [www.preventioninstitute.org/shifting.html](http://www.preventioninstitute.org/shifting.html)

which dollars flow for the construction of new juvenile detention facilities while school facilities crumble. As Adam Gold, executive director of Oakland's Youth Empowerment Center put it: "We told them that the state should be spending more money to keep kids out of jails, not spending millions of dollars to put more youth in jail."<sup>2</sup>

**However, no state can claim to have a single, coherent youth policy that serves as a lens for assessing and planning individual policies.**

The gradual accumulation of policies rarely, if ever, is reassessed to check for consistency or appropriateness. In part, this may be because common goals, principles and standards for assessing youth policies across departments and age groups are not clear.

There are important historic reasons why youth policies have not been viewed in a comprehensive fashion through a single lens. Lack of clarity can help protect turf and obscure gaps and overlaps in

services and resources. It allows policy makers and advocates to take on any one piece — no matter how small — and declare victory.

Increasingly, however, the lack of coherence is being seen as a liability. As the State Legislative Leaders Foundation reports, "Building a coherent message on children's policy is challenging, however, because there is no clearly discernable legislative agenda for children and families; rather, a multitude of individuals and organizations with different agendas are sending mixed messages about what is best for children."<sup>3</sup>

Especially in these times of budget crunches, states are looking to make their investments more strategically. And more often than not, when it comes to investments in young people, making more strategic investments means moving from the standard disjointed array of youth policies toward a more aligned and better coordinated approach based on an overarching plan.

<sup>2</sup> Books Not Bars News Web site: [www.booksnotbars.org/news/news.html#Anchor-47857](http://www.booksnotbars.org/news/news.html#Anchor-47857)

<sup>3</sup> State Legislative Leaders Foundation. State Legislative Leaders Foundation. (1995). *State Legislative Leaders: Keys to Effective Legislation for Children and Families*. Centerville, MA: State Legislative Leaders Foundation.

## NATIONAL GOVERNORS ASSOCIATION YOUTH POLICY NETWORK

### *Premises of Youth Development Policy*

- Governors' leadership is essential in driving needed change. Effective youth development strategies require cross-agency coordination and buy-in. Gubernatorial leadership can transform categorically driven youth programs into prevention-oriented systems that promote youth development. Governors can also encourage local leaders, including those from community- and faith-based organizations, to take on youth issues and cooperate in statewide youth development efforts.
- State policy creates much of the context for local action. Although services are delivered at the local level and must be tailored to local circumstances and priorities, state policies and resources create much of the policy parameters within which communities function. Local input and discretion is vital in customizing services to meet local needs. Local efforts also serve as incubators of innovation.
- Youth development efforts need to be collaborative and holistic. One of the hallmarks of youth development initiatives is that they are collaborative, bringing together representatives from education, workforce, welfare, health, human services and juvenile justice systems.
- An individual or organization must have the authority to mobilize resources and be held accountable for achieving results. States' youth-serving systems are extremely diffuse. To promote an effective youth development strategy, a person or organization must be empowered to coordinate services and funding and to identify treatment gaps and options. This individual or entity should be held accountable for moving the agenda forward and for achieving desired results.
- Youth development efforts should be clear about the outcomes they wish to achieve. The first challenge for states is identifying key long-term results and short-term indicators they can use to guide their work. To promote this way of thinking, NGA has advocated the use of results-based decision-making and logic models in strategizing for youth development.
- Youth development efforts should be informed by research-based best practices. A great deal has been learned over the last ten years about what works in youth policy and what does not. While by no means definitive, this body of research is providing policy makers with useful guideposts in identifying and adopting effective approaches.

## STATES ARE TAKING ACTION

Across the country, states have been working to develop more coordinated approaches to youth policy.

- **Iowa.** The Iowa Collaboration for Youth Development, consisting of members of more than 40 state agencies, community organizations, research institutions and state-wide non-governmental organizations, has been working to: 1) identify and communicate common definitions, program objectives and desired outcomes for youth development-related programs and services; 2) align state program policies, funding and technical assistance resources to better assist local initiatives; and 3) find ways to involve youth in state and local planning.
- **Massachusetts.** The Massachusetts Executive Office of Health and Human Services created an Office of Youth Development in 1999 to support and establish effective youth development programs at the state and local level. A statewide Youth Development Advisory Council was formed with more than 25 representatives of government departments and agencies, advocates, community organizations and young people, and formally endorsed a draft Statewide Policy on Youth.
- **Connecticut.** The Connecticut House of Representatives passed a landmark bill in 2000 to create a State Prevention Council to develop a prevention framework for the state, develop and coordinate prevention services and training and identify research-based prevention practices.
- **Kentucky.** The Kentucky Youth Development Partnership has brought together a group of 18 national, state and local youth serving organizations to foster collaboration of youth services at the state and local levels and to promote positive youth development.
- **California.** Shifting the Focus, an interagency collaboration of California state government leaders, represents more than 30 agencies and departments who recognize the importance of

working together to maximize state resources and effectiveness in preventing crime and violence in California. It is intended to “shift the focus” from separate programs, each delivering services often with the same purpose, to collaboratives that more effectively coordinate and deliver prevention services.

- **Oregon.** Since the passage in 1999 of SB555, legislation that codified a comprehensive, statewide approach to crime prevention, Oregon has been working to develop a uniform data system, planning tools and evaluation structure. To date, the state has succeeded in developing common planning principles, an early childhood interagency team, a juvenile crime prevention screening tool, mechanisms to merge reporting processes and methods to coordinate data collection and analysis among agencies.

The list goes on and on. At least 20 states have been developing cross-cutting bodies charged with taking a “big picture” look at young people, and coordinating and aligning the vast array of policies serving them. Many of these cross-cutting bodies have significant local representation, with local actors comprising as much as a third of some collaboratives.

These state-level coordinating entities are increasingly recognized, supported and, in some cases, sparked by national organizations. The Family and Youth Services Bureau (FYSB) within the Department of Health and Human Services,<sup>4</sup> the National Governors Association (NGA)<sup>5</sup> and the National

## STATES INVOLVED IN NGA, FYSB AND/OR NCPC INITIATIVES

- Arizona (NCPC, FYSB)
- California (NCPC)
- Colorado (FYSB, NGA)
- Connecticut (NCPC, FYSB)
- Illinois (FYSB, NGA)
- Indiana (FYSB)
- Iowa (NCPC, FYSB, NGA)
- Kentucky (NCPC, FYSB, NGA)
- Louisiana (FYSB, NGA)
- Maryland (FYSB)
- Massachusetts (FYSB, NGA)
- Nebraska (FYSB)
- New York (FYSB, NGA)
- Oklahoma (NGA)
- Oregon (NCPC, FYSB)
- Wisconsin (NGA)
- Wyoming (NGA)

Crime Prevention Council (NCPC)<sup>6</sup> have all launched broad-based, multi-state, multi-year efforts to help states take action to create policies and structures to increase the coherence and effectiveness of state youth policy efforts. A total of 17 states are being supported by one or more of these groups.<sup>7</sup>

The structure and authority of these state coordinating bodies varies considerably. They vary in the level of authority they are granted — some have the implicit or explicit support of a cabinet member; others are composed of mid-level officials operating without a clear mandate from above. Some are housed in “neutral” entities such as a Governor’s office or a nonprofit organization, others are housed within a particular department, executive office or agency.

Despite the variations, they all appear to be moving in similar directions. The Forum for Youth Investment has been working with a number of these states, as well as with the national organizations that support them. We believe that there is power in making this common direction and shared work more explicit. This paper will present the work that states are doing in three parts, conclude with an internation-

<sup>4</sup> “State Youth Development Collaboration Projects” posted on the Family and Youth Services Bureau Web site: [www.acf.dhhs.gov/programs/fysb/State-YD-Collb.htm](http://www.acf.dhhs.gov/programs/fysb/State-YD-Collb.htm)

<sup>5</sup> National Governors Association’s Center for Best Practices Web site: [www.nga.org/center/topics/1,1188,D\\_407,00.html](http://www.nga.org/center/topics/1,1188,D_407,00.html)

<sup>6</sup> “Embedding Crime Prevention in State Policy and Practice” posted on the National Crime Prevention Council Web site: [www.ncpc.org/embedding/index.html](http://www.ncpc.org/embedding/index.html)

<sup>7</sup> NGA is also helping states in a number of policy areas related to youth, including fostering coordinated school health, and increasing extra learning opportunities through a Web-based resource of state-level programs, regional forums, technical assistance, issue briefs and newsletters.

## MOVING TOWARD AN ALIGNED VISION FOR YOUTH

### LOUISIANA

As Louisiana enters the twenty-first century, it is imperative that we develop a clear vision for investing in our children and young people — a vision that provides a fundamental statement of our shared values, expectations and objectives for Louisiana on behalf of its children and young people. Then, we must commit to act on this vision, creating more effective approaches that align our systems and resources, fully addressing our state's challenges facing youth. Finally, we must implement these approaches in a comprehensive manner....

The Louisiana Youth Policy Network recognizes that no one government agency can meet the needs of its vulnerable children and youth populations. We believe that youth who are nurtured by caring adults, given opportunities to learn and succeed in work and school, who receive support and protection when needed and who are actively engaged in service to the community are Louisiana's greatest natural resource. These youth represent Louisiana's competitive edge for economic growth and prosperity.

Making sound investments in the total well-being of youth, ages 0–24, moves Louisiana toward the economic prosperity and quality of life envisioned in the state's economic development in its master plan: Vision 2020. However, creating such a twenty-first century youth development system in Louisiana will require managing complex and key elements of change: shared vision, knowledge, skills and abilities to implement; adequate resources and incentives to change; well-developed action plans; and ongoing evaluation for use as a management and learning tool.

The Louisiana Blueprint for Investing in Youth proposes strategies for policy makers and implementors to consider in shaping this new, world-class youth development system. It is the Network's hope that this Blueprint will provide the foundation for a statewide dialogue about youth development. We intend it to spur the best thinking of parents and caregivers, youth, agency staff, community leaders and citizens, elected and appointed officials, policy makers and others.

— *Louisiana's Blueprint for Investing in Youth*. Additional information is available online at [www.layouthnet.org](http://www.layouthnet.org)

### NEW YORK

New York State has a long and proud history of supporting the positive development of its children and adolescents. This has included more than 50 years of dedicated state funding for YD [youth development] programming through a county and municipality based youth bureau system. Typically, however, specific efforts (e.g., school dropout prevention, juvenile delinquency) have been seen solely as the responsibility of one system or another, leading to fragmented and isolated approaches to YD and prevention of high risk behaviors. Although some state agencies are using YD strategies, such efforts are not typically being employed statewide in a cross-system, population-based way to reach all youth . . . .

The challenge for New York State agencies, the Partners for Children Adolescent Project Team, public/private partners and all those concerned with the positive development of New York's children and adolescents is to reshape the policy and program environment in which YD operates. Strong elements of YD approaches are embedded in many of our current reform efforts (i.e., education, juvenile justice, health, employment, welfare). It is within this context that the adoption of a well-articulated state policy on YD will benefit children and adolescents, while simultaneously increasing the impact of these systemic reforms.

State and local agencies that serve children and adolescents are urged to inquire, discuss, embrace and promote YD approaches and strategies. Further, it is recommended that state and community leaders review the way they invest in the development of youth — the future leaders, workers, parents and citizens of New York State. It is vital that YD be integrated into all planned youth services and community education programs, and that existing, effective YD initiatives be identified and replicated. Finally, local citizens, parents and youth themselves should connect with children and adolescents and engage them in active, meaningful roles in their community. And, all adults should examine their own behaviors and model those traits that are to be emulated so that stronger connections are made with children and adolescents.

Youth should be acknowledged as valuable contributors to New York State and to the building of its communities. They are the next wave of entrepreneurs, preparing to take over leadership from this generation. In order to move forward in formulating and implementing the YD framework, it is important not to be diverted by which language or specific program is the best. Youth development is not just about new, reshaped or more programs. It necessitates a reorientation to building and reinforcing the strengths of children and adolescents by all members of New York's communities. For YD to be transformed from lofty principles to routine practice requires that a statewide consensus be built, an effective policy framework be created and embraced and a system with continual evaluation of progress be implemented.

— *Promoting Positive Youth Development in New York State: Moving from Dialogue to Action*. (2001). New York: Partners for Children. Additional information is available online at [www.nyspartnersforchildren.org/teen.htm](http://www.nyspartnersforchildren.org/teen.htm)

al perspective and provide a sample youth policy framework appendix:

- **PART I — State Policy Frameworks: Dashboards for Youth.** States are developing coherent frameworks and plans, rallying the state — often community by community — around a common vision of what we want for youth and who should be doing what across systems. This section will discuss the commonalities and differences among frameworks and will present a sample framework based on the work of several states.
- **PART II — From Viewing the Dashboard to Articulating Values: Principles for Supporting Youth.** To improve the lives of young people, states are pushing beyond neutral frameworks to take a stand for where they want to go and how they want to get there. Taking the best possible research and practice, states often articulate principles for supporting youth. This section will present common principles found in multiple states.
- **PART III — From Viewing the Dashboard and Articulating Principles to Moving the Needle: Nine Critical Tasks for State Policy Makers and Advocates.** Developing frameworks and principles is at best only half of the challenge. Policies that are sustained, scaled-up and effective do not happen overnight. They are the result of careful strategizing to ensure that the vision is supported, implemented and assessed. States are undertaking a wide variety of tasks — from communications to capacity building — to ensure that their collective vision does not just sit on a shelf, but is used as the basis for real strategic change. This section will present a list of nine critical tasks, and will provide examples of how states are tackling each of them.
- **Conclusion — Lessons from Around the Country and Around the World.** While state policy makers are pioneering efforts to develop youth policies, they are not alone. Around the world, countries have been advancing overarching policy frameworks and developing overarching structures to oversee them. This conclusion presents some of the innovative work emerging from countries around the globe.
- **Appendix — Steering a Course Toward Effective Youth Policies: Dashboards for Youth.** There is not enough room in this paper to present all the frameworks states are using. Instead, we provide a sample framework appendix based on the work of multiple states.

## PART I

# STATE POLICY FRAMEWORKS: DASHBOARDS FOR YOUTH

*Prevention and positive youth development must complement and enhance one another into a seamless policy that improves all young lives . . . . The Blueprint for Action will serve as the framework that guides the development of a New York State youth policy.*

— George Pataki, Governor, New York State, 1996 Governor’s Conference on Youth



**G**overnor Pataki is not alone in calling for a framework to guide state youth policy. In order for departments, agencies and organizations to come together to collectively support young people, they need to know the current lay of the land, a vision to aim for and a process for getting there. With the existing maze of policies and efforts, this is no easy task. Frameworks provide a common lens through which the range of existing policies can be viewed, organized, assessed and aligned. They articulate a common vision to rally around. And they provide the conceptual underpinnings for strategic planning and action. (See Part III—Vision: Framing the Issue for additional examples of state frameworks.)

While these state policy frameworks share a common goal of presenting the current landscape, an inspirational vision and an action plan, they vary in important ways:

- **The age ranges they cover.** Some focus solely on youth. Others tackle the full age span from birth to death.
- **How they break up the age ranges.** Some lump school-age children and youth together into one category; others break up the age ranges into multiple developmental periods (children, youth, young adults). Some direct explicit attention to key transition periods; others do not.
- **The contexts within which they frame youth.** Some focus on young people without selecting

a specific context. Others firmly frame their efforts for youth within the context of family and community.

### VERMONT’S TEN OUTCOMES

1. Families, youth and individuals are engaged in their community’s decisions and activities.
2. Pregnant women and young children thrive.
3. Children are ready for school.
4. Children succeed in school.
5. Children live in stable, supported families.
6. Youth choose healthy behaviors.
7. Youth successfully transition to adulthood.
8. Adults lead healthy and productive lives.
9. Elders and people with disabilities live with dignity and independence in settings they prefer.
10. Communities provide safety and support for families and individuals.

### MASSACHUSETTS’ FIVE INPUTS (DRAFT)

1. All youth have access to resources that promote optimal physical and mental health.
2. All youth have nurturing relationships with adults and positive relationships with peers.
3. All youth have access to safe places for living, learning and working.
4. All youth have access to educational and economic opportunity.
5. All youth have access to structured activities and opportunity for community service and civic participation.

- **The use of inputs vs. outcomes language.** Some states carefully word each result area in terms of outcomes (“all youth will be . . .”). Others combine youth outcomes with inputs (“all youth have access to . . .”).
- **The use of indicators.** Some use targeted indicators, limiting themselves to around five measures per result area. Others attempt to be comprehensive, drawing in as many measures as possible. They also vary in the extent to which they use indicators of positive development in addition to indicators of negative behaviors they wish to prevent.

There is not enough space in this paper to include all of the frameworks states have developed. To give a flavor of the types of frameworks states are advancing,

we include instead a sample framework based on the work states have been advancing.

## SAMPLE FRAMEWORK “DASHBOARDS FOR YOUTH”

There are many ways to present frameworks; many use metaphors. This sample framework builds off of the metaphor of a car dashboard. If one wants to “steer a positive course” for youth, the first thing they will need is a clear vision of the areas of development they wish to promote. Then they will need a clear view of young people at different ages (odometer — which shows how many miles a car has driven), how they are growing and developing (speedometer — which shows how fast a car is moving), the amount of services, supports and opportunities they are receiving (fuel gauge — which shows how much gas a car has), and the quality of these services, supports and opportunities (octane — which indicates the quality of the gas in a car).

In reality, the dashboard may have to be more complex (perhaps ending up looking more like an airplane’s cockpit control panel). At a minimum, the dashboard would have to monitor the status of **five developmental areas** (if one were to stretch the metaphor, this could perhaps be thought of as five separate engines). In order to become fully prepared and fully engaged adults, young people need to learn and grow in a range of areas. Whatever age a young person is at, they need to be:<sup>8</sup>

1. **learning** (developing positive basic and applied academic attitudes, skills and behaviors);
2. **thriving** (developing physically healthy attitudes, skills and behaviors);
3. **connecting** (developing positive social attitudes, skills and behaviors);
4. **working** (developing positive vocational attitudes, skills and behaviors); and
5. **leading** (developing positive civic attitudes, skills and behaviors).

### IOWA YOUTH DEVELOPMENT RESULTS FRAMEWORK

#### FAMILY

- All families are secure and supportive. (Economic security, basic needs, positive relationships with family members.)

#### COMMUNITY

- All communities and schools are safe and supportive. (Safe communities, safe and effective schools, quality youth programs and opportunities, positive connections with adults, continuum of effective services and interventions.)

#### YOUTH

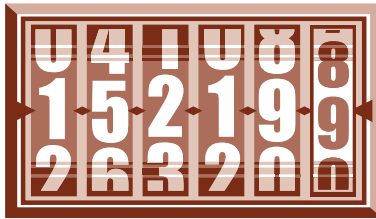
- All youth are engaged in and contribute to the community. (Civic engagement, community involvement, youth leadership.)
- All youth are healthy and socially competent. (Physical and mental health status, lifestyle choices, personal and social development, prosocial peer relations.)
- All youth are successful in school and are prepared for a productive adulthood. (School attachment, academic achievement, vocational and career awareness, employability skills, self-sufficiency and life skills.)

Source: Iowa Collaboration for Youth Development. (2001, March). *Iowa Youth Development Results Framework: And State-Level Indicators*. Des Moines, IA: Youth Policy Institute of Iowa. Available online at [www.icyd.org/YDResultsFramework.pdf](http://www.icyd.org/YDResultsFramework.pdf)

<sup>8</sup> There are an infinite number of ways to group and present desired outcomes. Many already exist. This particular list is offered simply as one option among many. The bottom line is that whatever list is selected must: 1) cover the full range of developmental areas; 2) be memorable and potentially inspirational; 3) link to what research says is important; and 4) create a framework within which organizations and agencies can organize their work.

For each of these developmental areas, one would want to monitor at least three dials on a dashboard (odometer, speedometer and fuel gauge), and one would want to select the quality of the fuel (octane).

### 1. Odometer (Miles Driven): Ages/Developmental Periods



The first two decades of life are dramatic periods of growth. In order to get a snapshot of the lives of young people, one actually needs to take a number of snapshots — one for each age group. Research shows that investments in young people must begin early and be sustained for more than 20 years. While schools end at age 18, too many 18-year-olds are still not fully prepared for adulthood. Any dashboard must have clear displays for multiple developmental periods.

### 2. Speedometer (Speed of Car): Indicators of Growth



Once one knows what developmental period a young person is in, one will want to know if they are achieving their developmental goals. For every age group, there are range of goals for youth: *protecting* them from harm (and some might even say *punishing* youth when they harm society, although many focus instead on rehabilitation); *preventing* a range of negative outcomes, from drug abuse to youth violence; *promoting* positive outcomes, such as academic success; and ensuring that youth are not just fully prepared, but are fully *participating* in their world in positive ways. Each are critical, and indicators must track progress in all of these areas.

### 3. Fuel Gauge (Quantity of Gas): Inputs from Systems



Viewing indicators of growth is not useful unless one can change their direction. Fortunately, states have a number of inputs they can and do provide, organized into various systems (education, juvenile justice, etc.) How do these systems span across both the developmental areas and the goals from protection to participation? There are two ways to answer this question. First, one could map out where each system places its primary emphasis. Second, one could map out the full range of resources each system brings to bear. The primary emphasis of the educational system, for example, is on promoting learning. But, on closer inspection, one would find that it actually devotes resources that span the full range of developmental areas and goals.

### 4. Octane (Quality of Gas): Quality of Services, Supports and Opportunities



Knowing that inputs are being provided is only one piece of the puzzle. One also needs to know the quality of these inputs. The National Research Council and Institute of Medicine recently released an authoritative report laying out the characteristics of settings that support, or undermine, young people's development.<sup>9</sup> These provide a template by which one could judge the quality of any input into young people's lives.

(For the full sample framework, see Appendix: Steering a Course Toward Effective Youth Policies: Dashboards for Youth, page 31.)

<sup>9</sup> National Research Council and Institute of Medicine (2002). *Community Programs to Promote Youth Development*. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, eds. Board on Children, Youth and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

## READY BY 21

### *A Comprehensive Youth Agenda for Maryland*

The Forum for Youth Investment has been working with Maryland Advocates for Children and Youth to advance Ready by 21, an effort to help all youth in Maryland reach age 21 ready for a career, ready to become an active, empowered member of their community and ready to raise a family. Maryland Advocates for Children and Youth will partner with an advisory board comprised of national and state experts and the Youth Investment Partnership (Maryland Coalition for Youth Development), as well as with state and local agencies. State agencies and departments that are responsible for youth development initiatives are already collaborating by recognizing common results areas for youth and looking at all programs comprehensively. Ready by 21 will require the active involvement of public agencies, the leadership of elected officials and strong public support.

Ready by 21 will have four major components:

1. annual report cards on the extent to which Maryland's youth are ready for work, community and family;
2. a comprehensive Ready by 21 strategy that describes how the State can best improve the readiness of its youth for work, community and family;
3. alignment of existing spending and programs with the Ready by 21 strategy and identification of additional needs that require new investment; and
4. a grassroots campaign to mobilize public support behind efforts to improve outcomes for youth.

Ready by 21 will utilize a six-step process for advancing efforts.

- Step 1: Identification of the outcomes and indicators that measure whether our youth are ready for work, community and family when they leave either high school or post-secondary school.
- Step 2: Examine how Maryland youth are doing on the Ready by 21 indicators.
- Step 3: Identify the causes and forces at work that explain Maryland's current situation with respect to readiness for work, community and family.
- Step 4: Identify what it will take to improve the readiness of Maryland youth for work, community and family.
- Step 5: Calculate the cost if Maryland does nothing — the "cost of bad outcomes."
- Step 6: Develop a comprehensive Ready by 21 Strategy, implement the strategy and update it based on new data.

## PART III

# FROM VIEWING A DASHBOARD TO ARTICULATING VALUES: PRINCIPLES FOR SUPPORTING YOUTH



Creating “dashboards for youth” such as those above are a critical first step for a state. But they are only the first step. To improve the lives of young people, states must push beyond neutral frameworks to take a stand for where they want to “move the needle,” and how they want to get there. Building on the best

possible research and practice, states often articulate principles for supporting youth. While these vary from state to state, common themes quickly emerge. Most states articulate principles similar to those espoused by the Forum for Youth Investment. These core principles are presented on the pages that follow.<sup>10</sup>

### NATIONAL GOVERNORS ASSOCIATION YOUTH POLICY NETWORK

#### *Principles of Youth Development*

- Youth development approaches are directed at *all youth*. While certain populations of youth are more at risk and more in need of services, states' youth development approaches should be universal in nature.
- Youth development is *asset based*. Youth development helps youth develop the personal assets that “protect” them from negative behaviors and that help them become socially, morally, emotionally, physically and cognitively competent. This focus on positive development influences the attitudes, behaviors and skills that enable youth to succeed as parents, citizens and workers, and ultimately helps them become healthy and productive adults.
- *Families* are essential to supporting healthy youth. Youth development policies build on and complement human services and early childhood policies that are directed at strengthening families.
- Youth development is *holistic* and developmentally appropriate. Youth development strategies work to address youth's physical, emotional, social, economic and spiritual needs within a developmentally appropriate framework. This involves better integrating service systems — such as education, health, mental health, workforce and juvenile justice — that interact with youth at different developmental stages.
- Youth development strategies are *place based* and reflect local needs. Youth development approaches aim to strengthen individual communities' capacity to better support the development of youth. These strategies engage youth, families, schools, the faith community and other institutions in helping youth develop essential competencies and connections. They also are tailored to the unique needs and circumstances of communities.
- *Youth are involved* in decision making. Throughout states' decision-making processes youth should have the opportunity to be actively involved.

<sup>10</sup> See, for example, Pittman, K., Irby, M., & Ferber, T. (2000). *Unfinished Business: Further Reflections on a Decade of Promoting Youth Development*. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation. Available online at: [www.forumforyouthinvestment.org/respapers.htm](http://www.forumforyouthinvestment.org/respapers.htm)

## YOUNG PEOPLE GROW UP IN COMMUNITIES, NOT PROGRAMS

While young people do spend significant time in school buildings, attention needs to be paid to all the settings where young people live, learn, work, play and contribute. This means that ultimately communities, not systems, have to come together to define their vision for young people and commit to monitoring their progress. In urban areas, the operative geographic area is often neighborhoods.

### EXAMPLE: WYOMING

Positive youth development must be achieved through coordinated and comprehensive community-based actions. Community members are responsible for, and must be empowered to determine which policies and strategies will best achieve positive youth development. Community coalitions and networks draw together agencies, organizations and individuals committed to youth development efforts.

— State of Wyoming: Framework for Youth Development

## PROBLEM-FREE IS NOT FULLY PREPARED

We must be as intentional about defining and promoting positive outcomes as we are in defining and preventing negative outcomes.

### EXAMPLE: NEW YORK

While the prevention and remediation of young people's problems is critical, youth development aims higher. Its goal is to foster, in all young people, physical and mental health; competence at school, work and in the community; confidence; character; and connectedness with family and peers.

— Promoting Positive Development in New York State

## FULLY PREPARED IS NOT FULLY ENGAGED

Youth should be viewed as assets to be developed and engaged in supporting their families, peers and communities.

### EXAMPLE: KENTUCKY

Youth are involved in the planning, governance, assessment and delivery of youth policy and services.

— Kentucky Youth Development Partnership

## ACADEMIC COMPETENCE, WHILE CRITICAL, IS NOT ENOUGH

And competence itself, while critical, is not enough. Young people need a range of developmental competencies, and seek a range of positive outcomes. Young people need *competence*, but they also need *confidence*, *character*, *connections* to family, peers and community, and they must *contribute* to those around them.

### EXAMPLE: IOWA

Youth Development is defined by the Iowa Collaboration for Youth Development as the ongoing growth process in which all youth strive to: 1) meet the basic personal and social needs to feel cared for and to be safe, valued, useful and spiritually grounded; and 2) build character, skills and competencies that permit functioning and contribution in daily life.

— Iowa Collaboration for Youth Development

## YOUTH NEED SERVICES, SUPPORTS AND OPPORTUNITIES

Young people need affordable, accessible care and services (e.g., health and transportation), safe and stable environments and high-quality instruction and training. But they also need supports — relationships and networks that provide nurturing, standards and guidance — and opportunities to try new roles, master challenges and contribute to family and community.

### EXAMPLE: WYOMING

All youth will have access to a wide range of services, activities and educational opportunities, which provide timely interventions, training and supports that guarantee successful transition into adulthood. Youth will have positive interactions with peers and knowledgeable, caring adults in success-oriented environments that foster holistic education, leadership and employment skill development. Young people need health care, good schools, transportation and safe and stimulating places to spend time.

— State of Wyoming: Framework for Youth Development

## EARLY AND SUSTAINED

While research may indicate that some ages witness particularly crucial stages of development, all ages are critical. Investing in early childhood is necessary but not sufficient — there is no way to sufficiently “inoculate” children so that they will be immune to later challenges and developmental tasks. Development is ongoing, and does not stop because program funds run out or because a certain age is reached. Investments must begin early and be sustained until as late as age 24.

### EXAMPLE: ALASKA

We don’t start building assets in teenagers. Rather, we nurture very young children and continue to nurture through the teen years. Each stage of a child’s development is important. Each one builds on experiences — good and bad — from the earlier stage. The message is this: Start now. Never give up.

— Helping Kids Succeed — Alaskan Style



## PART III

# FROM VIEWING THE DASHBOARD AND ARTICULATING PRINCIPLES TO MOVING THE NEEDLE: NINE CRITICAL TASKS FOR STATE POLICY MAKERS AND ADVOCATES



**D**eveloping frameworks and principles is at best only half of the challenge. Policies that are sustained (able to withstand changes in administrations or economic downturns), scaled-up (reaching a significant proportion if not the majority of targeted young people) and effective (demonstrating measurable process outcomes such as quality, accessible programming and/or impact outcomes such as changes in youth conditions and behaviors) do not happen overnight. They are the result of careful strategizing to ensure that the vision is supported, implemented and assessed. The National Crime Prevention Council focuses on five tasks states must undertake:<sup>11</sup>

1. increasing capacity;
2. increasing communications regarding your vision;
3. increasing the legitimacy of your vision;
4. establishing mechanisms to involve local entities; and
5. developing and organizing constituencies.

FYSB focuses on eight similar tasks:<sup>12</sup>

1. strengthening state programs and procedures;
2. providing training and technical assistance on youth development;
3. improving youth involvement strategies;
4. organizing conferences and forums on the youth development approach;
5. making sub-grants to promote youth development activities;
6. creating new outlets for sharing information on youth development;
7. involving state coalitions of youth-serving organizations; and
8. identifying data that measure positive youth outcomes.

The Forum has attempted to blend these two lists (and similar ones used by individual states) into a combined list that has proved useful for comparing and contrasting efforts being undertaken by various

<sup>11</sup> Chavis, D. (2002). *Embedding Prevention in State Policy and Practice: First Annual Evaluation Report*. Gaithersburg, MD: Association for the Study and Development of Community.

<sup>12</sup> Family and Youth Services Bureau (FYSB), Administration on Children, Youth and Families, Administration for Children and Youth, U.S. Department of Health and Human Services. (1999, April). *FYSB Update*. A program summary from the Family and Youth Services Bureau. Silver Spring, MD: National Clearinghouse on Families & Youth.

states, regardless of which organizational umbrella they fall under.<sup>13</sup> Several observations can be made regarding the work states are undertaking:

- Strategies go far beyond narrow definitions of policy making to include the broad range of efforts both inside and outside of government that are needed to increase the effectiveness, sustainability and scale of youth policies.
- There seems to be no one right place to start — different states have begun with different tasks (although starting by securing the vision and framing the issue is a logical place to start and may possibly yield better results).
- States often undertake more than one task at a time (e.g., efforts to define a vision are

coupled with community building strategies; legislation to increase program funding is coupled with efforts to strengthen the accountability infrastructure).

- States find it challenging to undertake all the tasks at sufficient levels of depth, even over the course of several years. However, there does appear to be a need to get through all of the tasks. Sooner or later, it appears that if a state does not attend to one or more of these tasks, it becomes a major stumbling block to progress.

The following pages present the list of nine critical tasks for state policy makers and advocates, as well as examples of how states are tackling each task.

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<sup>13</sup> Ferber, T., & Pittman, K. (2001, November). *Adding It Up: Taking Stock of Efforts to Improve State-level Youth Policies*. A discussion paper of the Forum for Youth Investment. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation. Available online at: [www.forumforyouthinvestment.org/respapers.htm](http://www.forumforyouthinvestment.org/respapers.htm)

## NINE CRITICAL TASKS FOR STATE POLICY MAKERS AND ADVOCATES

### CRITICAL TASK 1

#### *VISION: FRAMING THE ISSUE*

States are working to get the vision right and get it broadly owned. They define and communicate common premises, principles and priorities that answer basic questions about why, what, where, when and who (outcomes, inputs, settings, timeframes, actors, target populations). Youth development blueprints and frameworks are common forms of this work.

### CRITICAL TASK 2

#### *BUILDING CROSS-CUTTING COORDINATING BODIES*

States are working to put structures in place to look across systems with a youth development lens. These include both accountability structures (for planning, coordination and monitoring) and funding structures. They vary in where are they housed, how are they staffed, how they came into being, how permanent they are, their charge and the resources, accountability and power are they granted. But all have the potential to fill a critical void.

### CRITICAL TASK 3

#### *PROVIDING PROOF: EVIDENCE, DATA, OUTCOMES AND INDICATORS*

States are working to collect, analyze and disseminate data in ways that promote a shared sense of accountability. They face an ongoing challenge of balancing indicators that measure negative behaviors with indicators that measure positive behaviors.

### CRITICAL TASK 4

#### *YOUTH AND COMMUNITY INVOLVEMENT*

States are working to involve youth and community members in shaping and advancing their efforts. A variety of strategies are used to engage and empower those likely to be left out of critical conversations.

### CRITICAL TASK 5

#### *MARKETING, MESSAGES AND COMMUNICATIONS*

By and large, the public has negative views of young people. States are working to advance clear messages and communications to promote a more accurate, positive view of young people. Additionally, states are working to communicate the value of collaborative efforts to support youth development.

### CRITICAL TASK 6

#### *CAPACITY BUILDING: DEMONSTRATION PROJECTS AND TRAINING AND TECHNICAL ASSISTANCE*

States are working to build capacity of people (professionals and volunteers), programs and places (regions, communities and neighborhoods). A range of training tools, curricula, workshops and conferences are in use. States often partner with regions and communities to advance efforts.

### CRITICAL TASK 7

#### *MODEL POLICIES AND INITIATIVES*

States are working to develop cross-cutting multi-system initiatives, policies, RFPs, MOUs, etc. that demonstrate how various departments and agencies — both inside and outside of government — can work together and the tangible successes that result from doing so.

### CRITICAL TASK 8

#### *MAKING THE CASE TO INFLUENTIAL FUNDERS TO INCREASE RESOURCES*

Youth policy makers are working to inform influential funders and encourage them to champion youth-focused efforts. State youth officials work to influence key decision points in the budget cycle, and to leverage foundation, corporate and federal dollars to support young people.

### CRITICAL TASK 9

#### *TECHNOLOGY*

Increasingly, states are finding databases and the internet to be powerful tools for collecting and synthesizing information into youth policy frameworks and disseminating it in flexible ways to residents throughout the state.

*The following pages provide examples of how states are tackling each of these critical tasks.*

## CRITICAL TASK 1

## EXAMPLES FROM STATES

**VISION: FRAMING THE ISSUE**

States are working to get the vision right and get it broadly owned. They define and communicate common premises, principles and priorities that answer basic questions about why, what, where, when and who (outcomes, inputs, settings, timeframes, actors, target populations). Youth development blueprints and frameworks are common forms of this work.

**Alaska:** State Adolescent Health Plan. The Adolescent Health Plan was designed in 1995 to help state agencies and local communities develop, implement and evaluate programs and services for children and youth. Its key principles include: holistic, locally determined collaborative approaches; starting early in life; involving multiple sectors; addressing youth development strategies, risk factors and protective factors. The “Critical Elements” tool, which incorporates the youth development approach, is used in RFPs (grant requests for proposals) and agency reviews. Local agencies and organizations also use the tool for planning and evaluation purposes. For additional information, contact [becky\\_judd@health.state.ak.us](mailto:becky_judd@health.state.ak.us) or [dpeterson@asab.org](mailto:dpeterson@asab.org)

**Louisiana:** Louisiana’s Blueprint for Investing in Youth. With the premise that “youth are Louisiana’s competitive edge,” the Louisiana Youth Policy Network has created a set of guiding principles that frames its vision for the youth of Louisiana. This vision, as stated by the Louisiana Youth Policy Network, is “A system that provides the right interventions at the right time ensuring Louisiana youth acquire the necessary skills for success in education and employment, and businesses gain a skilled workforce.” This youth system will be evaluated using a set of core indicators around the themes of ensuring that children and families get a healthy start, helping children and youth succeed in school, improving the life chances of youth and young adults, and strengthening the positive development of youth. Ultimately, this vision aims to empower local communities across the state of Louisiana to invest in their youth. Additional information is available online at [www.layouthnet.org](http://www.layouthnet.org)

**New York:** Promoting Positive Youth Development in New York State: Moving from Dialogue to Action. Assembled by the Adolescent Project Team of Partners for Children, this document represents New York State’s effort to: define youth development; discuss its principles, benefits and applications; and offer strategies for advancing it in New York State. It attempts to elevate the importance of youth development on a cross-system basis with New York State’s policy and program framework, and seeks to form the core approach to improving youth outcomes in every community within New York State. This document assesses the current status of New York State youth and the programs and services currently in place, and seeks to transform the youth specialist model into a cross-system, collaborative one focused on developmental outcomes and strengths of young people, rather than their problems. Additional information is available online at [www.nyspartnersforchildren.org/teen.htm](http://www.nyspartnersforchildren.org/teen.htm)

**Iowa:** Youth Development Results Framework. Among the first tasks of the Iowa Collaboration for Youth Development, formed in 1999, was the development of a Youth Development Results Framework. This document established the broad vision for youth policy in the state by identifying the results or outcomes for which there was shared responsibility across the multiple systems and organizations represented on the Collaboration. Based on youth development research, existing strength-based approaches and policy results that had been legislatively mandated for Iowa’s early childhood initiative, Iowa’s Youth Development Results Framework includes the environments or domains that influence youth outcomes (i.e., families, schools and communities), and the positive youth results related to competencies and connections that are desired for all youth in the state. Additional information is available online at [www.icyd.org](http://www.icyd.org)

**Wyoming:** Framework for Youth Development. In January 2000, The Human Resources Sub-Cabinet formed an interagency team to create a comprehensive youth development framework for Wyoming that will effectively address the issues facing Wyoming’s youth. The framework presents the efforts of that team, the Wyoming Youth Development Collaborative, which consists of growing numbers of representatives from state agencies and organizations committed to promoting youth development. Additional information is available online at [http://prevention.wyowins.net/youth/youth\\_collaborative.html](http://prevention.wyowins.net/youth/youth_collaborative.html)

*continues . . .*

CRITICAL TASK 1 — VISION: FRAMING THE ISSUE, *continued*

California: Investing in Adolescent Health — A Social Imperative for California’s Future. Recognizing the need to create a single vision for adolescent health and development, the California Department of Health Services spearheaded the development of a strategic plan with the California Adolescent Health Collaborative. In 2001, the Collaborative, a statewide public/private partnership including both local and state level organizations, released a comprehensive strategic plan for improving the way that California addresses adolescent health and youth development needs. The plan’s eight recommendations are focused in three major areas: making youth a policy priority, creating supports and opportunities for all youth and improving services and service systems. Each of the recommendations is accompanied by concrete suggestions for implementation. The plan has been widely distributed and used by counties to develop new activities related to teen health and development. Additional information is available online at [www.californiateenhealth.org/strategic.html](http://www.californiateenhealth.org/strategic.html)

## CRITICAL TASK 2

## EXAMPLES FROM STATES

**BUILDING CROSS-CUTTING COORDINATING BODIES**

States are working to put structures in place to look across systems with a youth development lens. These include both accountability structures (for planning, coordination and monitoring) and funding structures. They vary in where are they housed, how are they staffed, how they came into being, how permanent they are, their charge and the resources, accountability and power are they granted. But all have the potential to fill a critical void.

**California: Shifting the Focus.** Shifting the Focus is a voluntary interagency violence prevention partnership, cutting across over 30 state and local governmental departments and agencies in the State of California. The strategy employed by Shifting the Focus incorporates supporting local violence prevention efforts with appropriate state action, promoting greater intergovernmental strategic collaboration around violence prevention and educating state government around a strategic plan for violence prevention in the state. The long-term goal of Shifting the Focus is to embed prevention by reforming state practices, policies and programs to better meet the needs of local practitioners and the community. Additional information is available online at [http://caag.state.ca.us/cvpc/fa\\_shifting\\_the\\_focus.html](http://caag.state.ca.us/cvpc/fa_shifting_the_focus.html)

**Connecticut: State Prevention Council.** The creation of a high-level State Prevention Council in Connecticut was accomplished by the enactment of An Act Concerning Crime Prevention and A State Prevention Council in July 2001. This State Prevention Council is composed of State commissioners to lead the process, with agency personnel assigned to assist the Office of Policy and Management in carrying out the legislative mandates. The State Prevention Council will report on current levels of expenditures on prevention, establish long-term prevention goals for State government, adopt benchmarks and quantitative outcome indicators and identify best practices and programs. Additional information is available online at [www.cga.state.ct.us/coc](http://www.cga.state.ct.us/coc)

**Massachusetts: Youth Development Advisory Council.** Created in 1999, the statewide Youth Development Advisory Council advises the Massachusetts Executive Office of Health and Human Services regarding youth development policy and assists in the implementation of initiatives. With a diverse membership including youth-serving agencies, community agencies, advocates, law enforcement and youth, the Council is held together by members sharing a common vision “that all Massachusetts youth grow up to be healthy, caring, economically self-sufficient adults.” The Council has endorsed a draft youth policy based on America’s Promise and the proposed Younger Americans Act.

**Iowa: The Iowa Collaboration for Youth Development.** The Iowa Collaboration for Youth Development (ICYD) is a coordinating body of state agencies, community organizations, statewide associations and research institutions that have an interest in youth policy. Formed initially as a small group of state and local agencies to plan for and monitor a federal State Youth Development Collaboration Project grant from the U.S. Department of Health and Human Services, Family and Youth Services Bureau, the ICYD has grown and evolved into a forum for information sharing, policy discussions and state and community planning, among more than forty agencies and organizations from public and private sectors. Participation in the collaboration is open to anyone with an interest in promoting positive youth development policy and practice in the state. Committees have been formed to guide more specific efforts related to youth involvement, training and technical assistance, communications, state policy alignment and community planning. Additional information is available online at [www.icyd.org](http://www.icyd.org)

**New York: Partners for Children.** Several years ago, leaders from both the public and private sectors came together, intent on improvement — not only to make life better for New York’s children and families, but also to do it in a measurable way. The result was a partnership for children that evolved over time into a fourteen partner-strong network. The state-level Partners for Children charged the Youth Development Team with the responsibility of establishing a foundation for developing and promoting youth development strategies and approaches that are coordinated across agency systems. Additional information is available online at [www.nyspartnersforchildren.org/teen.htm](http://www.nyspartnersforchildren.org/teen.htm)

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CRITICAL TASK 2 — BUILDING CROSS-CUTTING COORDINATING BODIES, *continued*

Alaska: State Adolescent Health Advisory Committee. The state Adolescent Health Advisory Committee (AHAC) is a public/private partnership comprised of 18 individuals who are committed to the needs and health of Alaska's youth, and who represent a diverse spectrum of expertise and influence. Membership includes students, native organizations, state agencies, local groups and affiliations, health, social services and law enforcement organizations. AHAC's efforts led to the development of the Adolescent Health Plan, provided inspiration and guidance for the book *Helping Kids Succeed Alaskan Style*, and supported the creation of the statewide youth development initiative (Alaska Initiative for Community Engagement, or AK-ICE). Additional information is available by contacting [becky\\_judd@health.state.ak.us](mailto:becky_judd@health.state.ak.us)

California: Youth Pilot Program. The Youth Pilot Program (YPP) allows six counties to explore alternative and innovative ways of providing integrated, comprehensive services to high-risk children and families with multiple needs to help prevent or limit problems, rather than responding to consequences once problems occur. The counties act in partnership with multiple state departments and local community-based agencies. The California Health and Human Services Agency is responsible for overseeing and coordinating the pilot. The YPP is implemented at the state level by a cross-departmental team that includes the California Departments of Health Services, Social Services, Mental Health, Alcohol and Drug Programs and Education. The state team is responsible for providing technical assistance and consultation to the pilot counties regarding implementation of their YPP strategic plans. The YPP state and pilot county partnership has resulted in establishing a more collaborative relationship and developing more effective approaches to eliminating barriers to integrated service delivery.

CRITICAL TASK 3  
EXAMPLES FROM STATES**PROVIDING PROOF:  
EVIDENCE, DATA, OUTCOMES AND INDICATORS**

States are working to collect, analyze and disseminate data in ways that promote a shared sense of accountability. They face an ongoing challenge of balancing indicators that measure negative behaviors with indicators that measure positive behaviors.

Iowa: Youth Survey. Collecting and disseminating youth development data has been a major focus of individual state agencies and collaborative efforts in Iowa. Several state agencies jointly fund and collaborate to implement the triennial Iowa Youth Survey, which was administered to more than 85,000 students in sixth, eighth and eleventh grades in 1999 and will be conducted again in 2002. This survey provides a wealth of information on youth attitudes and behaviors in Iowa and is now being analyzed to specifically measure youth development constructs. The Iowa Collaboration for Youth Development (ICYD) has also identified numerous indicators and associated data sources for each of the five result areas in its Results Framework. These indicators and links to Internet accessible data sources are provided on the ICYD Web site for communities and organizations. Additional information is available online at [www.state.ia.us/dhr/cjpp/ythsurvey.html](http://www.state.ia.us/dhr/cjpp/ythsurvey.html)

Vermont: Community Profiles. Vermont includes youth assets data in its annual outcome and indicators publication, the Agency of Human Services' *Community Profiles* ([www.ahs.state.vt.us/publs.htm#compro](http://www.ahs.state.vt.us/publs.htm#compro)). Beginning in 2001, Vermont added assets questions to its state Youth Risk Behavior Survey, administered biannually to most students in grades 8–12. Other assets-data come from the Search Institute survey, *Profiles of Student Life: Attitudes & Behaviors*, in which more than 15,000 of the state's youth have participated.

Louisiana: Core System Indicators. Louisiana developed core system indicators for its emerging youth system based on their communication power, alignment with vision, measurability with data and system-wide impact. The resulting 17 indicators were organized around the following themes: ensuring that children and families get a healthy start; helping children and youth succeed in school; improving the life chances of youth and young adults; and strengthening the positive development of youth. Additional information is available online at [www.layouthnet.org/youthgrant.pdf](http://www.layouthnet.org/youthgrant.pdf)

Arizona: Accountability System. Arizona's outcome-based Accountability System will integrate a number of components to identify and respond to local prevention needs. First, the state has developed Statewide and Community Scorecards, which cover 19 community and state "civic health" indicators. The state is also identifying diverse prevention, early intervention and treatment programs at the city, community and neighborhood levels through a Program Inventory. The state will conduct a statewide evaluation of these programs and replicate and adopt those that are the most effective and research-based. Through a Systematic Appraisal of Needs and Statewide Parents Survey, Arizona will identify community needs and gaps in services. Additional information is available online at <http://find-it.lib.az.us>

Oregon: Measuring Outcomes for Oregon's Children, Youth and Families. The Oregon Commission on Children and Families (OCCF), working toward the best future for Oregon's children, youth and families, has developed a series of documents designed to help local commissions and partners make sound decisions based on research about what strategies work to meet the local community needs. These documents offer guidance on how to create a comprehensive wellness system, an accountability system and a continuum of supports for all of Oregon's children, youth and families. The third book, *Building Results III: Measuring Outcomes for Oregon's Children, Youth and Families*, identifies measurement approaches and tools for assessing specific outcomes. It includes a comprehensive index of outcomes and a separate volume appendix of measures. Chapters include accountability and performance measurement, principles of accountability for outcomes, measurement approaches, developing surveys and specific measures for family, child, youth, educational and child care outcomes. Additional information is available online at [www.ccf.state.or.us/pageoccf.html](http://www.ccf.state.or.us/pageoccf.html)

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CRITICAL TASK 3 — PROVIDING PROOF: EVIDENCE, DATA, OUTCOMES AND INDICATORS, *continued*

Connecticut: *Assessing Outcomes in Youth Programs: A Practical Handbook*. *Assessing Outcomes in Youth Programs: A Practical Handbook* is a project of the University of Connecticut, Connecticut for Community Youth Development, the Connecticut Office of Policy and Management and the Connecticut Juvenile Justice Advisory Committee. The goals of this handbook are to: 1) offer managers and staff in youth programs guidelines for planning an evaluation of their program; 2) offer a tool to those who wish to conduct their own evaluation; and 3) provide funders of youth programs with a clearly defined set of positive youth developmental outcomes and indicators for measuring those outcomes. The handbook is available free of charge at [www.opm.state.ct.us/pdpd1/grants/JJAC/handbook.pdf](http://www.opm.state.ct.us/pdpd1/grants/JJAC/handbook.pdf). A series of training sessions on how to use this handbook are available as well. Additional information is available online at the Connecticut for Community Youth Development Training Web site at [www.opm.state.ct.us/pdpd1/grants/CCYD/CCYD\\_Training.htm](http://www.opm.state.ct.us/pdpd1/grants/CCYD/CCYD_Training.htm)

CRITICAL TASK 4  
EXAMPLES FROM STATES

## YOUTH AND COMMUNITY INVOLVEMENT

States are working to involve youth and community members in shaping and advancing their efforts. A variety of strategies are used to engage and empower those likely to be left out of critical conversations.

Iowa: Youth Involvement Initiatives. One of the primary objectives of the Iowa Collaboration for Youth Development (ICYD) is to increase youth involvement in state and local level planning, policy discussions and decision making. The ICYD has created a Youth Involvement Committee to publicize existing opportunities for young people to develop leadership skills and to be involved at the state and community level; to implement new strategies to involve youth; and to identify and develop tools and resources that will build the capacity at the state and community level to effectively involve youth. The ICYD Web site ([www.icyd.org](http://www.icyd.org)) includes a Youth Involvement page that describes local initiatives that promote opportunities for youth involvement, and encourages local youth-adult partnership activities and civic engagement among youth. The “Local Youth Involvement Initiatives Page” provides a clickable map which allows for identification of each local initiative by county.

Alaska: The Power of an Untapped Resource. A core principal of the state Adolescent Health Plan is meaningful youth involvement. One of the high school members of the state advisory committee created a 12-page booklet entitled: *The Power of an Untapped Resource: Exploring Youth Representation on Your Board or Committee*. This publication, as well as subsequent training and advocacy efforts, has led to significant youth representation, and in some cases full voting privileges, on agency boards of directors, municipal commissions, foundations, state grant review panels and on every school board across Alaska. Additional information is available online at [www.aasb.org/Publications.html](http://www.aasb.org/Publications.html)

Vermont: Youth Councils. Vermont has encouraged the formation of regional Youth Councils statewide. The Agency of Human Services has made funds available to each of these Youth Councils to distribute as youth-initiated grants in their regions. Additionally, Vermont has two student members on the State Board of Education and 20 local school boards have one or more student members. Within the next year, Vermont will study the experience of these youth members to better understand the benefits to youth and communities, and the barriers to greater impacts. Additional information is available online at [www.ahs.state.vt.us](http://www.ahs.state.vt.us)

Massachusetts: Youth Network Team. The Youth Development Advisory Council's Youth Network Team is a diverse group of young people that represent various state agencies, student councils, community providers and municipalities. The Youth Network Team gives statewide and local youth organizations the opportunity to communicate, coordinate and advocate regarding issues and state policies that impact youth of the Commonwealth. Recent activities include passage of a state college tuition waiver for foster youth and a multi-youth agency teen dating violence prevention campaign that included distribution of campaign materials throughout the state as well as media outreach to editorial boards on teen dating violence and its effects.

New York: Youth Engagement Workgroup. The state public/private interagency Youth Development Team has established a Youth Engagement Workgroup. This workgroup has brought together adult and youth from three state agency-sponsored youth advisory groups: The Youth Leadership and Service Council (Office of Children and Family Services), the Statewide Youth Advisory Council (Office of Mental Health) and the Anti-Tobacco Youth Empowerment Initiative (Department of Health). Youth play a key role in setting the agenda for this workgroup. Additional workgroup related activity includes a statewide convening of agencies involved in youth voice to share information and establish connections and support for Youth on Board training to county partners.

New York: Youth Leadership and Service Council. The New York State Office of Children and Family Services (OCFS) Office of Youth Development invites young people across the state to get involved with the Youth Leadership and Service Council (YLSC). The YLSC consists of teens and young adults who have demonstrated their commitment to youth leadership development and are willing to work with others to influence policies that will have a positive impact on young people throughout New York. The YLSC meets several times a year to discuss ways young people can mobilize communities by building partnerships with adults, enhancing communication with youth development organizations and participating in community service activities. The Council serves as the voice of young New Yorkers to the State Commission on National and Community Service.

CRITICAL TASK 5  
EXAMPLES FROM STATES

## MARKETING, MESSAGES AND COMMUNICATIONS

By and large, the public has negative views of young people. States are working to advance clear messages and communications to promote a more accurate, positive view of young people. Additionally, states are working to communicate the value of collaborative efforts to support youth development.

**Alaska: Spirit of Youth.** Spirit of Youth began in 1997 as a media campaign to address the growing negative image of teenagers. Since then, hundreds of positive stories about Alaskan youth have been highlighted in the broadcast, radio and print mediums. Rather than focusing exclusively on personal academic or sports achievements, these stories cover the many ways young people are contributing to their community. The campaign grew to become the Spirit of Youth Foundation in 2001, dedicated to creating and promoting opportunities for youth involvement through youth-initiated youth-led projects, civic engagement (Youth Vote), leadership and ongoing positive media recognition. Youth participation is an integral part of the foundation's governance, which consists of a Board of Directors and Teen Action Council. The 12-member volunteer teen action council is responsible for publicizing events, nominating and interviewing candidates, selecting stories and organizing the annual awards banquet. Youth internships at local media outlets are currently being developed. Additional information is available online at [www.spiritofyouth.org](http://www.spiritofyouth.org)

**Oregon: Get Real Public Awareness Campaign.** Oregon is planning a campaign, entitled Get Real: Connect With Youth, to create attitudinal change of those who have frequent interaction with youth, as well as those whose decisions influence and impact youth. It is built on the premise that before adults and communities can support children and youth in a comprehensive, proactive and effective manner, there must be a change in the way adults look at youth. Additional information is available online at [www.ccf.state.or.us/pageoccf.html](http://www.ccf.state.or.us/pageoccf.html)

The four key messages of the campaign are:

1. There is more to youth than what you believe you see on the outside — double check your perceptions;
2. We were all youth at one time;
3. We all have interaction with youth: let's make it positive; and
4. You can make a difference.

**Massachusetts: Youth Media Guide.** Compiled by The Medical Foundation in Massachusetts, this guide resulted from a collaboration of representatives from various state agencies and young people. The guide, entitled *Youth, Media and Public Speaking*, was written by a group of adults and young people who believe in the importance of youth voices being heard. The main principles outlined in this guide include 1) integrity — the integrity of young people must be respected and protected; 2) decision making — youth must be involved in making decisions about how their stories are presented publicly; 3) support — youth involvement in public speaking and the media is most appropriate with the ongoing support of other youth and/or adults; and 4) preparation — both youth and adults should explore the risks and benefits of speaking out and prepare in advance to ensure an effective and positive experience. The guide serves as a how-to media advocacy guide for youth, while also targeting the adults that work with them. In so doing, the guide outlines the role of the adult advisor in assisting youth in media advocacy, as well as the importance of agency and organizational media policies for youth. Additional information on The Medical Foundation's efforts to promote development is available online at [www.tmfnet.org](http://www.tmfnet.org)

**Iowa: Just Eliminate Lies (J.E.L.).** Iowa J.E.L. is a statewide youth movement targeting tobacco use. The initiative, with support from the Iowa Department of Public Health and dedicated revenue from tobacco settlement funds, was developed and led by Iowa high school students. JEL is based on advocacy activities on both the state and local levels and it has its own media/marketing campaign to combat the advertising of the tobacco industry. Its activities include an annual summit where students from across the state learn about tobacco issues and design a campaign strategy.

**Kentucky: Agency for Substance Abuse Policy (KY-ASAP) Media Task Force.** The Media Task Force works to gather information on existing media campaigns related to alcohol, tobacco and other substance abuse prevention and to make recommendations on the coordination of future media campaigns within Kentucky. Additional information about the KY-ASAP is available online at [www.lrc.state.ky.us/KRS/012-00/330.PDF](http://www.lrc.state.ky.us/KRS/012-00/330.PDF)

CRITICAL TASK 6  
EXAMPLES FROM STATES

## CAPACITY BUILDING: DEMONSTRATION PROJECTS AND TRAINING AND TECHNICAL ASSISTANCE

States are working to build capacity of people (professionals and volunteers), programs and places (regions, communities and neighborhoods). A range of training tools, curricula, workshops and conferences are in use. States often partner with regions and communities to advance efforts.

Connecticut: Youth Development Training and Resource Center. Connecticut's statewide youth development demonstration project, Connecticut for Community for Youth Development (CCYD), is a clear example of a capacity-building model. The Governor's Office of Policy and Management (OPM) is using five-year funding from the U.S. Department of Health and Human Services to build the capacity of a) front line youth workers; b) supervisors in youth-serving organizations; c) statewide associations, (e.g., the CT Youth Services Association); and d) funders from public sector agencies, private sector foundations and corporate philanthropy. The funds were sub-granted to a nonprofit, Youth Development Training and Resource Center, for conducting training and workshops in the state, providing technical assistance on youth development, as well as providing consultation to the Funders Connection. Additional information is available online at [www.theconsultationcenter.org/YDTRC/home.htm](http://www.theconsultationcenter.org/YDTRC/home.htm) and [www.opm.state.ct.us/pdpd1/justice/index.htm](http://www.opm.state.ct.us/pdpd1/justice/index.htm)

Alaska: Alaska Initiative for Community Engagement (Alaska-ICE). Alaska-ICE is a six-year statewide youth development initiative emphasizing the shared responsibility for preparing Alaska's children and youth for the future (including their academic success, civil behavior, racial tolerance and the reduction of risk behaviors). It is based on the vision set forth by the Association of Alaska School Board's 1991 long range plan and the book *Helping Kids Succeed-Alaskan Style*, created in partnership with Alaska Department of Health and Social Services in 1998. This book, which provides tools and suggestions for building assets among Alaskan youth, is based on the Search Institute's Developmental Assets framework and the ideas provided by thousands of Alaskans. AK-ICE provides local, regional and statewide training, technical assistance, demonstration projects, coaching and resources to schools, community organizations, parent groups and faith communities. Additional information is available online at [www.aasb.org](http://www.aasb.org) and [www.alaskaice.org](http://www.alaskaice.org)

Iowa: Community Partnerships. Staff from state agencies represented on the Iowa Collaboration for Youth Development are working closely with a small number of communities in the state to explore ways to improve coordination and to test the feasibility of consolidating planning across multiple youth serving systems. These state-community partnerships will identify barriers to cross-system planning and youth program implementation and make recommendations to streamline these activities. Communities will be assisted in completing community needs assessments and developing comprehensive plans using a youth development framework. The process will also inform state agencies on overlapping or duplicative requirements and other barriers to more efficient planning and implementation of youth services, opportunities and supports. Additional information is available online at [www.icyd.org](http://www.icyd.org)

Louisiana: Building Community Capacity. Louisiana's Youth Development Collaboration Project awarded mini-grants of \$10,000 to seven organizations, including nonprofits, local workforce investment boards and local governments, to spearhead the creation of regional youth development strategic plans and a youth development resource directory for each region. This grant proposal opportunity represented the state's first effort to pilot a joint RFP, pooling funds from a FYSB grant, School-to-Work and Temporary Assistance to Needy Families (TANF) funding. Over 400 participants statewide participated in the regional strategic planning meetings, representing a broad base of key stakeholders, including youth. Additionally, the project hosted a three-day Youth Development Institute attended by seven multi-generational teams. The teams obtained assistance and training in key tools, such as facilitation and group dynamics, building youth-adult partnerships, policy making and cultural competence to further youth system-building efforts. Throughout the year, the project co-hosts state conferences, youth development institutes and provides funding to communities to create youth coalitions that encourage youth providers to work together and streamline resources.

Colorado: Collaboration for Youth. The Colorado Collaboration for Youth is a statewide initiative to encourage collaboration among state agencies, community organizations and young people to enhance services and develop greater resources using youth development practices in communities throughout Colorado. The project has been designed to 1) expand opportunities for learning about healthy youth development and strength-based models; 2) promote links between youth programs and family programs as a means to stimulate strength-based community development; 3) facilitate collaboration

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CRITICAL TASK 6 — CAPACITY BUILDING: DEMONSTRATION PROJECTS AND TRAINING AND TECHNICAL ASSISTANCE, *continued*

between agencies serving homeless/runaway and at-risk youth and agencies focusing on family support to enhance services and develop greater resources for the target population; and 4) increase professional growth opportunities for youth service staff. The Colorado Collaboration for Youth Project provides assistance to the Community Collaboration Sites to integrate a strength-based model of youth development into their organizations and communities through the provision of training and technical assistance. Additional information about the Colorado Collaboration for Youth is available online at [www.coforyouth.net/](http://www.coforyouth.net/)

New York: Youth Development Team. The state public/private interagency Youth Development Team is committed to providing cross systems statewide training and technical assistance to staff, programs and communities. This team provides on the Internet a *Youth Development Resource Notebook*, which is a compendium of information on topics including adolescent development, engaging youth, collaboration, Web sites and research reports, as well as summaries of three youth development trainings: Advancing Youth Development, Search Institute and Communities That Care (CTC). The State Office of Children and Family Services, Cornell Cooperative Extension and Association of New York State Youth Bureaus are providing training and support to county teams to deliver the Advancing Youth Development training. Teams currently exist in 44 counties. The State Office of Alcoholism and Substance Abuse Services, in partnership with other state agencies, has four certified Communities That Care trainers and fifty CTC Process Facilitators to deliver this training in counties. Through federal, state and local funding, CTC is being conducted in more than 20 communities with many others preparing to start. Through intensive training of state agency staff and a recent training of trainers for three Search Institute workshops, 16 counties and state agencies are building capacity to support communities building developmental assets.

New York: Integrated County Planning Project. In New York, counties are the focus of significant county strategic planning and discretionary funding decisions. The Office of Children and Family Services (OCFS) has initiated an Integrated County Planning Project (ICP). Through this project, OCFS collaborates with state health, human service, education and criminal justice partners. Participating counties are to establish an inclusive, integrated county-level planning process focused on improving outcomes all OCFS target populations, i.e., all children, youth, families and adults. This project is asking counties to change how they engage in strategic planning by having them incorporate new Key Concepts into this process. These Key Concepts include: active involvement of youth, parents, other consumers and service providers; a focus on enabling all children and youth to acquire the “developmental assets” essential to becoming competent parents, workers and citizens; and community asset building. Fifteen counties and New York City were awarded funding for five years. All have developed broad collaborations consisting of county specific constellations of public and private stakeholders. Many counties are collaborating with foundations, United Ways and other service systems to develop common funding application procedures. Funding is being redirected for achieving youth development outcomes. Youth development indicators are being utilized in county strategic planning.

Massachusetts: The BEST Initiative. The BEST Initiative, a project of The Medical Foundation, is a professional development program for youth workers that provides work-related support and training to develop knowledgeable and competent school age workers and youth workers with a strong understanding of basic competencies of the field as well as youth development principles and practices. Endorsed by the Massachusetts Youth Development Advisory Council, BEST furthers the asset-based youth development approach in youth serving work fields. It is one of 15 national BEST sites supported by the Academy for Educational Development, The National Training Institute for Community Youth Work. BEST has served more than 250 youth workers from more than 100 organizations. More than 50 of the agencies have institutionalized BEST as part of their organization's professional development programming.

Oregon: Local Coordinated Comprehensive Plans. In 1999, Oregon passed SB555, which makes significant changes in the way state and local government agencies and other entities work together to provide needed services to youth. State agencies are identifying ways to connect all state and local planning processes related to services for children, youth and families into a local coordinated comprehensive plan to create positive outcomes for children, youth and families. Each county is developing a plan that addresses a continuum of social supports at the community level for children from the prenatal stage through 18 years of age, as well as their families. This plan takes into account areas of need, service overlap, asset building and community strengths. Counties develop their own priorities and strategies through the planning process. State agencies are incorporating the information from the local plans into their budget and policy development. Additional information can be obtained at [www.ccf.state.or.us](http://www.ccf.state.or.us)

## CRITICAL TASK 7

## EXAMPLES FROM STATES

## MODEL POLICIES AND INITIATIVES

States are working to develop cross-cutting multi-system initiatives, policies, RFPs, MOUs, etc. that demonstrate how various departments and agencies — both inside and outside of government — can work together, and the tangible successes that result from doing so.

**Connecticut: Act Concerning Crime Prevention.** In Connecticut, Governor John Rowland signed the Act Concerning Crime Prevention and a State Prevention Council bill No. 7013. The legislation establishes a state level Prevention Council and makes prevention a policy priority for key state agencies. The legislation has a prevention budget and prevention impact statement. The Prevention Council created by the legislation will provide a forum for agencies to support preventive strategies, share expertise and experience and develop mutually beneficial partnerships for prevention. Additional information is available online at [www.cga.state.ct.us/coc](http://www.cga.state.ct.us/coc)

**Massachusetts: Tuition Waiver Program for Foster Kids.** The Foster Child Tuition Waiver Program, which was initiated by the Youth Development Advisory Council and advanced by the Governor, provides free tuition to current and former foster children at any one of Massachusetts' 29 state and community colleges and universities. Approved by the Board of Higher Education in June of 2000, this initiative provides state college undergraduate or certificate tuition waivers to those who age out of the system at age 18 without being adopted or reunited with their family. In order to be eligible, a foster child must be in the custody of the Commonwealth as a result of a Care and Protection petition, and be 18- to 24-years-old. Foster youth played an active role in developing the proposal, lobbying key decision makers, testifying before the Board of Higher Education and implementing a media campaign in support of the initiative. Additional information is available online at [www.state.ma.us/dss/FosterCare/FC\\_TuitionWaiver.htm](http://www.state.ma.us/dss/FosterCare/FC_TuitionWaiver.htm)

**Iowa: Blended Funding.** The Iowa Division of Criminal and Juvenile Justice Planning has utilized a youth development results framework to develop its three-year plan and to guide funding available to communities. The Division has combined three federal funding sources it administers from the Office of Juvenile Justice and Delinquency Prevention with a small state appropriation for community crime prevention and allocates it through Iowa's child welfare Decategorization Boards, which serve as community planning entities for child welfare and juvenile justice services in all areas of the state. This approach to blending juvenile justice funding streams and directly connecting them to child welfare service plans has enabled communities to consolidate planning and funding for youth services to better meet local needs. This has resulted in communities' support of a variety of after school, community service, mentoring and other youth development programs and initiatives that fill locally identified gaps in resources and services. Additional information is available online at [www.icyd.org/](http://www.icyd.org/) and [www.aecf.org/publications/advocasey/decat](http://www.aecf.org/publications/advocasey/decat)

**New York: ACT for Youth.** ACT for Youth (Assets Coming Together for Youth), a new Department of Health-administered initiative, integrates prevention strategies and builds youth developmental assets. Funded projects must focus on the prevention of abuse, violence and risky sexual behaviors and demonstrate the effectiveness of community-based, public/private partnerships to promote positive youth development. This new initiative also creates two academic-based Centers for Excellence to help guide communities and the state toward youth development approaches and policies. Additional information is available online at [www.human.cornell.edu/actforyouth/about\\_us.cfm](http://www.human.cornell.edu/actforyouth/about_us.cfm)

**New York: Advantage After-Schools.** The Advantage After-Schools RFP and Program, administered by the Office of Children and Family Services (OCFS), focuses on the creation and expansion of quality youth development programs to improve the social, emotional and academic competencies of participating students. Community-based organizations working in partnership with schools and other organizations will receive financial and technical support to operate after school programs based on Program Standards of Excellence. These standards are a good example of the translation of youth development concepts into programmatic guidelines. Additional information is available online at [www.ocfs.state.ny.us/main/Youth/default.htm](http://www.ocfs.state.ny.us/main/Youth/default.htm)

**Vermont: Youth Health Initiative.** Health plans, the Agency of Human Services, the Banking, Insurance, Securities and Health Care Administration, American Academy of Pediatrics, American Academy of Family Physicians, the Regional Partnerships and the Vermont Child Health Improvement Program (University of Vermont School of Medicine) are collaborating with youth and parents to make sure every young person gets a yearly checkup which includes both a risk and strength (protective factor) assessment. In one pilot, the community partnership group is linking with a pediatrician to ensure that every young person who wants a mentor will get one.

CRITICAL TASK 8  
EXAMPLES FROM STATES

## MAKING THE CASE TO INFLUENTIAL FUNDERS TO INCREASE RESOURCES

Youth policy makers are working to inform influential funders and encourage them to champion youth-focused efforts. State youth officials work to influence key decision points in the budget cycle and to leverage foundation, corporate and federal dollars to support young people.

**Connecticut: Funders Connection.** Requirements from funding organizations often drive programming. If representatives from multiple funding organizations agree upon and promote a common set of youth development principles, a set of developmental outcome categories, a set of criteria for an RFP for youth-serving organizations and elements of best practices for youth programming, local youth workers and youth agencies can focus on the real work of meaningfully engaging youth in diverse types of programming which strengthens both their sense of personal identity and their multiple competencies. The Connecticut for Community Youth Development Funders Connection, convened by the Office of Policy and Management, is but one example of the collaboration among funders from 11 state agencies, family and community foundations, corporate giving offices and United Ways in the State of Connecticut. Additional information is available online at [www.opm.state.ct.us/pdpd1/grants/CCYD/Funders\\_Connection.htm](http://www.opm.state.ct.us/pdpd1/grants/CCYD/Funders_Connection.htm)

**Massachusetts: Youth Opportunity Grant.** Youth Development Advisory Council members assisted the city of Brockton in obtaining a five-year, \$18m Youth Opportunity Grant (YOG) from the US Department of Labor (DOL) that was awarded in February 2000. Through the Targeted Cities Initiative, YDAC assembled a state team to support the Brockton Private Industry Council's successful application to the DOL. The team included representatives from the Departments of Social Services (DSS), Youth Services (DYS), Mental Health (DMH), Public Health and Transitional Assistance. These state agencies joined the Plymouth County District Attorney's Office, the Mayor's Office, police, schools and community agencies in the effort to secure funding. The grant provides education and job development services to all 14- to 21-year-olds within designated census tracts in Brockton, including foster youth, homeless and runaway youth and delinquents. The grant also funds state agency liaison positions that link DSS, DYS and DMH with YOG resources. YDAC members are now providing technical support to the city regarding implementation of the grant. Additional information is available online at [www.yomovement.org/grants/brockton.asp](http://www.yomovement.org/grants/brockton.asp)

**Louisiana: Making Investments in Youth.** As a result of increased state-level collaboration activities and interagency planning efforts, Louisiana legislators and state-level officials have been able to make sound investments in positive youth development efforts within the past year. For example, approximately \$38 million in Temporary Assistance to Needy Families (TANF) surplus funding was allocated to develop several youth initiatives, including universal preschool programs for four-year olds, high-school dropout prevention programs and after-school programs. When the state legislature and Governor's Office staff received notice of a surplus from 2001 state tax revenues, \$3 million was allocated as seed capital for Louisiana: Work Ready! — an initiative aimed at promoting the attainment and documentation of young people's workplace readiness skills.

**California: Foundation Consortium Pilots to Policy Initiative.** The Foundation Consortium provides opportunities for community leaders, program managers, youth leaders, child advocates, researchers and others to "make the case" to policy makers through regional Pilots to Policy forums throughout California and an annual Pilots to Policy conference. The Pilots to Policy Conference is an opportunity to engage current and emerging leaders, strengthen ties with other leaders across the state of California and identify policies and actions that can sustain what's working. The Foundation Consortium's Pilots to Policy Initiative is geared toward informing policy makers on what works in communities and promoting appropriate policy. Additional information is available online at [www.foundationconsortium.org/site/shortcut/what/p2p.htm](http://www.foundationconsortium.org/site/shortcut/what/p2p.htm)

CRITICAL TASK 9  
EXAMPLES FROM STATES

## TECHNOLOGY

Increasingly, states are finding databases and the internet to be powerful tools for collecting and synthesizing information into youth policy frameworks and disseminating it in flexible ways to residents throughout the state.

Massachusetts: MassCARES. MassCARES (Massachusetts Confidential Access to Resources through an Electronic Storehouse) is a technology-based initiative of the Massachusetts Executive Office of Health and Human Services, designed to improve consumer access to services and improve information sharing across agencies. The MassCARES strategy includes data analysis, information sharing, targeting of strategies, collaboration and leveraging of resources and tracking and monitoring results. Using this strategy, MassCARES allows for the identification of risk factors for childhood well-being, targeting of services and resources to support children and families, and the tracking of effectiveness over time. MassCARES also provides useful tools for the public including a Resource Locator and Eligibility Wizard for state and federal health and human services. The initiative is integrating youth development principles into the design of technology tools and is being piloted in two urban cities and one rural county. Additional information is available online at [www.masscares.org](http://www.masscares.org)

Louisiana: LA YouthNet. LA YouthNet is a project funded by a collaboration of state agencies in Louisiana, headed by the Governor's Office of the Workforce Commission. LAYouthNet.org is an innovative, public-private partnership between LA Governor's Office of the Workforce Commission, the United Way of Central Louisiana and Bowman Internet Systems. The Web site is an online resource for youth in Louisiana, supplemented on the ground by a coalition of youth-serving organizations, communities, regional leaders, researchers and policy makers across Louisiana who have committed themselves to building a youth system that provides a range of opportunities and options for the positive development of all Louisiana youth. This coalition has used the Internet to provide greater resources to the youth of Louisiana than would have been available otherwise, with the site hosting such features as a clickable map of Louisiana for young people to find resources in their communities, a collection of youth data, a Youth Place for young people in Louisiana to interact, and links to national youth serving organizations. Additional information is available online at [www.layouthnet.org](http://www.layouthnet.org)

Iowa: ICYD.org. The Iowa Collaboration for Youth Development (ICYD) is a public-private partnership promoting opportunities for youth to develop the competencies and connections to contribute to their communities. ICYD.org is part of the information and resource sharing function of the collaboration, and serves to encourage and support communities, schools and local organizations that seek to promote positive developmental outcomes for their youth. Though the site is primarily geared to communities, schools and organizations seeking to support young people, one of the primary objectives of the Iowa Collaboration for Youth Development is to increase youth involvement in state and local level policy discussions and decision making. This is accomplished on ICYD.org in two main ways: through promoting local initiatives that create opportunities for youth involvement; and a youth involvement section which provides information for youth on resources and opportunities for involvement, including ICYD's own youth involvement initiatives.

Arizona: Find-It. The state of Arizona has developed Find-It Arizona, a pilot site for the Government Locator Service. Arizona is examining, and plans to implement, a sophisticated Geographic Information System (GIS) to map, track and analyze precisely where state and federal resources are needed and deployed. The system is being made available on a Web site that will be accessible to communities throughout the state. Additional information is available online at <http://find-it.lib.az.us>

Illinois: Web-Based Information Management System. The State of Illinois Department of Human Services and the Administrative Office of Illinois Courts are piloting an innovative assessment tool for youth called the Youth Assessment & Screening Instrument (YASI). YASI is an assessment tool which has been modeled after the Washington Association of Juvenile Court Administrators-Risk Assessment. The YASI assesses both risk and protective factors through the use of a computerized tool that generates results into a graphic one-page format that provides a profile which can be utilized for case management purposes. Through the implementation of YASI statewide, Illinois hopes to achieve systems integration, uniformity in provision of services for youth and the establishment of a continuous system of care for youth. Combining the YASI assessment tool with eCornerstone, the Department of Human Services' up-and-coming Web-based information management system, will promote a focus on youths' resiliencies, a positive approach to the development of youth in Illinois. Additional information is available online at [www.state.il.us/agency/dhs](http://www.state.il.us/agency/dhs)

# CONCLUSION

## LESSONS FROM AROUND THE COUNTRY AND AROUND THE WORLD

*A national youth policy must create an environment that enables young people to develop into the type of adult that society needs for their future well being. It must therefore have an overarching coordination role and give direction to all policies that directly and indirectly affect young people and their development as members of society.*

— *National Youth Policies: A Working Document from the Point of View of “Non-Formal Education” Youth Organizations: Towards an Autonomous, Supportive, Responsible and Committed Youth.* August, 1999, p. 8. Available online at: [www.scout.org/library/NYP\\_E.pdf](http://www.scout.org/library/NYP_E.pdf)

**Y**outh and parents may not care much about frameworks, blueprints and coordinating bodies. But they can feel the impact when these things exist, are high quality and are well utilized. Disjointed policies confuse rather than reinforce. Negative policies frustrate rather than inspire. And frameworks that sit on shelves or coordinating bodies that sit on the sidelines do little to help. But well conceived, positive frameworks that are strategically rolled out and used to align and coordinate efforts with and on behalf of young people can have profound effects. Indeed, they can translate the power of a “higher common purpose” into real lasting change in the lives of youth. They can translate ideas into impact.

Across the country, states have been making strong strides toward doing just that. Motivated by the higher purpose of improving the lives of young people, government officials are reaching across traditional lines — between departments and agencies, prevention and development, states and localities, government and nonprofits and youth and adults — to forge and rally behind a common vision for young people. This work is not easy, and tends to run against the grain — as noted, there are important reasons for fragmentation. But they are not alone. States are finding colleagues pursuing similar visions using similar strategies across the

### COORDINATED YOUTH POLICIES FROM AROUND THE GLOBE

#### AUSTRALIA

*The purpose of a national youth policy . . . is to establish a national framework to meet the needs of all young Australians. It will ensure better coordination of youth policy development and programmes and service delivery across agencies. The statement encourages recognition of young people and the contribution they make to the community.*

— National Youth Policy of Australia

#### NAMIBIA

*This policy will provide an operational framework with a set of realistic guidelines from which action programmes and services can be developed to facilitate meaningful involvement of youth in national development efforts and to respond to their various needs.*

— National Youth Policy of Namibia

#### ZAMBIA

*To provide a coordinated and collaborative approach to the development and implementation of sectoral programmes affecting youth.*

— National Youth Policy of Zambia

#### SEYCHELLES

*To provide the basis for integrated and collaborative efforts by all government agencies impinging on youth and the significant efforts of nongovernmental organizations and other groups committed to youth development.*

— National Youth Policy of the Republic of Seychelles

country. And many are also learning from countries around the world.<sup>14</sup>

In 1995, the Commonwealth Youth Ministers agreed that all member countries should develop effective and specific national youth policies and action plans to “promote a framework for action for all agencies and organizations interested in the needs and contributions of young women and men.” Since then, Commonwealth countries and others have been ramping up their efforts to do just that.

So while some inside of state government may feel that they are going against the grain, a larger trend may be occurring that is flowing with them, instead of against them. Across the country and around the world, people are returning to focus on the needs and assets of young people. They are diligently working to create their own “dashboards” to monitor progress across sectors and systems, infuse efforts with positive developmental principles and take action to ensure that the power of these dashboards and principles is manifested as real impact in the lives of young people.

Indeed, the vision of the Government of Guyana could just as easily be used as a rallying cry for any state in America: “Possibly one of the greatest challenges facing our society is how to create the kind of environment that will allow for the mass flowering of our young people. The world is changing so rapidly and in such myriad directions that one needs to take the long view of all contemplated social action, especially those having to do with the complexities of sen-

## AN INTERNATIONAL PERSPECTIVE ON FORMULATING AND IMPLEMENTING NATIONAL YOUTH POLICIES

1. Form a national youth policy as a framework for all agencies and organizations.
2. Form a national action plan to achieve the policy.
3. Nominate a lead agency in government responsible for coordinating youth matters across government.
4. Create government machinery to achieve a coordinated and holistic government response (e.g., inter-Ministerial committee).
5. Establish consultative and participatory mechanisms with young men and women.
6. Establish a youth affairs collaborative mechanism among government, non-government organizations, communities and youth.
7. Create an annual gender disaggregated youth budget, including the total contribution of government toward youth across all ministries.
8. Develop capacity-building mechanisms within the fields of training, development, professional networking and research.

Source: Commonwealth Youth Programme. (1996). *Formulating and Implementing National Youth Policies: A Commonwealth Handbook*. London, England: Commonwealth Secretariat.

## NEW ZEALAND’S YOUTH DEVELOPMENT VISION

### BEYOND . . .

*Focusing . . .* on “at risk,” negative labels, problems . . .

*Blaming . . .* teachers, parents, TV . . .

*Reacting . . .* in an ad hoc manner to youth issues . . .

*Fixing . . .* single youth problems in isolation . . .

### TOWARD . . .

*Understanding . . .* young people as partners in their development . . .

*Encouraging . . .* adults to be supportive mentors . . .

*Planning . . .* being intentional, having a plan and setting high goals . . .

*Achieving . . .* an inclusive economy/society — where young people are innovative and energetic participants.

Source: Adapted from Ministry of Youth Affairs. (2002). *Youth Development — Strategy Aotearoa: Action for Child and Youth Development*. Wellington, New Zealand: Ministry of Youth Affairs.

sibly integrating your youth into society. The latter task necessitates the development of a youth policy as the basis of immediate and distant social action.”

States have begun this work. They have a long way left to go. It is our hope that they will receive long overdue recognition and support.

<sup>14</sup> Pittman, K., Irby, M., & Ferber, T. (2001, June). *Youth Policy in the U.S.: Some Observations and Options*. Prepared for the Federal Youth Policy Briefing, June 5, 2001, Washington, DC. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation. Available online at: [www.forumforyouthinvestment.org/respapers.htm](http://www.forumforyouthinvestment.org/respapers.htm)

## STEERING A COURSE TOWARD EFFECTIVE YOUTH POLICIES: DASHBOARDS FOR YOUTH

**B**ased on frameworks advanced by states across America and countries around the world, the Forum for Youth Investment has developed a sample youth policy framework. This framework, which is summarized on pages 8–9, builds off of the metaphor of a car dashboard. If one wants to “steer a positive course” for youth, the first thing they will need is a clear vision of the areas of development they wish to promote. Then they will need a clear view of young people at different ages (odometer — which shows how many miles a car has driven), how they are growing and developing (speedometer — which shows how fast a car is moving), the amount of services, supports and opportunities they are receiving (fuel gauge — which shows how much gas a car has) and the quality of these services, supports and opportunities (octane — which indicates the quality of the gas in a car).

In reality, the dashboard may have to be more complex (perhaps ending up looking more like

an airplane’s cockpit control panel). At a minimum, the dashboard would have to monitor the status of **five developmental areas** (if one were to stretch the metaphor, this could perhaps be thought of as five separate engines). In order to become fully prepared and fully engaged adults, young people need to learn and grow in a range of areas. Whatever age a young person is at, they need to be:<sup>15</sup>

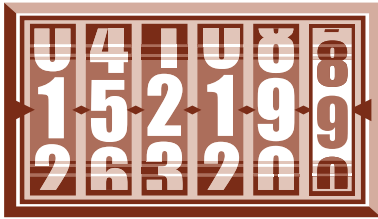
- 1. learning** (developing positive basic and applied academic attitudes, skills and behaviors);
- 2. thriving** (developing physically healthy attitudes, skills and behaviors);
- 3. connecting** (developing positive social attitudes, skills and behaviors);
- 4. working** (developing positive vocational attitudes, skills and behaviors); and
- 5. leading** (developing positive civic attitudes, skills and behaviors).

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<sup>15</sup> There are an infinite number of ways to group and present desired outcomes. Many already exist. This particular list is offered simply as one option among many. The bottom line is that whatever list is selected must (1) cover the full range of developmental areas; (2) be memorable and potentially inspirational; (3) link to what research says is important; and (4) create a framework within which organizations and agencies can organize their work.

For each of these developmental areas, one would want to monitor at least three dials on a dashboard (odometer, speedometer and fuel gauge), and one would want to select the quality of the fuel (octane).

### 1. Odometer (Miles Driven): Ages/Developmental Periods



The first two decades of life are dramatic periods of growth. In order to get a snapshot of the lives of young people, one actually needs to take a number of snapshots — one for each age group. Research shows that investments in young people must begin early and be sustained for more than 20 years. While schools end at age 18, too many 18-year-olds are still not fully prepared for adulthood. Any dashboard must have clear displays for multiple developmental periods.

### 2. Speedometer (Speed of Car): Indicators of Growth



Once one knows what developmental period a young person is in, one will want to know if they are achieving their developmental goals. For every age group, there are range of goals for youth: *protecting* them from harm (and some might even say *punishing* youth when they harm society, although many focus instead on rehabilitation); *preventing* a range of negative outcomes, from drug abuse to youth violence; *promoting* positive outcomes, such as academic success; and ensuring that youth are not just fully prepared, but are fully *participating* in their world in positive ways. Each are critical, and indicators must track progress in all of these areas.

### 3. Fuel Gauge (Quantity of Gas): Inputs from Systems



Viewing indicators of growth is not useful unless one can change their direction. Fortunately, states have a number of inputs they can and do provide, organized into various systems (education, juvenile justice, etc.) How do these systems span across both the developmental areas and the goals from protection to participation? There are two ways to answer this question. First, one could map out where each system places its primary emphasis. Second, one could map out the full range of resources each system brings to bear. The primary emphasis of the educational system, for example, is on promoting learning. But, on closer inspection, one would find that it actually devotes resources that span the full range of developmental areas and goals.

### 4. Octane (Quality of Gas): Quality of Services, Supports and Opportunities



Knowing that inputs are being provided is only one piece of the puzzle. One also needs to know the quality of these inputs. The National Research Council and Institute of Medicine recently released an authoritative report laying out the characteristics of settings that support, or undermine, young people's development.<sup>16</sup> These provide a template by which one could judge the quality of any input into young people's lives.

<sup>16</sup> National Research Council and Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, eds. Board on Children, Youth and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

## OUTCOMES ACROSS THE AGE SPAN

The first two decades of life are dramatic periods of growth. In order to get a snapshot of the lives of young people, one really needs to take a number of snapshots — one for each age group. Research shows that investments in young people must begin early and be sustained for more than 20 years. While schools end at age 18, too many youth are still not fully prepared for adulthood. Any dashboard must have clear displays for multiple developmental periods.


*Please note: the specific elements in the cells are presented as samples. People using this frame are encouraged to engage stakeholders in a process to define specific outcomes that resonate within their particular context. We would, however, encourage users to consider the full range of developmental outcomes and age groups.*

AGES: Ready . . . Set . . . GO!						
DEVELOPMENTAL AREAS		EARLY CHILDHOOD (0-TO 5-YEAR OLDS)	ELEMENTARY (6-TO 10-YEAR-OLDS)	MIDDLE SCHOOL (11-TO 14-YEAR OLDS)	HIGH SCHOOL (15-TO 19-YEAR OLDS)	YOUNG ADULTS (20-TO 24-YEAR OLDS)
	LEARNING (Basic and Applied Academics)	All young children ready to learn	All children developing basic skills and competencies	All youth are succeeding in school	All young people are fully prepared for higher education or work	All young adults enter workforce or higher education with marketable skills
	THRIVING (Physical Health)	All young children fully immunized	All children meet physical standards for developmental age	All youth develop proper nutrition, hygiene and exercise routines	All youth are engaged in physical activity and avoid risk-compromising behaviors	All young adults have good health and health habits
	CONNECTING (Social/Emotional Well-Being)	All young children have appropriate attachment to a significant adult	All children have positive self awareness, ability to express themselves	All youth engage in socially acceptable behavior and have a healthy self-concept	All young people have a sense of Independence as well as positive relationships with those around them	All young adults Foster personal and social growth in the people in their lives
	WORKING (Vocational Career Experience)	All young children have awareness that adults work	All children have positive attitudes toward the employment of adults in their lives	All youth are aware of possible career paths that give them hope and purpose	All young people make a successful transition to adulthood	All young adults are employed with a living wage and benefits
	LEADING (Civic and Community Engagement)	All young children feel supported by a community around them	All children accept rules and social boundaries	All youth demonstrate attitudes and behaviors of civic responsibility	All young people are involved in programs to give back	All young adults are making a difference in their community

## INDICATORS (shown for 15- to 19-year-olds)

For every age group, there are range of goals for youth: protecting them from harm (and punishing youth when they harm society); preventing a range of negative outcomes, from drug abuse to youth violence; promoting positive outcomes, such as academic success; and ensuring that youth are not just fully prepared, but are fully participating in their world in positive ways. Each are critical, and indicators must track progress in all of these areas.


*Please note: the specific indicators in the cells are presented as samples. Ideally, each cell would be filled with multiple indicators. An ongoing tension exists between being comprehensive (including every possible indicator) and being comprehensible (selecting only a few indicators to make it easier for people to quickly assess results). One possible solution would be to include multiple indicators, but to report them back in summary form. In other words, each cell would have a single score that summarizes the underlying related indicators. Developing and/or selecting such summary indices would be a valuable research project.<sup>17</sup> We would encourage anyone undertaking such a project to consider the full range of developmental outcomes and goals for young people. We would also encourage them to use the same overarching framework for the full set of age ranges, yet to develop different summary indices for each developmental period.*

GOALS					
	PROTECTING/ PUNISHING	PREVENTING	PROMOTING	PARTICIPATING	
<b>DEVELOPMENTAL AREAS</b>	<b>LEARNING</b> (Basic and Applied Academics)	Percent of students who are not enrolled in school	Percent of students who skipped or “cut” classes or school days in the last three weeks	Percent of students achieving at grade level	Percent of students actively involved in service learning programs
<b>THRIVING</b> (Physical Health)	Rates of youth deaths	Percent of youth who are overweight or obese, have STDs, use tobacco or illicit substances, or binge drink.	Percent of youth reporting regular exercise, healthy diet and reproductive health	Percent of youth who are active in programs to promote physical health among their peers	
<b>CONNECTING</b> (Social/Emotional Well-Being)	Suicide rates	Percent of youth who are reported to be sad, unhappy or depressed	Percent of youth reporting “adults in my community care about people my age,” and “students in my school treat each other with respect”	Percent of youth serving as peer tutors and counselors	
<b>WORKING</b> (Vocational Career Experience)	Number of youth in hazardous and illegal working conditions	Unemployment rate among 16- to 19-year-olds	Percent of youth with workplace skills	Percent of youth engaged in workplace activities	
<b>LEADING</b> (Civic and Community Engagement)	Number of violent juvenile arrests per 100,000 juvenile population	Percent of youth who report physical fighting	Percent of youth who participate in one or more community organizations	Percent of 18- to 24-year-olds voting	

<sup>17</sup> Child Trends, one of the organizations working to advance the science of youth outcomes and indicators, recently compiled a compendium that identifies potential youth outcomes and corresponding indicators, summarizes their research base and includes examples of age-appropriate measures to track them over time. This compendium provides a solid foundation for work on indicators.

## FUEL TANK: INPUTS FROM SYSTEMS


Viewing indicators of growth is not useful unless one can change their direction. Fortunately, states have a number of inputs they can and do provide, organized into various systems (education, juvenile justice, etc.) How do these systems cover the array of indicators of development, spanning both the developmental areas and the goals from protection to participation? There are two ways to answer this question. First, one can map out where each system places its primary emphasis — it would come as no surprise, for example, to see that the educational system focuses on promoting learning.

		SYSTEMS					
		CHILD WELFARE	EDUCATION	HEALTH AND HUMAN SERVICES	EMPLOYMENT	JUVENILE JUSTICE	COMMUNITY-BASED ORGANIZATIONS
DEVELOPMENTAL AREAS							
	<b>LEARNING</b> (Basic and Applied Academics)		Promoting				
	<b>THRIVING</b> (Physical Health)	Protecting		Preventing			
	<b>CONNECTING</b> (Social/Emotional Well-Being)	Protecting		Preventing			Promoting
	<b>WORKING</b> (Vocational Career Experience)				Promoting		
	<b>LEADING</b> (Civic and Community Engagement)					Protecting/ Punishing	Participating

## FUEL TANK: A CLOSER LOOK AT RESOURCES (Education System Shown, High School Ages Shown)










Second, one could map out the full range of resources the systems bring to bear. For example, the educational system actually devotes resources that span the full range of developmental areas and goals.

*Please note: the specific resources in the cells are presented as samples. Ideally, this framework would be filled out for each of the systems and sectors that provide supports and opportunities for youth. The next task would be to analyze strengths and gaps. Summary indices which provide an overall indication of how well each of the cells is filled across sectors and systems would be valuable to provide an overall sense of how much support young people are receiving in each aspect of their lives. Again, we would encourage anyone undertaking such a project to consider the full range of developmental outcomes and goals for young people, and to use the same framework to analyze each system and sector. We would also encourage them to use the same overarching framework for the full set of age ranges, yet to develop different summary indices for each developmental period.*

		GOALS			
		PROTECTING/ PUNISHING	PREVENTING	PROMOTING	PARTICIPATING
DEVELOPMENTAL AREAS					
	<b>LEARNING</b> (Basic and Applied Academics)	Ending social promotion	Remedial education	Academic courses	Active learning
	<b>THRIVING</b> (Physical Health)	Reporting suspected abuse	Sexual education school clinic	Physical education	Team captains
	<b>CONNECTING</b> (Social/Emotional Well-Being)	Reported suspected neglect	Counseling	Student clubs	Peer tutors
	<b>WORKING</b> (Vocational Career Experience)	Workers' rights class	Remedial education	Vocational education career awareness	Community internships school-to-career
<b>LEADING</b> (Civic and Community Engagement)	Expulsion policies for dangerous youth	Conflict management training	Civics education	Student council service learning	

## CHECKING THE OCTANE: DO THE PLACES WHERE YOUNG PEOPLE SPEND THEIR TIME SUPPORT THEIR GROWTH?

Knowing that inputs are being provided is only half of the battle. One also needs to know the quality of these inputs. The National Academy of Sciences recently released an authoritative report laying out the characteristics of settings that support young people's development — and the characteristics of settings that undermine development.<sup>18</sup> These provide a template by which one could judge the quality of any input into young people's lives. Most settings fall somewhere in between, hopefully meeting minimal quality standards while striving to continually improve.

	HARMFUL	MINIMAL	OPTIMAL
<b>PHYSICAL AND PSYCHOLOGICAL SAFETY</b>	Physical and health dangers, fear, feeling of insecurity, sexual and physical harassment, verbal abuse.		Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.
<b>APPROPRIATE STRUCTURE</b>	Chaotic, disorganized, laissez-faires, rigid, overcontrolled, autocratic.		Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries and age-appropriate monitoring.
<b>SUPPORTIVE RELATIONSHIPS</b>	Cold, distant, overcontrolling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, rejecting		Warmth, closeness, connectedness, good communications, caring, support, guidance, secure attachment, responsiveness
<b>OPPORTUNITIES TO BELONG</b>	Exclusion, marginalization, intergroup conflict		Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.
<b>POSITIVE SOCIAL NORMS</b>	Normless, anomie, laissez-faire practices, antisocial and amoral norms, norms that encourage violence, reckless behavior consumerism, poor health practices; conformity		Rules of behavior, expectations, injunctions, ways of doing things, values and morals, obligations for service
<b>SUPPORT FOR EFFICACY AND MATTERING</b>	Unchallenging, overcontrolling, disempowering, disabling. Practices that undermine includes motivation and desire to learn, such a excessive focus on current relative performance level rather than improvement		Youth-based, empowerment practices that support autonomy, making a real difference in one's community and being taken seriously. practice that is enabling, responsibility granting, meaningful challenges. practice that focus on improvement rather than on relative current levels
<b>OPPORTUNITIES FOR SKILL BUILDING</b>	Practice that promotes bad physical habits and habits of mind; practice that undermines school and learning.		Opportunities to learn physical, intellectual, psychological, emotional and social skills; exposure to intentional learning experiences; opportunities to learn cultural.
<b>INTEGRATION OF FAMILY, SCHOOL AND COMMUNITY EFFORTS</b>	Discordance, lack of communication, conflict		Concordance, coordination and synergy among family, school and community

<sup>18</sup> National Research Council and Institute of Medicine. (2002). *Community Programs to Promote Youth Development*. Committee on Community-Level Programs for Youth. Jacquelynne Eccles and Jennifer A. Gootman, eds. Board on Children, Youth and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.



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