Genesee County Birth to Work

- It’s an approach to community transformation
- It’s about helping all children, youth, and young adults succeed in the global knowledge economy
- It’s about creating innovative solutions to eliminate inequities and disparities
Genesee County Birth to Work

- Birth to Work is about all of us building and transforming our communities to effectively compete and prosper in the global knowledge economy.
Birth to Work focuses efforts on the healthy development of children, youth, and young adults with special emphasis on those living in areas of concentrated poverty.
Genesee Birth to Work

- Every sector in our community has action to take to help our children, youth, and young adults in the Genesee County grow up with the skills and abilities to actively participate in the global knowledge economy.
Every discipline of higher education has a knowledge contribution to make to help our children, youth, and young adults in the Genesee County grow up with the skills and abilities to actively participate in the global knowledge economy.
Genesee Birth to Work

- To better understand Birth to Work, let’s start with the science of Birth to Work.
Transitional Periods Across the Life Span: Relationship Impacts

Ongoing Life Course Risk Influences
(Racial and Social Inequalities)

Transitional Influences
Partner Selection
Workplace
Society

Transitional Influences
Peers
School
Community

Transitional Influences
Parents
Family (Kin)
Neighborhood

Prenatal

Early Childhood Transition Period
(0-5)

Early Adolescence Transition Period
(10-14)

Late Adolescence Transition Period
(18-25)

Success in Early Childhood
Success in Elementary School
Success in High School
Success in Adulthood

Ongoing Life Course Resilience Influences
(individual traits, contextual supports)
Transitional Periods Across the Life Span: Relationship Impacts

- Prenatal
- Success in Early Childhood Transition Period (0-5)
- Early Childhood Transition Period (10-14)
- Late Adolescence Transition Period (18-25)
- Success in Elementary School
- Success in High School
- Success in Adulthood
Transitional Periods Across the Life Span: Relationship Impacts

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Ongoing Life Course Resilience Influences (individual traits, contextual supports)

- Prenatal
- Early Childhood Transition Period (0-5)
- Early Adolescence Transition Period (10-14)
- Late Adolescence Transition Period (18-25)

Success in Early Childhood
Success in Elementary School
Success in High School
Success in Adulthood

RISK
RESILIENCE
Transitional Periods Across the Life Span: Relationship Impacts

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Transitional Influences
- Partner Selection
- Workplace
- Society

Transitional Influences
- Peers
- School
- Community

Transitional Influences
- Parents
- Family (Kin)
- Neighborhood

Prenatal

Early Childhood Transition Period (0-5)

Early Adolescence Transition Period (10-14)

Late Adolescence Transition Period (18-25)

Success in Elementary School

Success in Early Childhood

Success in High School

Success in Adulthood

Ongoing Life Course Resilience Influences (individual traits, contextual supports)

RISK

RESILIENCE

Birth to Work Genesee County
Transitional Periods Across the Life Span: Relationship Impacts

Transitional Influences
- Partner Selection
- Workplace
- Society

Transitional Influences
- Peers
- School
- Community

Transitional Influences
- Parents
- Family (Kin)
- Neighborhood

Transitional Influences
- Early Childhood Transition Period (0-5)
- Early Adolescence Transition Period (10-14)
- Late Adolescence Transition Period (18-25)

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Ongoing Life Course Resilience Influences (individual traits, contextual supports)

Success in Early Childhood
Success in Elementary School
Success in High School
Success in Adulthood

Prenatal
Transitional Periods Across the Life Span: Relationship Impacts

Transitional Influences
- Partner Selection
- Workplace
- Society

Transitional Influences
- Peers
- School
- Community

Transitional Influences
- Parents
- Family (Kin)
- Neighborhood

Transitional Influences
- Early Childhood Transition Period (0-5)
- Early Adolescence Transition Period (10-14)
- Late Adolescence Transition Period (18-25)

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Ongoing Life Course Resilience Influences (individual traits, contextual supports)

Success in Early Childhood
Success in Elementary School
Success in High School
Success in Adulthood

RISK
RESILIENCE

Birth to Work
Genesee County
Transitional Periods Across the Life Span: Relationship Impacts

Transitional Influences
- Partner Selection
- Workplace
- Society

Transitional Influences
- Peers
- School
- Community

Transitional Influences
- Parents
- Family (Kin)
- Neighborhood

Prenatal

Early Childhood Transition Period (0-5)

Success in Early Childhood

Success in Elementary School

Late Adolescence Transition Period (18-25)

Success in High School

Success in Adulthood

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Ongoing Life Course Resilience Influences (individual traits, contextual supports)

Birth to Work
Genesee County
Transitional Periods Across the Life Span: Relationship Impacts and Age Period Program Exemplars

**RISK**

- Partner Selection
- Workplace
- Advanced education
- Society

**Transitional Influences**

- Peers
- School
- Community

**Transitional Influences**

- Parents
- Family (Kin)
- Neighborhood

**Transitional Influences**

- Early Childhood Transition Period (0-5)
- Early Adolescence Transition Period (10-14)
- Late Adolescence Transition Period (18-25)

**Success in Early Childhood**

- Maternal support services
- Quality child care/development
- Father involvement
- Healthy nutrition
- Positive environments

**Success in Elementary School**

- Quality afterschool programs
- Effective mentoring programs
- Safe environments
- Parent monitoring
- Youth entrepreneurial programs
- IT opportunities
- Internship opportunities

**Success in High School**

- Higher education
- Internship programs
- Work force
- IT opportunities
- Creative enterprises

**Success in Adulthood**

- IT opportunities
- Internship opportunities

**Ongoing Life Course Risk Influences (Racial and Social Inequalities)**

**Ongoing Life Course Resilience Influences (individual traits, contextual supports)**

**Quality prenatal care**
Supportive Factors for Young Children:

- Ongoing nurturing relationships with the same adults
- Physical protection, safety, and regulation of daily routine
- Experiences responsive to individual differences in such characteristics as temperament
- Developmentally appropriate practices related to perceptual-motor, cognitive, social stimulation, and language exposure
- Limit-setting (discipline), structure (rules and routines), and expectations (for positive outcomes)
- Stable, supportive communities (violence free) and culture (a sense of rootedness and connectedness)
Supportive Factors for Youth

- Adult role models and supportive and mentoring relationships with adults
- Positive peer influence
- Constructive use of time and acquisition of skills through creative activities, sports, cultural and community activities/future orientation
- Acquisition of academic and social competencies related to planning and decision making, interpersonal relationships, personal safety and conflict resolution
- Limit-setting (discipline), structure (rules and routines), and positive expectations
- Stable, supportive communities and culture (a sense of rootedness and connectedness)
Genessee County Birth-to-Work

Supportive Factors for Young Adults

- Positive interpersonal relationships
- Adult role models and facilitators
- Opportunities for apprenticeships, training, and post-secondary education/career planning and job shadowing during high school
- Academic competencies appropriate to career goals/financial literacy and future planning
- Interpersonal competencies for the workplace
- Stable, supportive communities and culture (a sense of rootedness and connectedness)
Genesee Birth to Work: So What Can We Do?

- Focus on systems that support vulnerable children through the critical developmental stages with a special emphasis on children living in areas of concentrated poverty, specifically the greater Flint community.
- Identify what works and does not work in translating research into action.
- Provide best practices and new knowledge to service providers, educators, community organizers, etc.
- Implement specific strategies to inform policies to ameliorate barriers to access for marginalized groups.
- Use social marketing principles to drive change in targeted mental models, personal beliefs, and behaviors, and
- Identify successful paths to creating effective policies and practice.
Genesee Birth to Work Open Source Community:
How We Can Connect
Genesee Birth to Work: How Can You Participate?

- Join the BTW Open Source Community as a coalition, partnership, etc. – list your coalition at appropriate places on the portal.
- Join the BTW Open source Community as an individual coalition member by adding your profile at appropriate places on the Portal.
- Adopt and adapt the Birth to Work Framework to your ongoing work as a coalition/partnership or individual.
- Join with others to convene the community conversation around a Birth to Work investment strategy.
- Send a representative from your coalition or partnership to the Birth to Work Team.
Birth-to-Work Operations Team

- Beth Hackett – Genesee Great Start Collaborative
- Amy Krug – Priority Children
- Lisa Coleman – SPF/SIG
- Mike Kiefer – Out of School Workgroup
- Diana Kelly – United Way Systems of Care
- Sue Kirby – Flint Area Congregations Together
- Meghan Connolly – Metro Community Development, GCCC
- Bob Brown – Michigan State University
- Jessica Barnes – Michigan State University
- Vivian Van Norwick – Legal Services of Eastern Michigan
- Marcia Franks – Genesee Health Department
- Carlos Cisneros – Mott Community College, Hispanic Tech Center
How to Reach Us

Birth-to-Work Framework
University Outreach and Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824

Voice: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web: outreach.msu.edu