Capital Area 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
Capital Area 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.
Capital Area Birth-to-Work

- Every sector in our community has action to take to help our children, youth, and young adults in the Capital area 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 Capital Area grow up with the skills and abilities to actively participate in the global knowledge economy.
To better understand Birth to Work, let’s start with the science of Birth to Work.
Transitional Periods Across the Life Span: Relationship Impacts

- **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 Risk Influences** (Racial and Social Inequalities)
- **Transitional Influences**
  - Partner Selection
  - Workplace
  - Society

**Transitional Influences**
- **Peers**
- **School**
- **Community**

**Transitional Influences**
- **Parents**
- **Family (Kin)**
- **Neighborhood**

**Ongoing Life Course Resilience Influences**
Transitional Periods Across the Life Span: Relationship Impacts

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

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

RISK

Prenatal

Success in Early Childhood

Early Childhood Transition Period (0-5)

Success in Elementary School

Success in High School

Late Adolescence Transition Period (18-25)

Success in Adulthood

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

RESILIENCE
Transitional Periods Across the Life Span: Relationship Impacts

**Ongoing Life Course Risk Influences (Racial and Social Inequalities)**
- 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)
- Success in Elementary School
- Success in High School
- Success in Adulthood

**Prenatal**

**RESILIENCE**

**RISK**

*Birth to Work Michigan Capital Area*
Transitional Periods Across the Life Span: Relationship Impacts

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

- Transitions Influences
  - Partner Selection
  - Workplace
  - Society

- Transitions Influences
  - Peers
  - School
  - Community

- Transitions Influences
  - Parents
  - Family (Kin)
  - Neighborhood

Success in High School

Success in Elementary School

Success in Early Childhood

Success in Prenatal

Late Adolescence Transition Period (18-25)

Early Adolescence Transition Period (10-14)

Early Childhood Transition Period (0-5)

RISK

RESILIENCE

Birth to Work
Michigan Capital Area
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

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

Success in Early Childhood

Early Childhood Transition Period (0-5)

Success in Elementary School

Early Adolescence Transition Period (10-14)

Success in High School

Late Adolescence Transition Period (18-25)

Success in Adulthood

Prenatal

RISK

RESILIENCE
Transitional Periods Across the Life Span: Relationship Impacts

- **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**

**Transitional Influences**
- **Partner Selection**
- **Workplace**
- **Society**

**Transitional Influences**
- **Peers**
- **School**
- **Community**

**Transitional Influences**
- **Parents**
- **Family (Kin)**
- **Neighborhood**

**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**
Transitional Periods Across the Life Span: Relationship Impacts and Age Period Program Exemplars

**Transitional Influences**
- Partner Selection
- Workplace
- Advanced education
- Society

**Transitional Influences**
- Peers
- School
- Community

**Transitional Influences**
- Parents
- Family (Kin)
- Neighborhood

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Ongoing Life Course Risk Influences (Racial and Social Inequalities)

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

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**RISK**

**RESILIENCE**

Birth to Work
Michigan Capital Area
Factors Highly Related to Early Developmental Success

- 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)
Factors Highly Related to Middle Developmental Success

- 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)
Factors Highly Related to Later Developmental Success

- 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)
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 Lansing 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.
- Implements 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.
What is 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 for eliminating inequities and disparities

Get Involved

- Get connected to MSU researchers and community members who share an interest in making the Michigan Capital area succeed for all
- Contact a Guide who can help you with questions about how to create partnerships between MSU and community partners

Browse all member profiles and get involved

View Birth to Work guides
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.
Currently in the Capital Area Birth-to-Work

- We are using the Ingham County Great Start Collaborative experience as a method for developing broad support from coalitions, organizations, groups, and individuals around each transition period.

- Ingham County Great Start Collaborative is developing broad support for the infant and young children transition period. To get connected contact Michelle Nicholson at MNICHOLS@inghamisd.org

- Community Coalition for Youth is organizing to develop broad support for the youth transition period. To get connected contact Angela Austin at aaustin@ingham.org

- LEAP’s Emerging Talent Initiative is organizing to develop broad support for the young adult transition period. To get connected contact Pam Jodway at jodwayp@leapinc.biz
Next Steps

- Birth-to-Work teams will request to meet with each of the 12 Coalitions of the PWC to explore potential for working within the framework.
- Birth-to-Work teams will report regularly at PWC meetings to provide updates and request input.