
Supporting Youth
Capital Area Birth-to-Work

- Birth-to-Work combines the resources of the Capital Area community, represented by the Power of We Consortium and its coalitions, and Michigan State University, to promote positive transitions from birth to adulthood through critical periods of development with special emphasis on those living in areas of concentrated poverty.
Capital Area Birth-to-Work: Focus on Systems Change

- Birth-to-Work is a systems change framework employed across community sectors and coalitions to **improve developmental outcomes** for children, youth, and young adults.
Capital Area Birth-to-Work: Focus on Integration

- Birth-to-Work targets systems change by integrating and improving existing systems for each transition period to form a seamless web of supports at key points in development.
- Birth-to-Work focuses on all levels of community systems that support development – that is, families, neighborhoods, organizations, and community systems.
Capital Area Birth-to-Work: Focus on Attaining Our Community Goal

- by 2020 children, youth, and young adults in the Capital Area will grow up with the skills and abilities to actively participate in the global knowledge economy.
Transitional Periods Across the Life Span: Relationship Impacts

Ongoing Life Course Risk Influences (Racial and Social Inequalities)

Success in Adulthood

Late Adolescence Transition Period (18-25)

Success in High School

Success in Elementary School

Success in Early Childhood

RISK

RESILIENCE

Prenatal

Early Childhood Transition Period (0-5)

Early Adolescence Transition Period (10-14)

Parents

Family (Kin)

Neighborhood

Transitional Influences

Partner Selection

Workplace

Society

Transitional Influences

Peers

School

Community

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Birth to Work
Michigan Capital Area
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Transitional Periods Across the Life Span: Relationship Impacts and Age Period Program Exemplars

**Ongoing Life Course Risk Influences (Racial and Social Inequalities)**
- Partner Selection
- Workplace
- Advanced education
- Society

**Ongoing Life Course Resilience Influences (individual traits, contextual supports)**
- Maternal support services
- Quality child care/development
- Father involvement
- Healthy nutrition
- Positive environments

**Transitional Influences**
- **Prenatal**
  - Quality prenatal care

**Transitional Influences**
- **Early Childhood Transition Period (0-5)**
  - Success in Early Childhood

**Transitional Influences**
- **Early Adolescence Transition Period (10-14)**
  - Success in Elementary School
  - Quality afterschool programs
  - Effective mentoring programs
  - Safe environments
  - Parent monitoring
  - Youth entrepreneurial programs
  - IT opportunities
  - Internship opportunities

**Transitional Influences**
- **Late Adolescence Transition Period (18-25)**
  - Success in High School
  - Higher education
  - Internship programs
  - Work force
  - IT opportunities
  - Creative enterprises

**Transitional Influences**
- **Adulthood**
  - Work force
  - IT opportunities

**Transitional Influences**
- **Success in High School**

**Transitional Influences**
- **Success in Elementary School**

**Transitional Influences**
- **Success in Early Childhood**

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

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

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

**Transitional Influences**
- **Higher education**
- **Internship programs**
- **Work force**
- **IT opportunities**
- **Creative enterprises**
So What is Adolescence?
Storm and Stress?

“Youth are as heated by Nature as drunken men by wine.”
-- Aristotle
Time of Paradox

Great Resilience

- Physical strengths
- Cognitive strengths

Great Risk

- Behavior outcomes
- Emotion and behavior control
Changes Associated with Adolescence

- Physiological & social changes
- Cognitive, psychological, & emotional changes
Physiological and Social Changes

- Dramatic changes in body size and composition
- Physical changes of sexual maturation
- Differential treatment due to adult physique
Cognitive, psychological, and emotional changes

- Increases in processing speed and efficiency
  - Prefrontal cortex
- Gradual decrease of impulsivity throughout adolescence
  - Prefrontal cortex & limbic subcortical regions
- Sharp increase in risk-taking behaviors
  - Limbic subcortical regions
Putting It All Together

![Bar chart showing impulsivity and reward seeking across different age groups (10 to 11, 12 to 13, 14 to 15, 16 to 17, 18 to 21, 22 to 25, 26 to 30).]
Time of Paradox

Great Resilience

- **Physical strengths**
  - Stronger, faster, bigger
  - Greater immune function and capacity to withstand physical stress

- **Cognitive strengths**
  - Improvements in reaction time
  - Greater reasoning abilities

Great Risk

- **Emotion and behavior control**
  - Increase in risk taking behaviors
  - Increase in impulsivity in certain contexts

- **Behavior outcomes**
  - 200% increase in morbidity and mortality rates
  - Establishment of life course
Is Adolescence Adaptive?

- The disadvantages of adolescence are clearly present

  but.....

- What are the advantages?
Promoting the Advantages & Minimizing the Risks of Adolescence
Birth to Work Protective Factors for Youth

- Adult role models and supportive and mentoring relationships with adults
Birth to Work Protective Factors for Youth

- Adult role models and supportive and mentoring relationships with adults
- Positive peer influence
Birth to Work Protective Factors for Youth

- Adult role models and supportive and mentoring relationships with adults
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- **Constructive use of time and acquisition of skills through creative activities, sports, cultural and community activities/future orientation**
Birth to Work Protective Factors for Youth

- Adult role models and supportive and mentoring relationships with adults
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- 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
Birth to Work Protective Factors for Youth

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- Limit-setting (discipline), structure (rules and routines), and positive expectations
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- 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)
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 and young adult 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
Community Based Initiatives: Building Relationship Networks for Success
Programmatic to Systemic Approach

- **Programmatic Approach**
  - Current way of thinking
    - Looks at component parts in isolation
    - Looks at risk and supportive factors only in the immediate domain
    - Looks for individual outcomes rather than key levers of influence

- **System Approach**
  - Incorporates “Big Picture” idea
    - Strives to understand the supportive and risk factors
    - Looks for the key levers of influence
    - Consciously avoids shifting problems
    - Looks for interrelationships across systems
    - Geared toward the long-term
# The Journey Towards Systemic: Partnership Relationships

<table>
<thead>
<tr>
<th>Singular, Non-Developmental</th>
<th>Singular but Developmental</th>
<th>Systemic and Developmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on single individual representative from the agency(ies) in the partnership</td>
<td>Involve multiple individuals from a single level of influence (all managers or all case workers) in the partnership</td>
<td>Involve multiple individuals from multiple levels of influence in the partnership</td>
</tr>
</tbody>
</table>
The Journey Towards Systemic: Partnership Agencies

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<tbody>
<tr>
<td>Focus on single community agency</td>
<td>Focus on single community agency while involving in periphery other community agency</td>
<td>Focus on multiple community agencies with all participating as equal partners</td>
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The Journey Towards Systemic: Partnership Sectors

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</thead>
<tbody>
<tr>
<td>Focus on single</td>
<td>Focus on single community sector or university</td>
<td>Focus on multiple community sectors or university departments as primary in partnership</td>
<td></td>
</tr>
<tr>
<td>community sector</td>
<td>or university department</td>
<td></td>
<td></td>
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<tr>
<td>or university</td>
<td>or university department</td>
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# The Journey Towards Systemic: Partnership Outcomes

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<td>Focus on primary outcome only</td>
<td>Focus on primary outcome while including other variables in model as “extraneous”</td>
<td>Focus on primary and other variables to more fully understand the complexity of promoting the primary outcome</td>
</tr>
</tbody>
</table>
Table Discussion: Promoting Positive Youth Development

- What can you do as an individual?

- What can you do as an organization?

- How can you be more systemic in your actions?
How to Reach Us

Birth-to-Work Framework
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Kellogg Center, Garden Level
East Lansing, MI 48824

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