Birth-to-Work: A Systems Framework for Individual, Family, and Community Development

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University of Iowa
Iowa City, Iowa
October 11-13, 2010
MSU Approach to Community Engagement

- **Becoming embedded in communities** working in long-standing partnerships
- **Stressing asset-based solutions** focusing on asset-based solutions
- **Building community capacity** building capacity within families, businesses, and communities
- **Creating collaborative networks** building networks among communities and organizations that lead to sustainable [regional] collaborations
Conduct Community Needs Assessments

- Revitalization and rebuilding
- Economic and entrepreneurial development
- Education and technology
- Family development over the life course/youth development and empowerment
- Collaboration across sectors
- Food, health and safety
- Arts, culture, and natural and built environments

List generated by:
MSU and Detroit/Wayne County Focus Group
April 2007
Principles of Community Development

We value innovation and entrepreneurship in seeking new ways to respond to the challenges of distressed communities. We are dedicated to a set of principles that:

• Promote active and representative citizen participation so that community members can meaningfully influence decisions that affect them.

• Engage community members in issue identification so that those affected may adequately understand the factors that contribute to their situation.

• Help community members understand the economic, social, political, environmental, and psychological impacts associated with alternative solutions to the issue.

• Assist community members in designing and implementing plans that build upon community assets by emphasizing shared leadership and active citizen participation.

• Seek alternatives to any effort that is likely to adversely affect the disadvantaged segments of a community.

• Actively work to increase leadership capacity, skills, confidence, and aspirations in the community development process.
Levels of Transformational Change

- Individual
- Family
- Community
- Region

TRANSFORMATION BEGINS WITH…
Factors Highly Related to Negative Early Organizational Processes

Exposure to multiple, inter-related, and cumulative toxic risk factors imposes heavy developmental burdens during early childhood and induces, facilitates, and/or maintains development of dysfunctional behavior patterns.

*From Neurons to Neighborhoods*
National Research Council, Institute of Medicine, 2000
Systemic Sources of Risk Development

• **Through Family Characteristics**
  – Children of alcoholics and other drug-using parents
  – Children of parents with antisocial personality disorder
  – Children of parents with clinical depression
  – Children of parents in conflict
  – Child of parents with low family resources

• **Through Individual Characteristics**
  – Externalizing behavior, aggression, behavioral undercontrol, oppositional defiant disorder
  – Negative emotionality, depression
  – Attention problems, ADHD
  – Shyness, social withdrawal, social phobias
  – Biological diathesis (genetic, congenital, perinatal)

• **Through Social Environments**
  – High drug use environments
  – High stress environments (violence, poverty, unemployment)
  – Chronic exposure to toxic risk
System Level Community-Campus Partnerships

*Power of We: a community network of networks*

- A unique, sustainable model for capacity building and community improvement
- Committed to transforming Michigan’s capital area
- Co-transforming the linkages between community and campus
## Intellectual and Social Development

<table>
<thead>
<tr>
<th>7 Indicators</th>
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<tbody>
<tr>
<td>School Readiness</td>
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<tr>
<td>Student Performance</td>
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<td>High School Graduation Rate</td>
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<td>Education Beyond High School</td>
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<td>Teen Pregnancy</td>
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<td>Juvenile Delinquency and Crime</td>
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<td>Youth Development</td>
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The graduation rate in the Capital Area increased slightly over the past 4 yrs.

In the high school graduating class of 2005, 4 students graduated for every 5 who entered high school as ninth-graders.
<table>
<thead>
<tr>
<th>Economy</th>
<th>8 Indicators</th>
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<tbody>
<tr>
<td></td>
<td>Greater Lansing Business Index</td>
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<td>Knowledge Economy</td>
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<td>Per Capita Income</td>
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<td>Poverty</td>
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<td>Use of Job Improvement Resources</td>
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<td>Home Ownership</td>
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<td>Homelessness</td>
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One-third of the Capital Area workforce is employed in the occupational groups that contain knowledge jobs.

For 2006, the Capital Area and the state compare favorably to the nation in knowledge jobs.

<table>
<thead>
<tr>
<th></th>
<th>Capital Area</th>
<th>Michigan</th>
<th>U.S.</th>
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<tr>
<td></td>
<td>33%</td>
<td>29.3%</td>
<td>28.5%</td>
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</table>
Health

7 Indicators

- Infant Mortality
- Childhood Immunizations
- Substance Abuse
- Health Care Coverage
- Life Expectancy
- Health Inequity
- Health-Related Quality of Life
The average age at which students in the Capital Area smoke their first cigarette is age 12.

By the 12th grade, students report they have:

- Smoked at least once: 42%
- Smoked in the past 30 days: 20%
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<tr>
<th>Safety</th>
<th>5 Indicators</th>
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<tr>
<td><img src="image1" alt="Child Abuse and Neglect" /></td>
<td>Child Abuse and Neglect</td>
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<td><img src="image2" alt="Domestic Violence" /></td>
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<td><img src="image3" alt="Unintentional Injury Deaths" /></td>
<td>Unintentional Injury Deaths</td>
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<td><img src="image4" alt="Violent Crime" /></td>
<td>Violent Crime</td>
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<tr>
<td><img src="image5" alt="Neighborhood Safety" /></td>
<td>Neighborhood Safety</td>
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</tbody>
</table>
Domestic Violence

Rate of Reported Victims of Domestic Violence per 100,000 Population, Capital Area, 1996-2005

Domestic violence is underreported. Many victims do not notify authorities.

The rate in 2005 is at its highest level in the past 10 years, but is less than the Michigan rate.

Capital Area: 662
Michigan: 677
Environment

5 Indicators

- Indoor Air Quality
- Outdoor Air Quality
- Surface Water Quality
- Groundwater Quality
- Land Use
There has been a steady rise in the percentage of water samples that meet the standard for recreational use of the Grand River since 2000.
In 2006, a SOCIAL CAPITAL SURVEY was administered in the Capital Area, seeking to measure degrees of:

- TRUST
- SOCIAL CONNECTION
- CIVIC PARTICIPATION
Implementing Birth-to-Work: Taking Action

Transformational Goal

By 2020 all 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.
Birth-to-Work Framework

• Birth-to-Work is a systems change framework employed across community sectors and coalitions to improve developmental outcomes for children, youth, young adults and their families, and to stimulate economic and community development.
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

• 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

- Capital Area Birth-to-Work works towards the goal that **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.**
Critical Development Transitions

• **Prenatal through Early Childhood** (0 to 5 years)
  – Rapid physical, cognitive and socio-emotional development
  – Foundation established for transition from home to school

• **Middle Childhood/Early Adolescence** (10 to 15 years)
  – Rapid biological and psychological changes
  – More autonomy and skill development but increased exposure to risk
  – Sets trajectory for success in high school

• **Late Adolescence/Early Adulthood** (18 to 25 years)
  – Transition from home and school to post-secondary education, employment, and self-sufficiency
  – Must acquire skills and attitudes to be successful in rapidly changing workplace
Implementing Birth-to-Work: Taking Action

Transformational Objectives

I. Infants and 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)
Implementing Birth-to-Work: Taking Action

Transformational Objectives

II. 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
  • Acquisitions of cognitive and social competencies related to planning and decision making, interpersonal relationships, personal safety and conflict resolution
  • Academic competencies
  • Limit-setting (discipline), structure (rules and routines), and positive expectations
  • Stable, supportive communities and culture (a sense of rootedness and connectedness)
Implementing Birth-to-Work: Taking Action

Transformational Objectives

III. 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)
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**
  - Prenatal

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

- **Late Adolescence Transition Period (18-25)**

- **Early Adolescence Transition Period (10-14)**

- **Early Childhood Transition Period (0-5)**

- **Success in Early Childhood**

- **Success in Elementary School**

- **Success in High School**

- **Success in Adulthood**

- **RESILIENCE**

- **RISK**

- **Ongoing Life Course Resilience Influences**

- **Course Resilience**

- **Influences (Racial and Social Inequalities)**
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

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

**Ongoing Life Course Resilience Influences**
- Success in Prenatal
- Success in Early Childhood
- Success in Elementary School
- Success in High School
- Success in Adulthood

**Success in Adulthood**
- Higher education
- Internship programs
- Work force
- IT opportunities
- Creative enterprises

**Success in High School**
- Quality afterschool programs
- Effective mentoring programs
- Safe environments
- Parent monitoring
- Youth entrepreneurial programs
- IT Opportunities
- Internship opportunities

**Success in Elementary School**
- Maternal support services
- Quality child care/development
- Father involvement
- Healthy nutrition
- Positive environments

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

**Success in Prenatal**
- Late Adolescence Transition Period (18-25)

**Late Adolescence Transition Period (18-25)**
- Internship programs
- Work force
- IT opportunities
- Creative enterprises

**Early Adolescence Transition Period (10-14)**
- Peers
- School
- Community

**Early Childhood Transition Period (0-5)**
- Parents
- Family (Kin)
- Neighborhood

**Prenatal**
- Partner Selection
- Workplace
- Advanced education
- Society
Systemic Perspective on Birth-to-Work Developmental Pathways and Power of We areas of Well Being

Supportive Factors

Positive transition through early childhood

Positive transition through early adolescence

Positive transition through late adolescence

Our Health

Our Economy

Our Intellectual and Social Development

Work

Our Safety

Our Environment

Our Community Life

Birth

Power of We structure and community framework, MSU engagement structure, United Way, Community Foundation, iterative dialogue processes, and cross-discipline understandings
Information Technology Empowerment Center (ITEC)

- A nonprofit, collaborative partnership of community, business, education, and government

- ITEC’s mission is to increase technology skills of Lansing area children and adults so as to better prepare them to participate in a fast-paced, global IT-based economy

- http://www.iteclansing.org

“ITEC is the result of a convergence of a group of MSU faculty and academic staff with the City of Lansing, the Prima Civitas Foundation, Lansing School District, Lansing Community College and Capital Area Michigan Works!, along with private sector firms and key funding from the Dart Foundation and TechSmith. The stakeholders looked to after-school programs in places like Harlem, Pittsburg and Detroit as they modeled their program.”

Capital Gains, September 28, 2010
Implementing Birth-to-Work: Taking Action

The Capital Region Community Foundation
Action Mantra

For each transition period and supportive factor:

• What do we know from science?
• What is our current community response?
• What’s the difference between the two (gap analysis)?
• What’s our community response to the gap?
## Action Plan Exemplar: Birth to Five Aligned Goals and Outcomes

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<tr>
<td>1. Physical protection, safety, and regulation of daily routine&lt;br&gt;2. Stable, supportive communities (violence free) and culture (a sense of rootedness and connectedness)</td>
<td>GOAL 3: Promote a broad range of opportunities, which offer accessible, affordable, quality early education, care and experiences for all children birth through transition into kindergarten&lt;br&gt;GOAL 4: Improve the safety, economic security and quality of life for young children and their families by advocating for more safe and affordable housing, and more effective transportation systems, etc.&lt;br&gt;GOAL 5: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development</td>
<td>GOAL 1: Develop a system to provide an accessible, affordable, medical home (primary care provider) for pregnant women and all children birth to five, which provides comprehensive physical exams, oral health and preventive care&lt;br&gt;GOAL 3: Promote a broad range of opportunities, which offer accessible, affordable, quality early education, care and experiences for all children birth through transition into kindergarten</td>
<td>1. Ongoing nurturing relationships with the same adults&lt;br&gt;2. Experiences responsive to individual differences in such characteristics as temperament&lt;br&gt;3. Limit-setting (discipline), structure (rules and routines), and expectations (for positive outcomes)</td>
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**Birth to Five Ingham Great Start Collaborative Strategic Plan GOALS**

- GOAL 3: Promote a broad range of opportunities, which offer accessible, affordable, quality early education, care and experiences for all children birth through transition into kindergarten.
- GOAL 4: Improve the safety, economic security and quality of life for young children and their families by advocating for more safe and affordable housing, and more effective transportation systems, etc.
- GOAL 5: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development.

- GOAL 1: Develop a system to provide an accessible, affordable, medical home (primary care provider) for pregnant women and all children birth to five, which provides comprehensive physical exams, oral health and preventive care.
- GOAL 3: Promote a broad range of opportunities, which offer accessible, affordable, quality early education, care and experiences for all children birth through transition into kindergarten.
- GOAL 2: Develop a system to screen all families with children birth to five and provide appropriate referrals for assessment, treatment and services.
- GOAL 3: Develop a variety of education, support and services that help strengthen the vital role that families play in their children’s development.
Birth to Five Aligned Goals and Outcomes (cont)

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<td>Individual</td>
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<td>Family/Group</td>
<td>1a. Smoking cessation for pregnant women</td>
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<td></td>
<td>1b. Increase enrollments in child health insurance</td>
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<td>1d. Improve Dental Health</td>
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<tr>
<td>Organization/Block</td>
<td>1a. Smoking cessation for pregnant women</td>
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<td>1b. Increase enrollments in child health insurance</td>
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<td>1c. Reduce childhood obesity</td>
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<td>1d. Improve Dental Health</td>
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<td>1e. Increase Prenatal Care</td>
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<td>2a. Increase awareness S-E health importance</td>
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<td>2b. Decrease Child Abuse &amp; Neglect</td>
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<td>2c. Promote Soc-Emot development screening</td>
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<td>2d. Improve referral process for SE problems</td>
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# Birth to Five Aligned Goals and Outcomes (cont)

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Birth to Work Systems Change Partnerships

Lansing
- Power of We Consortium & Ingham Change Initiative
- Lansing Economic Area Partnerships (NEXT)
- Neighborhoods of Promise
- Information Empowerment Technology Center (iTEC)

Southeast Michigan
- Arab Community Center for Economic and Social Services
- Focus Hope
- Brightmoor Neighborhood
- Caesar Chavez Academy
- Detroit Area Precollege Engineering Programs (DAPCEP)
- YouthVille Detroit
- Detroit Public Schools

Kalamazoo-Battle Creek-Mexican Consulate
- Latino/a-American Promise

Genesee County
- Great Start Collaborative
- Flint Priority Children
Birth to Work Partners: Capital Area

Capital Area United Way
Capital Region Community Foundation
Dart Foundation
Ingham Change Initiative
Lansing Area Economic Partnerships
Lansing Regional Economic Development Corporation
Michigan State University
Michigan State University Extension
Power of We Consortium
Prima Civitas Foundation
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