

Pathway to a Common Plan

The Community Collaborative for Youth and Families • March 10, 2017

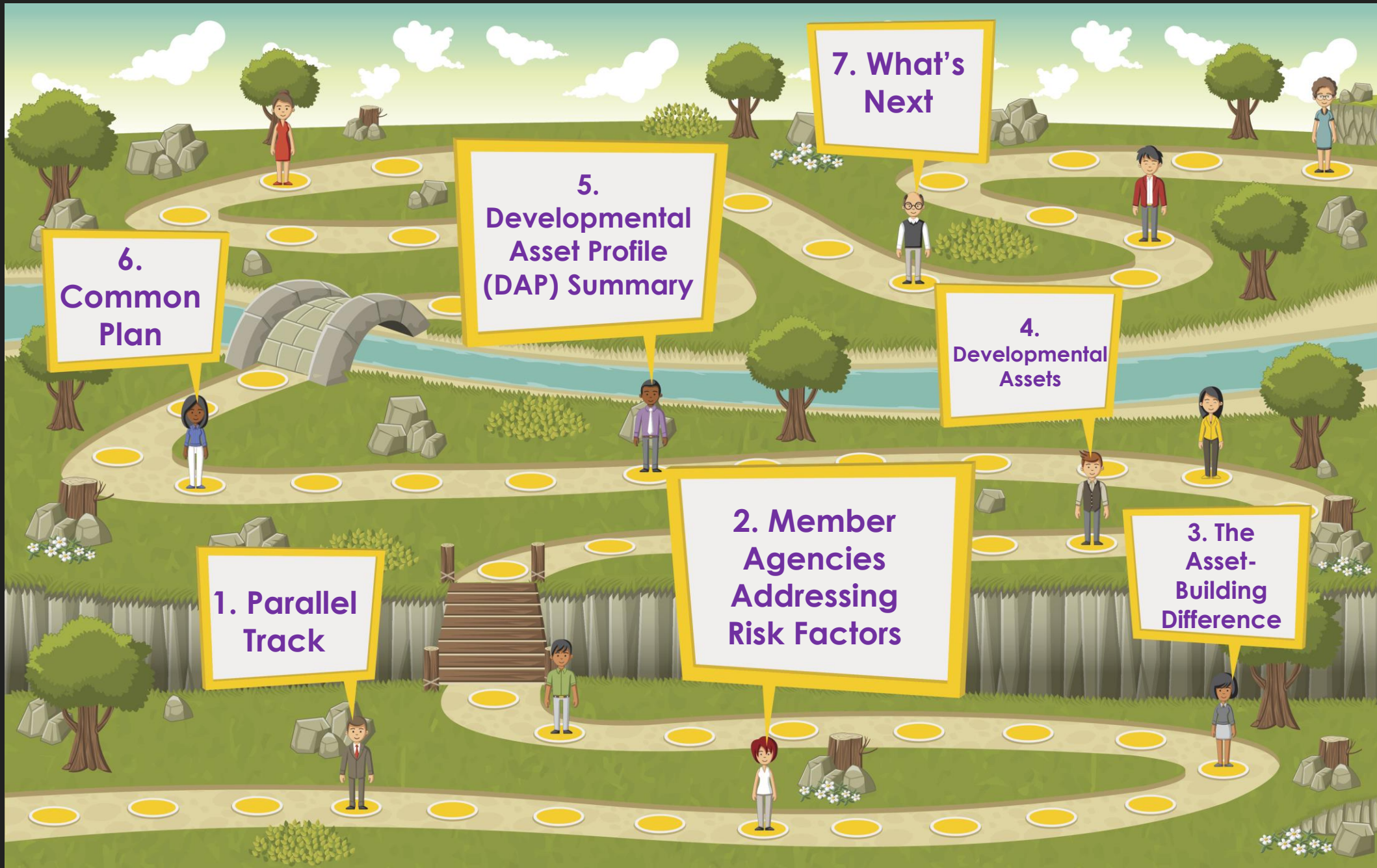


Pathway to a Common Plan



Our targeted outcome:

“to move the needle on reducing the percent of youth who enter and/or re-enter the juvenile justice system.”



6. Common Plan

5. Developmental Asset Profile (DAP) Summary

7. What's Next

4. Developmental Assets

2. Member Agencies Addressing Risk Factors

3. The Asset-Building Difference

1. Parallel Track

Pathway to a Common Plan

TAKE AWAYS

- Action Steps -Completed based on large group work
- Committee Structure sheet for review and discussion (April Meeting)
- Risk Factors Contributing to Juvenile Delinquency
- Excel sheet with agency program related to risk factor
- The Asset-Building Difference One pager
- 40 Development Assets (4)
- Developmental Assets Profile (DAP) Summary (relationships first article, DAP sample survey summary)

Completed/Progressing Action Steps



Committee Structure Review & Discussion

Leadership Team

Purpose: Provide leadership and guidance to the Collaborative. Act as the administrative oversight authority for all Collaborative functions.

Membership Committee

Purpose: To support the growth and sustainability of the Collaborative through recruitment of new members, orientation, and retention of members to enhance efforts of the Collaborative.

Education and Training Committee

Purpose: To plan, host, and collaborate on trainings and workshops to educate the community as a whole. Through our events, provide other committees and partnering agencies with information for planning, collaboration, marketing, professional development and recruiting purposes.

Data and Evaluation Committee

Purpose: To collect and analyze the data collected in Planning District 16 by the Collaborative and use the information to evaluate the activities as it relates to the strategic plan.

Marketing and Media Committee

Purpose: To promote and publicize all events and trainings carried out by the Collaborative as well as other events being held within Planning District 16 that support the purpose of the Collaborative. To ensure that all committee members, other community partners and potential participants/families are aware of Collaborative initiatives and activities.

Funds Development Committee

Purpose: To identify and acquire the funds necessary to support the endeavors of partnering agencies in the Collaborative and specific Prevention activities identified in the strategic plan of the Collaborative for Planning District 16.

Identified Risk and Protective Factors

Risk factors

- Homelessness
- Substance Abuse
- Mental Health Challenges
- Unemployed Household
- Living in Poverty
- Lack of Education
- Lack of Meaningful Relationships and Connections
- Peer Pressure

Protective factors

- Family Relationships
- Peer Relationships
- Positive Role Models
- Educational Support
- Prevention of Substance Use
- Social Activities
- Nutrition
- and more

How Does Your Agency Relate?



The Asset-Building Difference

Moving From....

Talking about problems
Focusing on troubled and troubling youth
Focusing primarily on ages birth to 5
Age segregation
Viewing young people as problems
Reacting to problems
Blaming others
Treating youth as objects of programs
Relying on professionals
Competing priorities
Conflicting signals about values and priorities
Managing crises
Despair

To....

Talking about positives and possibilities
Focusing on all children and adolescents
Focusing on all young people, ages birth to 18
Intergenerational community
Seeing youth as resources
Being proactive about building strengths
Claiming personal responsibility
Respecting youth as actors in their own development
Involving everyone in the lives of young people
Cooperative efforts
Consistent messages about what is important
Building a shared vision
Hope

40 Developmental Assets

- Released by The Search Institute (www.search-institute.org) in 1990
- Identifies a set of skills, experiences, relationships, and behaviors that support young people developing into successful and contributing adults
- Utilized frequently world-wide
- Search Institute surveys more than 5 million children and youth across all backgrounds

The screenshot shows the Search Institute website homepage. At the top, there is a navigation menu with links for Home, About, Research, Surveys, Publications, Keynotes & Workshops, Consulting, and Store. Below the menu is the Search Institute logo, which includes the text "Search INSTITUTE" and a red arrow pointing right, followed by the tagline "Discovering what kids need to succeed". To the right of the logo is a search bar and social media icons for Facebook, Twitter, YouTube, and a "Subscribe" button, along with a "Donate" button.

The main content area features a large banner image of a woman and a young girl smiling. To the right of the image is the heading "Developmental Relationships" in red, followed by the text: "Young people need adults and peers in their lives who express care, challenge growth, provide support, share power, and expand possibilities."

Below the banner is a row of five small thumbnail images with captions: "Developmental Relationships", "REACH", "Developmental Assets", "Family Engagement", and "Keep Connected".

The bottom section of the page is divided into three columns. The left column is titled "BLOG" and contains the text: "Have you tried a different lens? Bringing student motivation into focus for your students". Below this is a dark blue box with the text "HAVE YOU TRIED A DIFFERENT LENS?" and "Bringing student motivation into focus for your students". The middle column is titled "FREE WEBINAR: MAKING STUDENT MOTIVATION A SCHOOL PRIORITY" and features a graphic with the text "RELATIONSHIPS EFFORT ASPIRATIONS COGNITION HEART" and icons of a head, a hand, and a heart. Below the graphic is the text: "Join us for a free webinar: [Making Student Motivation a School Priority](#), Eric Kalenze, Search Institute's Director of Education Solutions will be our presenter. In this webinar,". The right column is titled "NEW RESEARCH REPORT" and features a photo of three people smiling next to a book titled "RELATIONSHIPS FIRST!". Below the photo is the text: "Relationships First: Creating Connections that Help Young People Thrive".

40 Developmental Assets – External Assets



Support

1. **Family Support** - Family life provides high levels of love and support.
2. **Positive Family Communications** - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** - Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** - Young person experiences caring neighbors.
5. **Caring School Climate** - School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** - Parent(s) are actively involved in helping the child succeed in school.

40 Developmental Assets – External Assets



Empowerment

7. Community Values Children and Youth - Young person perceives that adults in the community value youth.
8. Youth as Resources - Young people are given useful roles in the community.
9. Service to Others - Young person serves in the community one hour or more per week.
10. Safety - Young person feels safe at home, school, and in the neighborhood

40 Developmental Assets – External Assets



Boundaries and Expectations

11. **Family Boundaries** - Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries** - School provides clear rules and consequences.
13. **Neighborhood Boundaries** - Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models** - Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influences** - Young person's best friends model responsible behavior.
16. **High Expectations** - Both parent(s) and teachers encourage the young person to do well.

40 Developmental Assets – External Assets



Constructive Use of Time

17. **Creative Activities** – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community** – Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home** - Young person is out with friends "with nothing special to do" two or fewer nights per week.

40 Developmental Assets – Internal Assets



Commitment to Learning

21. **Achievement Motivation** – Young person is motivated to do well in school.
22. **School Engagement** – Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to School** – Young person cares about her or his school.
25. **Reading for Pleasure** – Young person reads for pleasure three or more hours per week.

40 Developmental Assets – Internal Assets



Positive Values

26. **Caring** – Young Person places high value on helping other people.
27. **Equality and Social Justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** – Young person "tells the truth even when it is not easy."
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** - Young person believes it is important not to be sexually active or to use alcohol or other drugs.

40 Developmental Assets – Internal Assets



Social Competencies

- 32. **Planning and Decision Making** – Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence** – Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds
- 35. **Resistance Skills** – Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution** – Young person seeks to resolve conflict nonviolently.

40 Developmental Assets – Internal Assets



Positive Identity

- 37. Personal Power** – Young person feels he or she has control over "things that happen to me."
- 38. Self-Esteem** – Young person reports having a high self-esteem.
- 39. Sense of Purpose** – Young person reports that "my life has a purpose."
- 40. Positive View of Personal Future** – Young person is optimistic about her or his personal future.



Community Collaborative for Youth and Families

www.thecommunitycollaborative.org

MISSION

Cultivate a thriving community through an inclusive collaborative helping youth and families acquire the foundation to be stable and successful.

TARGETED OUTCOME

To reduce the number of youth entering or re-entering the juvenile justice system.

COMMON PLAN

The Community Collaborative for Youth and Families has identified the following nine (9) outcomes and indicators to achieve our mission and reach our targeted outcome. The intent of this Common Plan is to provide a framework for individuals and organizations to collectively define, communicate, and document youth and family development activities within Planning District 16. Utilization of the Common Plan will increase opportunities for collaboration and amplify collective impact. Alignment with the Common Plan by member agencies is encouraged but is not intended to replace existing frameworks utilized within their organizations.

The Search Institute's 40 Developmental Assets® were used as a guide in the creation of this Common Plan. The Developmental Asset Profile (DAP) will be the measure utilized to establish the benchmark for the Collaborative across all nine (9) outcomes. Additional measures will be identified, created, and added by Collaborative membership.

COMMUNITY

Outcomes	Indicator	Possible Measures
Family Support	Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love and support, physical care, and positive attention in ways that are responsive to the child's unique emotional needs.	<ul style="list-style-type: none">• Developmental Asset Profile (DAP)• Existing measures utilized by member agencies.• Additional measures identified through the research of CCYF
Other Adult Relationships	Children and youth receive consistent support and experience caring relationships with adults other than their parents.	<ul style="list-style-type: none">• See above.

Community Values Children and Youth	Children and youth are welcomed and included and feel valued by the community.	<ul style="list-style-type: none"> • See above.
Safety	The community takes action to ensure children and youth feel safe at home, at school, and in their neighborhood.	<ul style="list-style-type: none"> • See above.
Role Models	Community members model and encourage positive, responsible behavior and healthy lifestyles.	<ul style="list-style-type: none"> • See above.
School and Community Programs	Children and youth participate at an age appropriate level in co-curricular school activities and/or structured community programs.	<ul style="list-style-type: none"> • See above.

CHILDREN AND YOUTH

Outcomes	Indicator	Possible Measures
Responsibility	Children and youth learn to accept and take responsibility at an age appropriate level.	<ul style="list-style-type: none"> • Developmental Asset Profile (DAP) • Existing measures utilized by member agencies. • Additional measures identified through the research of CCYF.
Resistance Skills	Children and youth learn to recognize and avoid risky behavior and dangerous situations and to resist negative influences.	<ul style="list-style-type: none"> • See above.
Peaceful Conflict Resolution	Children and youth learn to resolve conflicts without using physical aggression or hurtful language.	<ul style="list-style-type: none"> • See above.

GLOSSARY

Child: ages 0 to 11

Youth: ages 12 to 18

Community: Everyone, including parents and caregivers as well as peers

Developmental Asset Profile Summary

The Developmental Assets Profile (DAP)

Measuring young peoples' internal strengths and external supports and their growth in these key areas over time.

- Do they feel surrounded by people who love, care for, appreciate, and accept them?
- Do they feel valued, valuable, and safe?
- Do they feel that they have been provided with clear rules, consistent consequences for breaking rules, and encouragement to always do their best?
- Do they have opportunities outside of school to learn and develop new skills and interests with other youth and adults?
- Do they understand the lasting importance of learning and believe in their own abilities?
- Are they developing strong guiding values that will help them make healthy life choices, including responsibility, empathy, and self-control?
- Do they have the skills to interact effectively with others, to make difficult decisions, and to cope with new situations?
- Do they believe in their own self-worth and feel that they have control over the things that happen to them?





Next Meeting:

Friday, April 14, 2017

9:00 a.m.

**Rappahannock United
Way – Board Room**