

Youth Futures Committee
February 13, 2007
Lyceum

1. Welcome and Introductions – Mary Ann Hanley

2. Continue Group Decision-Making on RBA - Mike

Positive Social Emotional Development

Mike – Should be green boxes remain the way they are?

Kevin – positive role models exist in extracurricular activities – church – school – we need to think through where they are going to see role models.

Diane – the child needs to bond and attach in four key areas – home, school, community, and church/faith-based organization.

Mike – what builds social development – where do schools belong?

Patti – attachment to caring adults should be mentoring, school, faith-based. Not sure whether they are social needs or attachment to caring adults.

Mike – let's focus on key building blocks – schools are both academic and socialization and we broke those out. The organization framework allows you to look at how many of the top level things that young people have. How many of them are the kids hitting on – that's why they are separated into different levels. If you have the 5 key building blocks – that cohort will achieve the goal but the 4/5 and 3/5 and 2/5 will have lower levels of success. So keeping with that theory you follow the key building blocks – for example, it may not be school or family, it may be something going on with school or family – that's why you keep to the levels of the building blocks.

Diane – under attachment to caring adult – we should have parental or other engagement, teacher engagement, or bonding.

Mike – what goes under attachment to caring adult. Parent, teacher, spiritual (?).

Susan – mentoring programs that can be measured.

Mike – a mentor that plays a role and is not a parent or teacher – it could be a sports or arts mentor, or it could be a formal mentor program.

Julie – CSSD – the first two boxes are different from Life Skills – the first two deal with attachments and relationships. The first box seems to be family, the second is other relationships.

Mike – maybe we should separate out family, school, and other relationships? These three green boxes are important and are keys to success for kids. It could be family, peers, schools, and possibly a fourth – what would be fourth be?

Patti – what if kids are in foster care?

Mike – maybe we should say family and custodial care givers.

Anne – likes three green categories – family and schools and then the third can be community.

Mike – we will break out attachments to family and peers and is there a third one called schools and community.

Kevin – we should have a green box as family – where I'm struggling to with peer support and adult support in the community. Both are critical for positive youth development. Positive relationships with adults beyond your family are important. I'm not sure if they are in two separate categories. He uses the Boy Scout model of creating scout leaders among the kids who then provide peer support. He's struggling with distinction between peer and other adult.

Liz – who you hang around with, is important. The Boy Scout idea is an ideal situation. But we need to look at adult support for intervention purposes. We need to make sure kids are supervised in good places. For the green headings it could be family, peer, and school.

Mike – it's not place that something happens but activity. The other question is breaking out and defining peer. If kids have good peer relationships but don't have good adult relationships than they should be broken out. Remember to test the framework on an "either or" approach – if they have good peer relationships but not adult relationships than I would separate them. It's the same with schools and community. If you have good relationships with adults, peers, schools but not in the community – is that going to be a deterrent to success? This is how you test the green boxes and determine what goes in them.

Merle – if you had adults and peers at the top. Lots of kids have dysfunctional family and that's not positive – but they have a good mentoring relationship with an adult than they might go through fine. So you could have positive adult relationships and positive peer relationships in the green boxes.

Diane – the boxes need to reflect the ability to bond with peers and adults. If kids don't have an engaged parent that might impact the child's ability to bond.

Ann – works with adolescent girls – all of them want family but they don't have that and that is why they don't have social development.

Kevin – maybe we need a category of positive personal relationships.

Mike – this needs to be set up in terms of "and" relationships and "or" relationships. Do you want community as an "and" item with family peers and schools?

Kevin – schools are part of the community.

Mike – is there a difference between kids who have good community relationships but not good school relationships? Is this an "and" or an "or". Would there be distinctions between these categories – this would determine whether these are separate categories.

Liz – It's family, peers, and adults – the adults can be schools, neighborhood etc.

Kevin – youth orient their activities toward school.

Diane – but there are a lot of "out-of-school" kids.

Merle – if we have family, adults, peers as green – then school and community and other adult relationship building – these would be either ors. But Life Skills doesn't seem to fit.

Kevin – Life Skills is what you get from positive relationships. But there are things under Life Skills that you might learn in various ways – not just from family.

Mike – under Life Skills - money management – is a trained skill, but the others like problem solving and resilience are human development skills that need to be learned from the beginning. Does Life Skills bump up to pink?

Mike – (regrouping) We need 5 key building blocks that are meaningful for children to have. Do we need different blocks? Should job readiness drop out?

Kevin – What do we mean by job readiness? We have a broad definition of technical and Life Skills to go to work. We should keep job readiness.

Julie – Life Skills deserves more prominence

Liz – we need to define positive social emotional development. Life Skills will happen through these relationships. Let's leave it where it is.

Job Readiness

Ann – We should add interest testing.

Julie – change soft skills to workmanship?

Mike – we are open to wordsmithing – we just need to understand what we are taking about!

Formal Education

Merle – put GED under high school diploma

Diane – what's missing is the system problem of kids to provide a formal education. Certain schools have high drop out and high failure because they lack books and staffing to promote formal education.

Mike – That is the intervention level.

Malia – should there be two green boxes - high school education and post secondary?

Group agrees

Physical Health

Mike – some health issues involve environment and risk behavior.

Under access to providers we will add mental health. Transportation is an issue. Change diet to nutrition. Substance abuse means alcohol and drugs. Health decision piece and life skill piece begin to merge. (i.e. judgment about behavior with motor vehicles.)

What about vaccinations? There are HPV and STD – this would fall under wellness care.

3. Timeline for Committee Work Plan and Resource Mapping and Data Collection – Malia

Malia – How can we show that change can be achieved? That should happen over the next two meetings. We have five separate sections to discuss. Liz suggests reviewing a report that she will send to everyone that will include indicators. Malia agrees. Also suggests we review the best practices and the investments the state is making on positive youth development. Then we can begin to identify interventions. In September we can begin to look at resource mapping and then begin to develop the outline for the report.

Liz – if we have ideas for best practices (juvenile justice has a list of best practices) we will send them along to the committee. Office of fiscal analysis has the highlights of the governor's budget online.

6. Next meeting March 14 Lyceum 9:00