GIH

POSITIVE YOUTH DEVELOPMENT:

A Pathway to Healthy Teens

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GRANT MAKERS IN HEALTH

Foreword

As part of its continuing mission to serve trustees and staff of health foundations and corporate giving programs, Grantmakers In Health (GIH) convened a group of experts from the fields of philanthropy, research, government, and health care to examine recent research on youth development and effective approaches for promoting healthy decisionmaking by adolescents. This Issue Dialogue, *Positive Youth Development: A Pathway to Healthy Teens*—held June 13, 2002 in Washington, DC—provided an opportunity for grantmakers to explore how they can apply youth development principles and asset-based strategies to their grantmaking to promote healthy development and healthy decisionmaking by the adolescents in their communities.

This Issue Brief incorporates the information and ideas shared during the meeting into a background paper prepared for participants at the Issue Dialogue. It provides an introduction to positive youth development; describes the characteristics of effective services and programs; reviews the research in this area; and provides examples of programs sponsored by the government, national organizations, and foundations that are intended to support and promote positive youth development.

Special thanks are due to those who participated in the Issue Dialogue, but especially to presenters and discussants: Peggy Alexander, coordinator, Adolescent and Youth Wellness Project, The Horizon Foundation; Dana Burns, member, Youth Advisory Board, Ewing Marion Kauffman Foundation; Pauline Daniels, program director, The California Wellness Foundation; Debra Delgado, senior associate, The Annie E. Casey Foundation; Paula Duncan, clinical professor, University of Vermont; Karen Hein, president, William T. Grant Foundation; Eric Hutson, program officer, Paso del Norte Health Foundation; Michael Johnson, president, Park Nicollet Foundation; Lynn Leonard, senior program officer, Ewing Marion Kauffman Foundation; Nicole Modeen, member, Asset Vision Team, The Horizon Foundation; and Jeff Usher, program officer, Kansas Health Foundation.

Anne L. Schwartz, vice president of GIH, moderated the session. Donna Langill, program associate at GIH, planned the session and wrote the initial background paper. Larry Stepnick of The Severyn Group, Inc. contributed significantly to this Issue Brief by incorporating the key points made at the meeting into the background paper. GIH also gratefully acknowledges the Maternal and Child Health Bureau, Health Resources and Services Administration of the U.S. Department of Health and Human Services for its support of this program.

About **GIH**

Grantmakers In Health (GIH) is a nonprofit, educational organization dedicated to helping foundations and corporate giving programs improve the nation's health. Its mission is to foster communication and collaboration among grantmakers and others and to help strengthen the grantmaking community's knowledge, skills, and effectiveness. Now celebrating its 20th year, GIH is known today as the professional home for health grantmakers and a resource for grantmakers and others seeking expertise and information on the field of health philanthropy.

GIH generates and disseminates information about health issues and grantmaking strategies that work in health by offering issue-focused forums, workshops, and large annual meetings; publications; continuing education and training; technical assistance; consultation on programmatic and operational issues; and by conducting studies of health philanthropy. Additionally, the organization brokers professional relationships and connects health grantmakers with each other as well as with others whose work has important implications for health. It also develops targeted programs and activities, and provides customized services on request to individual funders. Core programs include:

• **Resource Center on Health Philanthropy.** The Resource Center monitors the activities of health grantmakers and synthesizes lessons learned from their work. At its heart are staff with backgrounds in philanthropy and health whose expertise can help grantmakers get the information they need and an electronic database that assists them in this effort.

• **The Support Center for Health Foundations.** Established in 1997 to respond to the needs of the growing number of foundations formed from conversions of nonprofit hospitals and health plans, the Support Center now provides hands-on training, strategic guidance, and customized programs on foundation operations to organizations at any stage of development.

• **Building Bridges with Policymakers.** GIH helps grantmakers understand the importance of policy to their work and the roles they can play in informing and shaping public policy. It also works to enhance policymakers' understanding of health philanthropy and identifies opportunities for collaboration between philanthropy and government.

GIH is a 501(c)(3) organization, receiving core and program support from more than 200 foundations and corporate giving programs each year.

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Introduction

Adolescence is a time of experimentation, a time when young people are developing their identities. It is also the time when adolescents are laying the groundwork for their future health and well-being (WHO 1998). During adolescence, teens are making decisions that have the potential to profoundly affect their health and well-being, both immediately and into their adult years. The decisions adolescents make about nutrition, physical activity, drugs, alcohol, tobacco, sex, and relationships are critical. If they make the right decisions, they dramatically increase their chances of entering adulthood healthy and ready to meet the demands of adult life. Teenagers' openness to new experiences also means that adolescence is the time of life when behaviors that place young people at risk can begin.

Because adolescence brings with it such risks and challenges, federal and state governments and many health grantmakers devote significant resources to programs and initiatives aimed at youth. Some of these efforts are focused on promoting positive youth development. The term positive youth development is used to describe a philosophy that affirms the right of all youth to be surrounded by relationships, environments, supports, and services that promote their healthy development and well-being, as well as the right of youth to contribute to society and have a voice in decisions that affect them.

Across the country, some grantmakers have begun looking to positive youth development approaches as a way of ensuring that teens stay healthy and safe. They are incorporating the principles of positive youth development into their grantmaking by designing new initiatives, revising their funding guidelines for projects aimed at youth, and involving youth in decisionmaking processes. This Issue Brief is intended to highlight the work of these grantmakers, as well as to provide guidance to others that may be interested in promoting positive youth development through their grantmaking or through other aspects of their work. To that end, the Issue Brief provides:

- an overview of positive youth development;
- an explanation of why positive youth development is gaining increased attention, including a review of the research findings on the impact of these programs on adolescent health and well-being;
- an analysis of the characteristics of services and programs that promote positive youth development;
- a description of public programs and national organizations that support youth development; and
- examples of the wide variety of mechanisms that grantmakers are using to promote positive youth development.

What Is Positive Youth Development?

Positive youth development is not a specific program, but rather an approach to structuring services, systems, and supports for youth so that young people develop the skills and competencies they need to thrive and enter adulthood ready to face the myriad challenges of adult life. Grounded in the concept of resiliency, positive youth development seeks to help youth overcome or deal with negative things in their environments. Positive youth development approaches also seek to take advantage of

opportunities presented by the various stages of adolescent development to influence behaviors, attitudes, and self-esteem. For some youth, positive youth development approaches may help them maintain safe and healthy behaviors, while for other youth, these approaches may help redirect them to healthier and more positive behaviors (Family and Youth Services Bureau 1997).

Because positive youth development is an approach to youth services, rather than a specific program, there is no single definition of the term. Some organizations and researchers define it by the individual characteristics that demonstrate healthy development. Often referred to as "protec-

GROWING UP IS HARD TO DO: AN OVERVIEW OF ADOLESCENT DEVELOPMENT

In modern society, adolescence is a time of both biological and social transition, the period from the onset of puberty to the assumption of adult status. Although rapid changes in physical and sexual development are often considered the hallmarks of adolescence, teenagers are also experiencing profound changes in cognitive, moral, social, and emotional development that provide unique opportunities for inculcating healthy attitudes and behaviors.

Physical Growth and Development

The onset of puberty is a biological marker of adolescence. Girls typically show physical signs of puberty two years earlier than boys, although there is wide variation in the age when adolescents hit their growth spurts and reach physical maturity (Green and Palfrey 2002). Today, both girls and boys are entering puberty earlier than ever (Public/Private Ventures 2000). The physical changes of adolescence and their associated behavioral and emotional effects create both risks and opportunities. For example, weight gains, changes in fat distribution, and physical awkwardness resulting from growth spurts may cause teens to become overly self-conscious about their bodies, leading many to attempt to change their appearance through diets or exercise regimens (Green and Palfrey 2002). This makes the teen years an important time for interventions aimed at influencing the decisions teens make about physical activity and nutrition.

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tive factors," "developmental assets," or simply "assets," these are the skills, abilities, and competencies that youth need to make good decisions and be fully prepared for

the demands of adult life. Others define positive youth development by the inputs and supports necessary to promote the development of these assets. Many defini-

(Continued from previous page)

Cognitive and Moral Development

In early and mid-adolescence (roughly age 11 to age 17), teens experience profound changes in their cognitive abilities. During these years, adolescents move from concrete thinking—thinking that focuses on immediate concerns—to formal operational thinking—an ability to think in the abstract and to construct hypothetical "what if" scenarios (Green and Palfrey 2002). This change gives adolescents the ability to plan for the future, to think about multiple options and possibilities, and to think about how they feel and how they are perceived by others (Huebner 2000). Their sense of morality is changing in a similar fashion. Younger adolescents tend to think of moral issues as "right" and "wrong" or "good" and "bad" according to external, conventional standards and rules (Green and Palfrey 2002). As they mature, adolescents begin to internalize the values of the society around them and become able to formulate and follow abstract moral principles.

Adolescents may not use their new cognitive and moral abilities in a consistent way or in a way that makes sense to the adults around them (Green and Palfrey 2002). As a result, they may make decisions that place their health and well-being at risk. Because their maturing abilities heighten their sensitivity to the perceptions and values of others, adolescents benefit greatly from positive role models and healthy relationships with parents, teachers, youth workers, and other adults. They may also become passionate about social issues and causes and may, for the first time, be interested in community involvement and volunteer opportunities that address social issues.

Social and Emotional Development

During adolescence, young people are attempting to complete many developmental tasks involving their sense of self and their place in the world (Huebner 2000). In working on these tasks, young people typically begin to question parental values and belief systems and look to their peer group for support and reinforcement of values, attitudes, and behaviors. Adolescents also undergo profound changes in their emotions, changes that may seem erratic or unexplainable to those around them (Green and Palfrey 2002). Indeed, many of the negative stereotypes of teens stem from the intense emotions they display. The social and emotional changes that teens are undergoing may lead them to engage in more risk-taking behaviors.

Because adolescence is a time of increased peer orientation, supports and services that seek to shape group norms about behaviors and attitudes can be effective in promoting healthy decisionmaking. Health grantmakers can contribute to adolescent social and emotional development by investing in such things as peer-to-peer programs; training for teachers, youth workers, employers of youth, and others who have regular contact with adolescents; and cultural or recreational programs that give older youth a constructive way to spend their out-of-school time.

AN EXPERT VIEW

In a recent overview of the field, a group of national youth development experts described positive youth development in the following way:

The new orientation is more attuned to the basic needs and states of a youth's develop-ment, rather than on simply ''fixing'' whatever ''problem'' may have arisen. It focuses on youths' need for positive, ongoing relationships with both adults and other youth; for active involvement in community life; and for a variety of positive choices in how they spend nonschool time. It aims to build *strengths* as well as reduce *weaknesses*. The movement's fundamental assumption . . . is that enduring positive results in a youth's life are most effectively achieved by tending to basic needs for guidance, support, and involvement, and not by surgical interventions aimed at removing problems (Public/Private Ventures 2000).

tions include both. Definitions of positive youth development also recognize the strengths and capabilities of youth and incorporate a role for young people in shaping their own environments, partici-pating in decisions that affect them, and being agents of change in their families, schools, and communities.

Positive youth development can occur in a wide range of settings and is not the responsibility of formal youth programs alone. Rather, youth development can occur in families, schools, religious congre-gations, neighborhoods, places of employment, parks and recreation centers, public safety systems and courts, and a variety of other settings where youth can be found (Public/Private Ventures 2000).

Assets That Are Important for Adolescent Health and Well-being

Across the country, communities are using information about developmental assets to assess whether their families, neighbor-

hoods, and schools are doing enough to help youth develop the skills and compe-tencies they need. Policymakers and youth-serving organizations are using information about assets to evaluate the adequacy of current policies and program designs and make decisions about enhance-ments that can make policies and programs more supportive of positive youth develop-ment. Similarly, some grantmakers are using information about assets to shape funding guidelines, design foundation initiatives, or make decisions among funding proposals.

The Search Institute and the joint National Research Council and Institute of Medicine Committee on Community-Level Programs for Youth are recognized leaders in the field of positive youth devel-opment. Each organization has developed frameworks that attempt to define the developmental assets that are critical to adolescent health and well-being. In 1990, the Search Institute developed a framework of 40 developmental assets that has been

widely used to shape services for youth nationwide. The contribution of the Committee on Community-Level Programs for Youth is more recent. In early 2002, it released a major study on youth development that included the identification of personal and social assets needed for positive youth development. By providing information about the assets that are important for adolescent health and well-being, such conceptual frameworks can inform and guide decisionmaking about policies and programs affecting youth.

**The Search Institute's
40 Developmental Assets**

The Search Institute is an independent, nonprofit, nonsectarian organization that works to advance the well-being of children and adolescents by generating knowledge and promoting its application (Search Institute 2002a). The asset framework developed by the Search Institute in 1990 comprises 40 developmental assets that young people need to grow up healthy, caring, and responsible. It includes both external assets (the positive experiences that youth receive from the people and institutions in their lives) and internal assets (the qualities that guide the choices youth make and give them a sense of centeredness, purpose, and focus) (Search Institute 2002b).

There are four categories of external assets: *support,* which includes loving and caring families, as well as positive and supportive organizations and institutions; *empowerment,* which includes opportunities to contribute to others and to feel valued; *boundaries and expectations* that let youth know what is expected of them and whether activities and behaviors are "in bounds" or "out of bounds;" and *constructive use of time,* which includes quality time at home, as well as constructive and enriching opportunities for growth outside of the home.

Similarly, there are four categories of internal assets: *a commitment to learning* that is life-long; *positive values* that guide the choices youth make; *social competencies*, which are the skills and abilities that youth need to make positive choices, build rela-

OTHER DEFINITIONS AND FRAMEWORKS

Many organizations develop their own asset frameworks and definitions of positive youth development to more closely reflect their specific organizational missions and values or to meet certain programmatic or communications needs. Despite the variations, there are common threads that run through them: most address such things as competence, values, individual empowerment, decisionmaking skills, confidence, usefulness, and belonging. Appendix I lists the definitions and descriptions of positive youth development that are used by selected national youth organizations. Health grantmakers interested in developing partnerships with these organizations or others may find it useful to understand how other organizations define positive youth development.

Figure 1. *40 Developmental Assets*
Search Institute has identified the following building blocks of healthy development
that help young people grow up healthy, caring, and responsible.

EXTERNAL ASSETS

Category	Asset Name and Definition
Support	1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-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) actively involved in helping young person succeed in school.
Empowerment	7. Community Values 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.
Boundaries & 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 Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well.
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 the community. 19. Religious Community-Young person spends one or more hours 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.

Figure 1 Continued. *40 Developmental Assets*

INTERNAL ASSETS

Category	Asset Name and Definition
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.
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.
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.
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

tionships, and succeed in life; and *positive identity,* which includes a strong sense of personal power, purpose, worth, and promise. The complete list of the Search Institute's 40 developmental assets is shown in Figure 1.

Since developing this framework, the Search Institute has worked with 24 states and 560 communities nationwide to develop initiatives that help youth build developmental assets. It also conducts surveys of children and youth that generate data on the assets possessed by youth, as well as on their behaviors, attitudes, and values. Data from these surveys have been used by researchers to document the linkages between possession of developmental assets and indicators of health and well-being. Some of this research is discussed in the next section of this report.

Figure 2. *Personal and Social Assets That Facilitate Positive Youth Development*

Physical Development
- Good health habits
- Good health risk management skills

Intellectual Development
- Knowledge of essential life skills
- Knowledge of essential vocational skills
- School success
- Rational habits of mind — critical thinking and reasoning skills
- In-depth knowledge of more than one culture
- Good decisionmaking skills
- Knowledge of skills needed to navigate through multiple cultural contexts

Social Development
- Connectedness — perceived good relationships and trust with parents
- Sense of social place/integration — being connected and valued by larger social networks
- Attachment to prosocial/conventional institutions, such as school, church, and nonschool youth programs
- Ability to navigate in multiple cultural contexts
- Commitment to civic engagement

Psychological and Emotional Development
- Good mental health, including positive self-regard
- Good emotional self-regulation skills
- Good coping skills
- Good conflict resolution skills
- Mastery motivation and positive achievement motivation
- Confidence in one's personal efficacy
- ''Planfulness'' — planning for the future and future life events
- Sense of personal autonomy/responsibility for self
- Optimism coupled with realism
- Coherent and positive personal and social identity
- Prosocial and culturally-sensitive values
- Spirituality or a sense of a ''larger'' purpose in life
- Strong moral character
- A commitment to good use of time

Source: Jacquelynne Eccles and Jennifer Appleton Gootman, eds., *Community Programs to Promote Youth Development* (Washington, DC: National Academy Press, 2002).

Committee on Community-Level Programs for Youth

In its 2002 report, *Community Programs to Promote Youth Development,* the joint National Research Council and Institute of Medicine Committee on Community-Level Programs for Youth identified a set of personal and social assets that facilitate the healthy development and well-being of adolescents. The assets fall into four categories: physical development, intellectual development, social development, and psychological and emotional development (Eccles and Gootman 2002). A complete listing of these assets is shown in Figure 2.

The framework developed by the Committee on Community-Level Programs for Youth is drawn from three sources of information: theories of youth development from the fields of psychology, anthropology, and sociology; empirical research on personal characteristics that are related to positive outcomes; and practical wisdom, including the accumulated knowledge of practitioners in prevention and youth development and cultural theories of well-being. The report notes that while there was substantial convergence across the three sources, additional research is needed.

Why Is Positive Youth Development Getting Increased Attention?

In June 2002, nearly 2,000 youth and adults from across the country participated in a National Youth Summit sponsored by the U.S. Department of Health and Human Services that focused on positive youth development and asset-based strategies for youth programming. This summit, along with the release of the National Research Council and Institute of Medicine's report on youth development, are among the signs that the trend toward positive youth development is gaining momentum nationwide.

At least three factors are driving the move toward youth development approaches. First, many people are concerned about the well-being of adolescents in today's society and are seeking ways to address the risks to their health and safety. Second, recent research on adolescent brain development is fueling optimism that interventions targeting critical developmental windows can improve health and well-being not only in adolescence, but into the adult years as well. Third, a growing body of research is documenting the effectiveness of positive youth development approaches in keeping youth safe and healthy.

The current climate is favorable for moving a positive youth development agenda forward. In fact, high-profile proponents of positive youth development — such as General Colin Powell, who raised awareness of the need for youth development through his work on behalf of America's

Promise, and Wade Horn, now Assistant Secretary for Children and Families in the Bush Administration — have laid the groundwork for increased activity in this area by educating policymakers, business leaders, funders, and the public about the need to nurture and support youth.

Growing Concerns About the Status of Adolescents

The concerns about the status of adolescents range from concerns about their physical safety to concerns about their impact on society, both immediately and over the long term. They include:

- *Recognition of the implications of changing demographics in the youth population* – The number of adolescents is growing, from 38.8 million in 1998 to a projected 50 million by the year 2040 (National Adolescent Health Information Center 2000). As a proportion of the population, however, adolescents are projected to comprise only 13 percent of the U.S. population by the year 2020, down from 14.5 percent in 2000. This shift in the composition of the American population will result in a relatively smaller population of younger workers supporting the baby boom generation in its retirement years, increasing the urgency of preparing all youth for a productive adulthood. The youth population is also more racially and ethnically diverse, raising concerns about persistent health disparities.
- *Apprehension about the safety and well-being of adolescents* – A series of school shootings over the past decade involving teenagers from suburban and rural schools have led many to question both the safety and the emotional well-being of adolescents, even those residing in

areas previously thought to be safe and free of the perceived stresses and dangers of urban life. In addition, new information about adolescents' access to and use of alcohol and drugs such as ecstasy have raised concerns about the lack of progress on these problems and the limits of punitive approaches in addressing adolescent substance abuse (Johnston et al. 2002).
- *Concern about lack of supervision during out-of-school hours* – The number of youth left without some kind of after-school programming exceeds 11 million (Eccles and Gootman 2002). There is evidence that teenagers who spend their after-school hours without adult supervision are more likely to engage in sexual intercourse, alcohol or drug abuse, smoking, violence, and gang-related behavior. In addition, about 8 percent of youth ages 16 to 19 are neither in school nor working (Federal Interagency Forum on Child and Family Statistics 2001). Although this represents a decline from 11 percent in 1991, these youth comprise a significant at-risk population.
- *Troubling news about the impact of welfare reform on low-income teens* – Evaluations of welfare-to-work programs are yielding troubling and surprising data on the status of adolescents in families making the transition from welfare to work. Although the news about the status of younger children in these families is mostly positive, preliminary data are showing that older children are not faring as well. A study of welfare-to-work programs in three cities found that adolescents in enrolled families showed increases in smoking, drinking, drug use, and delinquent activity and also showed a decline in school achievement (Child Trends 2001). As states continue to

implement welfare reform, and as families begin to hit the five-year time limits for benefits established by the 1996 federal welfare reform law, there is growing concern that adolescents will continue to experience adverse effects.

- *Concern about the impact of popular culture* – Many portrayals of adolescents in the media are negative, with teens typically portrayed as either the victims or perpetrators of crime or as the source of social disruption and disorder (Amundson et al. 2001). Similarly, public perceptions of adolescents are generally negative, with teens often described as selfish, obnoxious, reckless, and irresponsible (Bostrom 2001a and 2001b). These negative stereotypes affect adolescents both directly and indirectly. Youth model and copy the behaviors and attitudes they see on television and in the movies. In addition, negative perceptions feed a public reluctance to invest in programs and services for adolescents.

- *Concern about job readiness* – There is growing recognition that the skills needed to succeed in today's economy have changed. Success in today's rapidly changing job market requires communication skills, analytical and problem solving abilities, and a capacity to use and adapt to new technologies, among other things. These workplace demands are heightening concerns about the readiness of youth to compete in a global economy and about the continuing racial and ethnic disparities in educational opportunity and attainment.

Emerging Research on Adolescent Brain Development

New research is documenting that, contrary to earlier thinking, brain development continues throughout adolescence and is not completed until early adulthood. Until recently, it was generally believed that the majority of brain development occurred prenatally and during the first years of life, and was largely completed by the time children turned six. But assisted by new imaging technologies, researchers have found that early adolescents experience a second surge in brain growth and change (Giedd et al. 1999). The growth in gray matter — the thinking part of the brain — peaks at around age 11 for girls and age 12 for boys, but further brain development and change continues well into late adolescence and early adulthood.

Brain development occurs in different areas of the brain at different points during the adolescent years, moving from the frontal lobes in early adolescence to other parts of the brain in mid- and late adolescence (Giedd et al. 1999; Frontline 2002). Following the surges in production of brain tissue, the areas of the adolescent brain that have experienced growth undergo a period of pruning in which redundant brain cells are lost, leaving more efficient connections among brain cells. The areas of the brain that are developing and changing during the adolescent years control such things as planning, impulse control, reasoning, processing of mental tasks, and modulation of mood (National Institute of Mental Health 2001).

Researchers believe that the growth in brain matter may present a second window of opportunity for the acquisition of skills and abilities (Frontline 2002). They also hypothesize that those cells and connections that are used will survive, while those that are not used will wither and die. These hypotheses are based, in

part, on knowledge about what happens during brain development in the early years of life. In early childhood, brain growth is associated with development of cognitive abilities and the acquisition of skills and abilities, while pruning during the early years is the result of competitive elimination of brain cells and connections.

There is also emerging evidence that adolescent brains process information differently than adults, which may help explain some characteristics of adolescent behavior. One study found that young teens process emotional information in an area of the brain that mediates fear and other gut reactions, whereas older teens and adults process the same information in the frontal lobe, which handles tasks like planning and reasoning (National Institute of Mental Health 2001). Younger adolescents were also less able to accurately identify emotional states based on facial expressions. As a result, adolescents may be more likely than adults to misinterpret other people's intentions or feelings. They may also be more likely to respond to interpersonal interactions in an impulsive and emotional way, rather than by thinking through an appropriate response.

Finally, there is evidence that adolescent brains are more susceptible than those of adults to short-term impairment and long-term damage from alcohol and tobacco, and potentially from other drugs as well. Studies on both humans and animals suggest that adolescents who drink alcohol may suffer greater short-term memory impairment than adults (White 2002). Other studies show that those who become alcohol-dependent score lower on tests of memory functioning weeks after they have stopped drinking (White 2002). Animal

studies have suggested that adolescent brains are more susceptible to damage from nicotine as well. Not only do adolescent rats respond more intensely to nicotine, they also suffer permanent behavioral problems (Slotkin 2002). This vulnerability of the adolescent brain to the effects of alcohol and nicotine are heightening concerns about persistently high rates of alcohol and tobacco use among teens (Federal Interagency Forum on Child and Family Statistics 2001).

The youth development field is in about the same position as the early childhood field was in the late 1980s and early 1990s. Then, research on brain development during the first three years of life drove a dramatic increase in public awareness about the need to nurture and stimulate infants and toddlers. This led to an accompanying expansion in federal and state funding to improve the availability and quality of services for very young children and their families and caregivers. The new information about brain development during the teen years also has the potential to drive increased public support and funding for programs that nurture and stimulate adolescents. Health grantmakers, through support for additional research, public education, advocacy, policy development, and other work, have a unique opportunity to jump start this process.

Growing Body of Evidence that Positive Youth Development Can Be Effective

There is a growing body of evidence that positive youth development approaches are effective in promoting adolescent health and well-being. This section reviews some of the research that documents the link

between positive youth development and adolescent health.[1] Two types of studies are discussed here: those that show a link between participation in high-quality youth programs and the development of protective assets and those that document a link between participation in youth development programs and reductions in specific risk behaviors.

Developing Protective Assets Among Adolescents

Adolescents with more developmental assets show greater positive development (Eccles and Gootman 2002). In turn, communities that are rich in programs and settings that promote positive youth development help youth develop more of these assets. Because of the critical link between the presence of developmental assets and adolescent health and well-being, many researchers have focused on evaluating the impact of participation in youth programs on the development of protective assets. Five studies that examined the linkages between program participation and protective assets are discussed here. Two are based on evaluations of programs serving youth, while three are based on data obtained through surveys of youth.

The first study was conducted by the Social Development Research Group at the University of Washington for the U.S. Department of Health and Human Services. The study examined evaluation

data from 25 youth development programs, including mentoring programs, school-based or congregation-based health promotion and skills building programs, programs to link schools and families in promoting youth development and skill acquisition, and community service programs. Despite variations in programmatic structures, the youth development programs resulted in positive outcomes. Nineteen resulted in positive changes in behavior, including improvements in interpersonal skills, quality of peer and adult relationships, self-control, problem solving, and self-efficacy (Catalano et al. 1998).

Researchers at Columbia University reviewed the literature on youth development programs and came up with similar findings. They identified 15 primary prevention programs targeting low-income urban youth with evaluations that used an experimental or quasi-experimental design. This meta-analysis found that the programs were effective in promoting positive changes in adolescents' behaviors, attitudes, or both. The study noted that programs that reached adolescents early and provided continuity of services over time were more successful than programs that had shorter duration. Programs that reached more of the settings in which adolescents were found were more successful in achieving positive outcomes for youth (Roth et al. 1998).[2]

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[1] A comprehensive review of the research linking positive youth development and adolescent health and well-being can be found in the recent report of the National Research Council and Institute of Medicine, *Community-Level Programs to Promote Youth Development* (Eccles and Gootman 2002).

[2] It should be noted that the authors of this study and the previous one described identified some weaknesses in the evaluations of the programs included in their reviews, such as the use of quasi-experimental designs rather than more rigorous experimental designs that randomly assign youth to treatment and control groups. Despite these weaknesses, however, the studies concluded that youth development approaches are effective in promoting positive outcomes for youth.

THE POWER OF ASSETS TO PROTECT YOUTH

Adolescents with more of the Search Institute's 40 assets do better in school, maintain better health, exhibit greater leadership, and place greater value on diversity. Assets also protect adolescents from risk factors such as use of alcohol and illicit drugs, early sexual activity, and violence.

The Search Institute, as part of its work to promote positive youth development, has conducted surveys of youth that provide data for studies of youth development programs. In one study using Search Institute data, positive outcomes associated with involvement in youth development settings included: increased self-esteem; increased sense of personal control; better development of life skills like leadership, decisionmaking, and increased dependability; and greater communication within the family (Scales and Leffert 1999).

Two reports using data from the National Longitudinal Study of Adolescent Health, a school-based survey of more than 9,000 youth, provide additional evidence that participation in youth development programs helps protect youth from health risks. Analyses of these data show that youth connectedness to multiple support networks like family, school, and community serves as an important protective factor against health risks such as violence, substance abuse, sexuality, and emotional difficulties (Resnick et al. 1997; Blum and Rinehart 1997).

Avoiding Health Risks

Some experimentation and risk-taking is appropriate for adolescents. Such behavior is a natural consequence of the developmental processes they are undergo-

ing (Scott 2002). Risk-taking behavior can, however, present immediate or long-term dangers to adolescents' health and well-being. Much of the research on youth development programs focuses on how these programs influence teen risk-taking. The following information describes only a small sampling of the recent studies that have looked at the link between participation in youth development programs and reduction of specific risk behaviors.

- *Substance abuse* – A study of youth using Boys & Girls Clubs in public housing sites found that participation had a positive impact on youth, including a reduction in alcohol and drug use, drug-related crimes, and drug trafficking. The positive effect was achieved regardless of whether youth had participated in a program specifically targeting these risk behaviors (Schinke and Cole 1991).
- *Tobacco use* – Data on students in Indiana who participated in the Search Institute's *Profiles of Student Life: Attitudes and Behaviors* survey showed that tobacco use was strongly predicted by a low level of developmental assets. Over half of the youth with 10 or fewer of the Search Institute's 40 development assets smoked at least once a month, and 42 percent smoked daily. This contrasts with youth who possessed 31 or more of the 40

assets: only 2 percent of these youth smoked at least once a month, and 1 percent smoked daily (Torabi et al. 2000).

• *Early sexual activity* – Involvement in sports can help girls make healthier decisions about sexual behavior. A study of youth involved in sports found that female athletes were more likely to be virgins than girls not involved in sports and were more likely to delay their first intercourse (Sabo et al. 1998). For those who were sexually active, female athletes had sex less frequently than other girls and had fewer sexual partners. Although the study found that male athletes had first intercourse earlier than boys not participating in sports and found no difference between male athletes and other boys on frequency of sex and number of partners, the study did find that sexually active male and female athletes reported higher rates of contraceptive use than those not involved in sports.

Two of the studies mentioned in the previous section also found that participation in youth development programs reduced risk behaviors. The study conducted by researchers at the University of Washington found that youth in 24 of the programs they examined showed significant reductions in problem behaviors such as drug and alcohol use, aggressive behavior, violence, high-risk sexual behavior, and smoking (Catalano et al. 1998). Similarly, the study using Search Institute survey data found that youth with more developmental assets experienced fewer psychosocial problems such as loneliness, shyness, and hopelessness; decreased involvement in risky behaviors such as drug use and juvenile delinquency; increased academic achievement; and increased safety (Scales and Leffert 1999).

What Kinds of Programs and Activities Effectively Promote Positive Youth Development?

During the course of a day, an adolescent may interact with parents and other family members, ride to school or work on a bus or train, spend time in class with teachers, participate in an after-school program or activity, stop at a neighborhood library, go to a part-time job, and spend time with friends at a local recreational center. All of these settings can contribute to the positive development of youth. Youth who are exposed to multiple settings that promote positive development possess more protective assets than youth who lack access to such settings (Eccles and Gootman 2002). This means that efforts to maximize positive youth development should target the range of systems, services, and settings in a youth's environment.

The settings in which youth development can occur can be categorized as (1) *programs* that are typically led by adults and designed to address specific goals and outcomes; (2) *organizations* that are place-based settings such as after-school programs, Boys & Girls Clubs, or sports leagues in which a wide variety of activities and relationships occur; (3) *socializing systems,* which include settings such as schools, families, neighborhoods, and religious institutions; and (4) *communities,* which refer not only to the geographic place where youth live, but also to the

social norms, resources, relationships, and informal settings (Public/Private Ventures 2000).

Program Features that Promote Positive Youth Development

Regardless of setting, there are proven principles for helping youth to develop the assets that protect them and promote their development. One principle is that all children and youth need to develop protective assets, not just youth labeled high risk. Another is that all relationships are important to building assets; anyone — not just a professional — can help adolescents develop protective assets. A third principle is that messages aimed at promoting positive youth development must be delivered consistently and often.

Research on developmental assets and youth development programs is fleshing out these principles and yielding specific information about what is needed to promote positive youth development across a range of settings. In its review of the research, the joint National Research Council and Institute of Medicine Committee on Community-Level Programs for Youth identified eight features that promote positive youth development in settings and programs serving youth (Figure 3) (Eccles and Gootman 2002). The eight features are:

- *Physical and psychological safety* – Settings must be free from violence, abuse, and unsafe health conditions. Youth must also feel safe; that is, they must believe that they will be safe, both at the program or setting itself and in traveling to and from it.

- *Clear and consistent structure and appropriate adult supervision* – There must be clear and consistent rules and expectations, as well as consistent age-appropriate monitoring and enforcement of those rules and expectations. In a family setting, this means parents must clearly communicate their expectations for behavior and consistently enforce limits. Similarly, schools, after-school programs, or community-based organizations serving youth need to establish and communicate a set of rules and ensure the availability and willingness of adult staff to monitor and enforce those rules. In settings that promote positive youth development, youth are often involved in the process of developing rules and expectations.

- *Supportive relationships* – Youth must experience attentive, caring, and responsive relationships with adults. Many youth experience supportive relationships with their parents or other family members, and efforts to promote positive youth development often work to facilitate and enhance these bonds. Mentoring programs are another way to provide youth with positive adult relationships. Other youth programs can also meet this need by keeping staffing levels high, working to decrease staff turnover, and providing workers with training on positive youth development, among other things.

- *Opportunities to belong* – Settings must provide opportunities for positive group interactions and socio-cultural identity formation. They must also foster a sense of membership and belonging for youth regardless of gender, race/ethnicity, sexual orientation, or disability. In families, this can mean providing opportunities for all

family members, including youth, to participate in important family functions and activities. In other settings, adults can foster a sense of belonging by actively modeling appropriate and welcoming behaviors, by structuring cooperative activities that involve youth in achieving a shared goal, and by helping youth develop a strong cultural identity, among other things.

• *Positive social norms* – Settings must encourage the development of norms and expectations that promote healthy and positive behaviors. This includes both formal norms — those established by the setting or program — as well as the informal norms and expectations about behavior that may emerge from peer group interactions. Since adolescents are more peer-oriented than younger children, efforts to promote positive

Figure 3. *Features of Positive Developmental Settings*

Feature	Descriptors	Opposite Poles
Physical and psychological safety	Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions	Physical and health dangers; fear; feelings of insecurity; sexual and physical harassment; verbal abuse
Appropriate structure	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; age-appropriate monitoring	Chaotic; disorganized, laissez-faire; rigid; over-controlled; autocratic
Supportive relationships	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; responsiveness	Cold; distant; overcontrolling; ambiguous support; untrustworthy; focused on winning; inattentive; unresponsive; rejecting
Opportunities to belong	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence	Exclusion; marginalization; intergroup conflict
Positive social norms	Rules of behavior; expectations; injunctions; ways of doing things; values and morals; obligations for service	Normlessness; anomie; laissez-faire practices; antisocial and amoral norms; norms that encourage violence; reckless behavior; consumerism; poor health practices; conformity

Figure 3 Continued. *Features of Positive Developmental Settings*

Feature	Descriptors	Opposite Poles
Support for efficacy and mattering	Youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously; practice that includes enabling, responsibility granting, and meaningful challenge; practices that focus on improvement rather than on current relative performance level	Unchallenging; overcontrolling; disempowering; disabling; practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than improvement
Opportunities for skill building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good mental habits; preparation for adult employment; opportunities to develop social and cultural capital	Practice that promotes bad physical and mental habits; practice that undermines school and learning
Integration of family, school, and community efforts	Concordance, coordination, and synergy among family, school, and community	Discordance; lack of communication; conflict

social norms often utilize peer approaches as a means of educating youth about risks to their health and well-being and influencing their beliefs, expectations, attitudes, and behaviors.

- *Support for efficacy and mattering* – Settings must provide opportunities for youth to make useful contributions to society, to experience meaningful challenges, and to feel like they make a difference. This can occur through formal service opportunities, such as community service days or service learning programs. But it can also occur more informally in families, classrooms, community programs, and other settings when adults consciously work to structure opportunities for youth to play meaningful roles in everyday activities and to tackle challenges and obstacles in a safe and supportive environment.

- *Opportunities for skill building* – Settings must provide opportunities to acquire knowledge, learn new skills, and develop new mental habits. This skill building can address cognitive, physical, psychological, social, and cultural skills and should address the development of a wide range of competencies and life skills.

- *Opportunities for integration among family, schools and community efforts* – There must be meaningful communication and synergy across the different settings that

affect adolescents, as well as among the adults responsible for these settings. This means that the rules and expectations that youth encounter in one setting should be consistent with the rules and expectations that they encounter in other settings. It also means that the adults in their lives should communicate regularly and have a shared perception of the standards for behavior. Efforts to link home and school, for example, may focus on parental involvement and communication between teachers and parents.

These features are applicable to the range of settings in which youth can be found. For example, a program, such as a smoking cessation program for youth, could become more youth development-oriented by working with parents to help them reinforce the messages youth are receiving in the program. An organization, such as a sports league or after-school club, could pay more attention to the informal norms that are influencing the behaviors and attitudes of the youth participating in the organization. A socializing system, such as a family, that wanted to support positive youth development could build family time into busy schedules to provide opportunities for positive parent-child interactions. Lastly, a community that wished to increase the availability of positive development opportunities could implement community service initiatives that involve youth in addressing community problems and needs. In laying out the features of effective youth development programs, the committee recognized that the expression of these features in each of the types of settings may differ based on the culture, values, age, and needs of those involved.

Public Programs and National Organizations That Support Youth Development

Interest in positive youth development has increased in recent years, leading to the development of several national initiatives to help states and localities develop and implement youth development plans and programs. There has also been an increased focus on identifying ways to use existing funding streams to support youth development activities. This section describes efforts underway at the national level and includes information about both federal activity related to positive youth development and positive youth development initiatives being coordinated by national youth organizations.

Health grantmakers can seek out partnerships with the state and local agencies and nonprofit organizations that receive funding through federal programs. Such partnerships may provide an effective way to enhance the impact of grant funds. Health grantmakers can also identify groups in their communities that are eligible for, but not receiving, funding through federal funding streams. Support for planning grants and proposal preparation can help local groups successfully compete for public funds.

Information about the recipients of federal funds in a particular community can be obtained in different ways, depending on the type of federal funding. Information about local recipients of funding

from formula grants to states can be obtained by contacting the appropriate state agency. Information about local grantees that have received competitive project grants directly from a federal agency can be obtained by contacting the regional office of the federal agency responsible for awarding the grants or by contacting the central office of the federal agency.

Federal Activity to Promote Positive Youth Development

The Family and Youth Services Bureau (FYSB), a federal agency that provides funding to communities for youth services, has an initiative that focuses exclusively on positive youth development. FYSB operates within the Administration for Children and Families and is the federal agency that provides funding to local communities to support young people, particularly runaway and homeless youth and their families. It also provides funding for research, evaluation, and demonstration programs designed to explore specific issues, evaluate programs, and test new theories.

Currently, FYSB is funding 13 state youth development collaboration projects designed to promote the positive youth development approach. The states receiving competitive grant funding through this initiative are: Arizona, Colorado, Connecticut, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Nebraska, New York, and Oregon. Each state has been awarded a five-year grant of $120,000 per year to design a comprehensive plan for promoting youth development through state policies and programs. Each state's plan is based on identified youth needs and prior state activ-

ities on youth development. Additional information about each state's youth development plan can be found on the FYSB Web site at http://www.acf.dhhs.gov/programs/fysb/State-YD-Collb.htm.

The U.S. Department of Health and Human Services also sponsors Girl Power!, a national public education campaign that encourages and motivates girls age 9 to 14 to build the skills needed for healthy decisionmaking through sports, academics, the arts, community service, and other activities. The Girl Power! initiative includes a Web site, public service announcements, a curriculum, and a range of Girl Power! materials and products (available through the National Clearinghouse for Alcohol and Drug Information). As of November 2001, Girl Power! had teamed with nearly 9,000 state and community-based programs and had over 500 state and local endorsers.

Numerous federal programs provide funding for programs and services for youth, and several federal agencies are encouraging states and localities to use federal funds to support positive youth development activities. Appendix II contains information on selected federal programs and funding streams that states and localities are using to fund positive youth development services. It is not intended to be an exhaustive list of the federal programs that can support positive youth development programs; rather it highlights many of the major funding streams currently supporting youth services.

National Organizations

Several national organizations are playing a leadership role in promoting positive youth development. Through its Youth Policy

Network, the National Governors' Association (NGA) is working with 10 states to help them improve outcomes for youth through positive youth development strategies (Forum for Youth Investment 2001). NGA provides technical assistance and travel support to bring representatives from the 10 states to periodic meetings. The states involved in the Youth Policy Network are: Colorado, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, New York, Oklahoma, Wisconsin, and Wyoming.

In 2001, the National Crime Prevention Council launched the *Embedding Prevention in State Policy and Practice Initiative* (Association for the Study and Development of Community 2002). The goal of the initiative is to create movements within selected states and their communities that promote prevention as the policy of choice for reducing crime, violence, and drug abuse. The National Crime Prevention Council is providing funding and technical assistance to six states: Arizona, California, Connecticut, Iowa, Kentucky, and Oregon.

America's Promise is an independent nonprofit organization that was founded in 1997 after the Presidents' Summit for America's Future. The summit resulted in a call to make youth a national priority through a commitment to fulfill five promises for young people: ongoing relationships with caring adults, safe places with structured activities during nonschool hours, a healthy start and future, marketable skills through effective education, and opportunities to give back through community service.

America's Promise works with more than 550 community and state partners, as well as with an alliance of nearly 500 national organizations. The communities have formed grassroots coalitions among the public, private, and nonprofit sectors to generate more resources for young people. Those that build community-wide alliances to fulfill all five promises for youth are known as Communities of Promise. The national organizations involved with America's Promise—which include corporations, nonprofits, higher-education and faith-based groups, associations and federal agencies, and arts and culture organizations—agree to expand existing youth programs or create new ones.

The National Collaboration for Youth is an affinity group of the National Assembly of Health and Human Service Organizations. The members of the collaboration are 39 of the leading national youth development organizations in the United States. The members work together to provide a united voice for all youth and to advocate for improved conditions and opportunities for positive youth development.

In 2001, the National Collaboration for Youth developed a national youth development agenda. The agenda presents positions and policy recommendations in seven areas that the collaboration believes need to be addressed to ensure the healthy physical and emotional development of all youth: positive youth development, juvenile justice and delinquency prevention, runaway and homeless youth, after-school and summer programs, adolescent pregnancy prevention, youth employment, and youth community service and service learning. The agenda is being used by the members of the National Collaboration for Youth and others to promote federal, state, and local policies that support the healthy development of youth and to improve the range of service systems

"We decided that we really needed to 'walk our talk' a little bit . . . if we were going to be putting money out there for youth programs, if we were going to try to change what was happening for youth, then we better be listening to them and talking to them and working with them, too."

LYNN LEONARD,
EWING MARION
KAUFFMAN
FOUNDATION

that affect children, youth, and their families (National Assembly of Health and Human Service Organizations 2002). Health grantmakers may be able to use the principles and recommendations outlined in the youth development agenda to guide decisionmaking about grants and initiatives aimed at promoting positive youth development.

The Forum for Youth Investment works to increase the quality and quantity of youth investments and youth involvement. It does this by (1) creating strategic alliances among the full range of organizations that invest in youth; (2) forging strong connections between these organizations and those that invest in younger children, families, and communities; (3) promoting a big picture approach to planning, research, advocacy, and policy development; (4) increasing organizational capacity and the capacity of families and communities to address youth issues; and (5) tackling persistent challenges within the youth fields, with a particular focus on cross-cutting issues. The forum's core work is with organizations that have a national and international reach.

To accomplish its goals, the Forum for Youth Investment offers a wide variety of products, including reports, tool kits, and other written products, as well as workshops and training opportunities. In addition, the forum facilitates learning, planning, and action groups designed to build consensus and identify strategies for addressing issues affecting youth. Forum staff also serve as advisors to foundations and national organizations in the process of creating, assessing, and improving their organizations' policies and programs.

Opportunities for Health Grantmakers

Health grantmakers are also using the principles of positive youth development to improve the health and well-being of youth. Some are fostering the development of youth leadership by involving young people in decisionmaking processes. Others are incorporating the principles of positive youth development into the design of strategic initiatives, evaluation of grant proposals, or training programs for grantees. This section profiles the work of grantmakers committed to the principles of positive youth development and highlights the strategies that they are using to incorporate positive youth development into their grantmaking and other work.

Grantmakers Are Incorporating Youth into Decisionmaking Processes

Some grantmakers are involving young people in decisionmaking about initiatives, grant awards, administrative processes, and other activities. Youth involvement not only helps to promote positive youth development and nurture the next generation of community leaders, it helps grantmakers keep in touch with the needs and concerns of youth. One example of a grantmaker that has used this approach to improve its operations and grantmaking is the Ewing Marion Kauffman Foundation.

In the 1990s, the Ewing Marion Kauffman Foundation made a transition from an operating foundation to a grantmaking foundation. Only a few years after that transition was completed, however, senior staff at the foundation feared that they

THE VIEW FROM A YOUTH ADVISOR

Dana Burns is a member of the Ewing Marion Kauffman Foundation Youth Advisory Board. At the Issue Dialogue, she described how she has learned to work better with others and has developed important social and decisionmaking skills. Most importantly, perhaps, she has developed a sense of responsibility and self-worth and has become a role model for her peers. Her tenure on the Youth Advisory Board has also taught her that youth and adults can work together. The adults at the foundation have learned this lesson too and have gained more respect for youth and more knowledge about the needs of young people.

"The main challenge came from preexisting stereotypes that adults have about youth. It seems as if you grow up, you reach a certain age, and you forget what you were really like at that age . . . but I have learned that youth, as well as adults, can work together . . . it is really hard for youth needs to be addressed and decisions to be made that affect youth unless you ask youth."

DANA BURNS,
EWING MARION
KAUFFMAN
FOUNDATION YOUTH
ADVISORY BOARD

were losing touch with the youth they were attempting to serve. With the median age of the board and the foundation's program officers being over 50, there was a concern that the foundation might not know as much as it needed to about the problems facing today's youth. Hoping to recapture the voice of youth in programs and decisionmaking, the staff convinced a somewhat reluctant board of directors to bring an operating program back into the foundation. This move resulted in the formation of the foundation's in-house Youth Advisory Board.

Made up of 25 to 30 high school students from a variety of backgrounds, the Youth Advisory Board provides input on foundation policies and helps to develop the plan that the foundation uses to guide its grantmaking. For example, the youth board recently convinced the foundation's leaders to extend its grantmaking to a geographic area that had historically been considered outside of its service area. After two years of persuasion that included field trips for staff to the area, the Youth Advisory Board was successful in convincing others within

the foundation that youth in that area could benefit from the kind of programs that the Kauffman Foundation funds. Program officers also use the group as a sounding board when working with grantees and with local communities.

In addition to advising the foundation on its grantmaking activities, the Youth Advisory Board is also given its own budget of $250,000 a year to distribute to schools and other community organizations. The board develops its own initiatives based on the issues it feels are important and circulates a request for proposals (RFP) for grants of up to $10,000 a year per organization. In the past, the Youth Advisory Board has issued RFPs for diversity training programs; community clean-ups; mentoring programs; and National Youth Service Day, an annual event that recently attracted 5,000 youth in the Kansas City area (compared to 3,000 a few years ago). Based in part on the successful example set by the Youth Advisory Board, the mayors of Kansas City, Missouri and Kansas City, Kansas have also formed youth boards.

"They [foundation representatives] asked us, do you think that will work? Do you think this will get to teens? It was really empowering."

NICOLE MODEEN,
THE HORIZON
FOUNDATION ASSET
VISION TEAM

Recently, the Ewing Marion Kauffman Foundation went one step further in incorporating youth into its decisionmaking. A natural next step was to add a youth member to its board of trustees to ensure that young people have a voice in shaping all foundation policies and programs. The foundation invited a young woman (who had previously served on the Youth Advisory Board) to be a member of its board of trustees. This young woman is over 21 years of age and thus legally able to take on the fiduciary responsibilities associated with board membership. She began her board service in 2001, and based on her impressive contributions, the foundation is now moving to add additional youth representatives to its board.

Other foundations are taking a more focused approach to youth involvement and incorporating youth into specific initiatives. For example, The Horizon Foundation in Howard County, Maryland has developed an Asset Vision Team that helps the foundation in its efforts to strengthen developmental assets in youth, including a grant program that funds organizations working with youth-run

committees on asset building strategies. Based in part on this work, a partnership has been formed between the Howard County Health Department and the Youth Health Council created by students at a local high school. Jointly, the Health Department and the Youth Health Council are addressing a variety of important issues affecting youth, including substance abuse and smoking cessation.

Another example comes from the Paso del Norte Health Foundation in El Paso, Texas. Through its Action for Youth initiative, a six-year, $14-million program aimed at helping youth develop protective assets, the foundation is working with grantees to help them incorporate youth into their decisionmaking structures. Each of the initiative's 11 sites is required to have a youth council, which also receives funds directly from the foundation through a mini-grant program. Some members of site-specific youth councils serve on a regional youth council, which receives funds to produce larger events, such as a youth festival that features skate-board competitions, street dancing, and cultural music programs.

EMPOWERING YOUTH LEADERS

Nicole Modeen, a member of The Horizon Foundation Asset Vision Team, got involved in asset building through her church, which received a grant from the foundation. Using this grant, Ms. Modeen and other youth have distributed pamphlets about positive youth development; made presentations to community groups; sponsored cooking classes, book clubs, and other activities that help youth and adults get to know each other; and served as lay preachers. Through her membership on the Asset Vision Team, Ms. Modeen also advises the foundation on its youth programming.

COMPENSATING YOUTH AND PARENTS FOR THEIR EFFORTS

Some foundations and grantees provide compensation to youth and parents for their service on formal advisory bodies or their participation in other efforts aimed at improving the quality of positive youth development programs. Compensation offers two benefits. First, it sends a strong signal to the youth and parents that their contributions are appreciated and valued. Second, compensation encourages busy parents to dedicate their time to transporting their children to meetings or other events.

As a cautionary note, however, compensation cannot be the only reason that youth and parents get involved. As one participant at the Issue Dialogue noted, "As a foundation, when you're emphasizing sustainability and you realize that everyone's there because they're paid to be there, it doesn't speak much for sustainability."

Grantmakers Are Supporting Proven Youth Development Models

Some grantmakers are promoting positive youth development by funding the replication of proven models for building protective assets in youth. For example, the Paso del Norte Health Foundation is using the Search Institute's 40 assets as the framework for its Action for Youth initiative.

Each of the 11 sites funded under the initiative was chosen because of its ability to establish relationships and partnerships across multiple sectors of the community (for example, schools, businesses, and the faith community), incorporate youth into its decisionmaking processes, and develop and implement a plan for helping the youth in that community develop the 40 assets. The implementation of each site's plan is aided by the placement of an AmeriCorps volunteer in that community.

The AmeriCorps volunteers work solely on asset-building activities as part of the partnership.

As part of the initiative, Paso del Norte Health Foundation has historically funded specific projects, such as after-school tutoring programs, that help youth develop protective assets. In 2002, due to the economic downturn, the foundation was forced to cut back on this supplemental project-specific funding and instead has asked its grantees to use the 2002 funding year to assess where they are and where they want to go from here. The foundation is also working with its grantees to help them select, in consultation with their communities, three to five indicators of youth well-being related to the 40 assets. Each site will then develop a plan for improving these indicators using asset-building strategies.

Another example of replicating a proven model comes from the Park Nicollet Foundation in Minneapolis, Minnesota. The foundation is part of a health care delivery system that has 8,000 employees working in 22 clinics, 8 hospitals, and a variety of other facilities. As a grantmaker, the foundation also uses the Search Institute's asset framework to guide its grantmaking and emphasizes the development of specific assets that are related to building connections and personal relationships for youth. Funded projects include a replication site for Kids' Café, which provides meals and connections with caring adults for children who would otherwise be alone after school; and after-school programs, using the Beacon Center model as a guide. It has also worked with the community's senior citizens to make sure that latch-key children are greeted at their bus stops by an adult who can make sure the children have someone to talk to at the end of the school day.

Other foundations are also funding the delivery of evidence-based services to youth, such as mentoring, after-school programs, youth leadership development, and community service programs. For example, the United Methodist Health Ministry Fund recently funded the start-up costs for a local chapter of Big Brothers/Big Sisters, which has been shown to reduce health risks for participating children and youth. The Nathan Cummings Foundation took a different approach and supported arts projects for at-risk youth that incorporate youth development principles such as positive relationships with adults and opportunities to learn new skills. Other foundations, including the Kansas Health Foundation, the Foundation for Seacoast

Health, and The Rhode Island Foundation, support youth leadership development programs, while foundations such as The Commonwealth Fund and the Public Welfare Foundation support service projects that involve youth in addressing community problems.

Grantmakers Are Partnering with Federal and State Agencies

Some health grantmakers have formed productive partnerships with government agencies that maximize the impact of both partners' investments in positive youth development. One example of such a partnership comes from the Kansas Health Foundation, which works closely with state agencies to promote positive youth development. The partnership did not have the most auspicious of beginnings. When the foundation launched its first positive youth development initiative, it inadvertently duplicated efforts that were already underway, angering some state officials. Efforts to resolve the tension, however, yielded a productive partnership that has allowed the foundation and state agencies to work together to promote positive youth development.

One outcome of the partnership was the establishment of a group that would develop plans to collaborate more effectively to make Kansas the best state in the nation in which to raise a child. This group, which is coordinated by the University of Kansas' Work Group on Health Promotion and Community Development, meets regularly to coordinate efforts around positive youth development. Another outcome is an opportunity to work closely with Kansas'

CHALLENGES AND OPPORTUNITIES IN WORKING WITH STATE AGENCIES

Partnerships are always challenging. Perhaps the biggest challenge in partnerships between grantmakers and state agencies is developing trust and comfort. Each typically has its own agenda in developing programs for adolescents. It may take time and patience to find common ground. But perseverance has its rewards. Grantmakers that take the time to develop partnerships with the state government enjoy:

• an expanded audience for their vision, including more community groups, advocacy groups, and the media;

• a maximization of resources, as state governments may have resources available that dwarf those of even large foundations; and

• an increase in the capacity of the foundation and its partners to promote positive change.

newly-established children's cabinet. This group, which consists of legislators, state agency heads, and individuals appointed by the governor, will advise the state legislature on the use of tobacco settlement funds to benefit children in the state and on the use of outcomes measures to ensure accountability. Through a nonprofit intermediary, the Kansas Health Foundation will provide support for staff and project funding for the children's cabinet to facilitate coordination among the participating state agencies, as well as public-private partnerships aimed at promoting positive youth development initiatives.

Another example of a productive partnership can be found in the collaboration between the Charles Stewart Mott Foundation and the U.S. Department of Education's 21st Century Community Learning Centers initiative. When this initiative first began, the department provided funds directly to local grantees for programs, while the foundation funded

two organizations that provided training and technical assistance to those receiving federal funds. The foundation also funded the Afterschool Alliance, through which government and private-sector partners work to increase public awareness of the need for after-school programs for children and youth.

Grantmakers Are Partnering with Schools and School Districts

Grantmakers can also make a difference by partnering with local schools and school districts on initiatives targeted at adolescent health and well-being. The Horizon Foundation in Howard County, Maryland has taken this approach by partnering with local schools to build assets among youth. These partnerships are part of the foundation's Adolescent and Youth Wellness Project, a 10-year initiative aimed at building youth assets and improving the perception of youth in the community and the media. Because the school environment

"It's about relationships.

They are key—all

relationships, not just

certain relationships.

It's about everyone as an

asset builder . . . when we

ask [who plays these roles]

in schools, it's the janitor,

it's the assistant on the

playground, because those

are the caring adults

who take the time to learn

the kids' names, to ask

them how they are doing,

to be supportive."

MICHAEL JOHNSON,
PARK NICOLLET
FOUNDATION

BUILDING BLOCKS FOR POSITIVE YOUTH DEVELOPMENT

Another opportunity for working with school districts comes from the current wave of school construction that is taking place as school districts across the country struggle to accommodate a growing child and youth population. Grantmakers can work with local planning groups to ensure that new school buildings promote youth development. This can mean developing plans for smaller learning communities that promote a sense of belonging and community and ensuring adequate space and facilities for after-school activities for youth. It can also mean planning ahead for space that will allow partnerships with community groups or for parent resource centers that encourage parental involvement.

can have such a dramatic impact on the well-being of youth, the foundation selected 14 schools as partners, focusing on lower-functioning schools and schools with fewer existing programs for students and faculty.

The foundation began its efforts by sponsoring wellness classes for teachers, including aerobics, yoga, and classes on stress management, based on the premise that healthier teachers result in happier and higher-achieving youth. Although the classes were well-received, the number of teachers attending the classes was too small to have an impact on the entire school, so the foundation asked teachers what else could be done to help them create a less stressful environment for themselves and a more supportive environment for youth.

Based on the teachers' input, the foundation sponsored a one-day retreat for teams of teachers on team building and building a positive and healthy school climate, followed by several community workshops that were attended by 1,200 parents and their children. After this workshop, the foundation identified the need for a perma-

nent staff position in the schools to be responsible for working with teachers on staff development and asset building. To that end, Horizon has committed to funding this position in 3 of the 14 schools (one elementary, one middle, and one new high school that will initially teach only ninth and tenth graders).

As a cautionary note, however, it is important to recognize that partnering with schools and school districts around positive youth development comes with its own set of challenges. The Horizon Foundation's experience in partnering with schools uncovered the following challenges:

• School districts tend to be territorial in nature and reluctant to open their doors to organizations with other agendas. It took The Horizon Foundation's leadership two years to form a solid partnership and align the foundation's goals with the school system's goals.
• School administrators are under tremendous pressure to boost standardized test scores and may be reluctant to invest scarce time and resources in programs

that do not appear to relate directly to academic achievement. To overcome this hesitancy, it is important to emphasize how the promotion of positive youth development can build assets that help improve school performance.

- Schools and school districts have their own terminology and culture and thus may not be receptive to organizations promoting other approaches. Grantmakers need to be able to find common ground and talk to school administrators using language that resonates with them.

Grantmakers Are Partnering with Health Providers

Health grantmakers are also forming partnerships with health plans and providers to tackle issues related to adolescent well-being. Some health providers understand that positive youth development is an effective way to reduce the risks to adolescent health, such as drug use and early sexual activity. The focus on assets also gives health providers a way to talk to teens about their health and their behavior in a way that opens lines of communication. Where this common interest in positive youth development exists or can be cultivated, health grantmakers often find that health providers are valuable partners in efforts to promote positive youth development.

The Annie E. Casey Foundation, for example, supported an initiative in Vermont that is training health providers to use an asset framework in communicating with their teenage patients about their health, about developmental issues, and about risky behaviors. The impetus for the foundation's involvement came from state efforts to track nine health outcomes for children and youth, an effort also supported by The Annie E. Casey Foundation. The outcome measures indicated that Vermont's adolescents were not faring very well.

Based on these findings, the foundation, along with the state of Vermont, provided funds to work with health providers on improving the state of adolescents' health in Vermont. The focus is on improving the use of the 20 minutes that health care providers typically spend with adolescents

FOUR STRENGTHS ASSOCIATED WITH OVERALL HEALTH AND WELL-BEING

Generosity: Demonstrating honesty and caring and a contribution to the family and/or community.

Independence: Having the ability to get things done independently.

Mastery: Having completed high school; having work, learning, or another activity that can be pursued with enthusiasm.

Belonging: Having connections to friends and family.

during check-ups. Participating providers have received training to teach them how best to address the big six risks to the health of teens and young adults: nutrition, physical activity, substance abuse, sexually-related behaviors, unintentional injuries, and emotional health. The providers are also trained to assess whether their teen patients possess four positive strengths that have been found to be associated with over-all health status and well-being: generosity, independence, mastery, and belonging. The provider training includes role-playing exercises with teen volunteers to help them learn how to communicate with their adolescent patients. To ensure that referrals for preventive services actually result in those services being delivered, participating providers receive a list of service providers who have agreed to accept their referrals of teenage patients.

Vermont's health plans have agreed to track the teens through their information systems. An audit of patient charts and feedback to physician practices helps to show providers how they are doing. Thus far, the results show dramatic improvement in the ability of the practices to identify problems and develop plans for addressing them.

Grantmakers Are Generating Public Awareness

Some grantmakers have undertaken public awareness campaigns to educate the public and policymakers about the needs of youth and positive youth development. One foundation that has taken this approach is the Winter Park Health Foundation, which publishes an insert on positive youth development and local youth development activities that is included in the local newspaper every other month. Another is the

Kansas Health Foundation, which uses social marketing approaches to educate the general public about positive youth development and ways they can support the youth in their communities. The goal of these efforts is to get parents involved in their children's development.

Several grantmakers have issued reports that have dramatically shaped the public debate over youth programming. The William T. Grant Foundation's report *The Forgotten Half,* the DeWitt Wallace-Reader's Digest Fund's report *Making the Most of Out-of-School Time,* and the Carnegie Council on Adolescent Development's *Turning Points* are just a few of the reports that have heightened public awareness of the needs of youth and had a lasting impact on the field.

Grantmakers Are Using Positive Youth Development to Design Community-Based Initiatives Targeting At-Risk Youth

Although positive youth development approaches work well for helping youth stay on the right track, there is evidence that they are equally effective for addressing the needs of youth who may be putting their health and safety at risk. Some health grantmakers have chosen to use the principles of positive youth development to design community-based initiatives that focus on a specific issue affecting at-risk youth, such as teen pregnancy or sexually-transmitted diseases.

One example is The Annie E. Casey Foundation's Plain Talk initiative, which aims to create neighborhood-based networks of support that help at-risk youth avoid

health risks by developing closer bonds and connections with their parents and other caring adults. Focusing primarily on youth who are sexually active, participating communities work to develop partnerships between residents, service providers, and neighborhood institutions to:

- help parents and other adults who are significant to at-risk youth to build the skills they need to impart clear and consistent messages;
- help youth to feel that the community is supporting them in making responsible decisions; and
- make sure that youth have access to basic reproductive health services and that they feel supported in accessing these services.

Participating communities accomplish these goals through a variety of mechanisms. Peer educators work with parents and other caring adults through home health parties. Community partners also engage in aggressive outreach to promote core messages about the need for sexually-active teenagers to protect themselves. In addition, community mapping is used to document neighborhood knowledge, attitudes, and beliefs about teens' sexual behaviors. This information is used to develop strategic plans, advocacy efforts, and core educational messages.

The Plain Talk initiative has succeeded in improving the quality, frequency, and accuracy of communication between adults and adolescents about sexual activity and has substantially increased knowledge about services and educational resources that are available to teenagers. By focusing on parents and other residents who are respected by the community, Plain Talk has expanded and improved outreach and

community education, as well as the quantity and quality of reproductive health services in participating communities. The net result has been impressive—the participating communities saw an 80 percent increase in the likelihood of teens getting tested for sexually-transmitted diseases and a 50 percent drop in those identified as having a sexually-transmitted disease, a 50 percent drop in the number of teens who have become pregnant or created a pregnancy, and a 50 percent drop in the number of teenagers having a child.

The Plain Talk initiative began as a four-year, $5 million program in five racially and ethnically diverse cities: Atlanta, Hartford, New Orleans, San Diego, and Seattle. Implementation for this first cohort of sites ended in 1998, but replication programs are being launched in Wayne County, Michigan and Chicago with state and federal funding.

The California Wellness Foundation has also used the principles of positive youth development to design an initiative that addresses the high-priority problem of teenage pregnancy. The foundation's Teen Pregnancy Prevention Initiative is a 10-year, $60 million grantmaking program intended to reduce the incidence and health consequences of teenage pregnancy in California. In 2002, the initiative was supporting five community action projects that developed neighborhood-based plans for reducing teen pregnancy, eight peer provider projects that utilize young people to provide medical assistance and counseling services to other youth, and nine community support projects that address the needs of underserved communities with high rates of teen pregnancy. In addition, the initiative was supporting several

"If we care about and value kids as resources, then the preparation and support must be there."

DEBRA DELGADO,
THE ANNIE E. CASEY
FOUNDATION

statewide policy advocacy projects aimed at educating policymakers and opinion leaders on youth development approaches.

A cornerstone of this comprehensive initiative is the involvement of at-risk youth themselves in the decisionmaking. A formal advisory committee that includes young people and adults provides guidance to the foundation on the design of the initiative and issues arising from implementation. All of the community-based support projects involve youth in some way: six focus on training youth to become peer leaders, three on improving communication skills within health clinics, and two on training youth to be mentors. The five community action projects that have been funded incorporate youth as well as adults in the planning process.

The foundation also sponsors leadership awards that recognize the contributions and abilities of youth and young adults who are leaders in the effort. Each grant, consisting of up to $25,000 over five years, is intended to help promising individuals pursue college, technical training, or careers in health.

As a result of the Teen Pregnancy Prevention Initiative, many youth in California have developed solid decisionmaking skills, developed collegial working relationships with adults, and made a real difference in their communities. For their part, the organizations that have participated in the initiative have been given new ideas and access to new perspectives on the needs of teens, which, in turn, has led to concrete changes in their programs.

Based on the foundation's experience with the Teen Pregnancy Prevention Initiative, the foundation's program staff has learned to look for a variety of characteristics when evaluating grant proposals under this and other initiatives:

- The potential grantee is proposing services that will prepare youth for adulthood through the development of protective assets.
- The potential grantee will involve youth in a meaningful way and will compensate them for their involvement.
- The potential grantee will involve youth leaders who represent the diversity of the community and not just look to the cream of the crop.
- The potential grantee understands that adult staff or volunteers need to be sufficiently prepared to support and work with youth and need to see youth as partners who have something significant to contribute, not as objects or recipients of services.
- The potential grantee has demonstrated a willingness to change agency rules and practices to remove organizational barriers to youth involvement (for example, providing ample space for youth to work).

Grantmakers Are Convening Groups Interested in Youth Development

Some health grantmakers are promoting positive youth development by convening organizations to conduct joint planning, share information, and coordinate programs and strategies. At the community level, such support can be critical in helping schools and community-based

organizations work together to promote youth development and compete successfully for federal and state grants for youth programming. An example can be found at the Kansas Health Foundation, which sponsored grantwriting assistance and grantwriting workshops to help schools in Kansas compete successfully for grants under the U.S. Department of Education's 21st Century Community Learning Center initiative. Such support can also be helpful at the national level. For example, the Ewing Marion Kauffman Foundation and The David and Lucile Packard Foundation provide funding for the Youth Development Funders Group. This group includes representatives from foundations with an interest in positive youth development. The group meets twice a year to exchange information about federal and state activities related to youth development, share their experiences in funding youth development projects, and discuss opportunities for collaboration.

Grantmakers Are Funding Research on Positive Youth Development

Research is beginning to document the effectiveness of positive youth development approaches in keeping youth healthy and safe. Some of the support for this critical research is coming from health grantmakers. Grantmaker-supported research includes studies on the linkages between positive youth development and adolescent health, development of outcome measures, cost-benefit analyses, program evaluations, and documentation of unmet need.

By funding research, grantmakers can generate new knowledge and help create the conditions necessary for changes in policy

and practice. The William T. Grant Foundation is an example of an organization that has made a significant investment in youth development research. The foundation's mission is to promote research that helps the nation's youth reach their full potential and that helps the nation value youth as a resource. To this end, the foundation invests in high-quality basic and applied research on youth development, program evaluations, policy analyses, research syntheses, and communications research.

An example of research support provided by the William T. Grant Foundation is the support provided for the landmark study of youth development programs by the National Research Council and Institute of Medicine that has been described elsewhere in this Issue Brief. The foundation also helped support the subsequent publication of the report *Community Programs to Promote Youth Development.*

In 2002, the William T. Grant Foundation launched a major new research initiative aimed at improving the supports and opportunities available to youth. This new initiative will provide support for research projects that address the following questions:

- How can existing local, youth-serving organizations and programs be substantially improved (and then maintained) at a cost that can be sustained?
- How can local and state-level public systems that directly affect youth be substantially improved (and then maintained) at a sustainable cost?

• What substantially improves the quality and quantity of sustained participation and engagement of youth in activities that are likely to enhance their development and well-being?

This initiative is a part of the foundation's efforts to shift its focus from reducing risk to encouraging supports and opportunities. The aim is to develop the theoretical and practical knowledge that will lead to improvements in youth programs, systems, and organizations and, ultimately, improvements in the health and well-being of youth.

The foundation also funds various activities to develop research and policymaking capacity. For example, the William T. Grant Scholars' Program provides five years of research support to emerging research leaders. In its 23rd year, the Scholars' Program has produced four generations of scholars who conduct research aimed at improving the lives of young people. In addition, in 2003, the foundation and the National Academy of Sciences will jointly award the first William T. Grant Prize in Youth Development to reward collaboration between researchers and others interested in the well-being of youth. To help ensure that research is used to inform policies and practice, the foundation also funds activities that disseminate research findings to a wider audience.

Grantmakers Are Supporting Policy Development and Advocacy

Grantmakers can also provide support for policy development and advocacy at the national, state, and local levels. Through a partnership with state agencies and its support for Assets for Colorado Youth (an organization that works with communities statewide), The Colorado Trust, for example, has played an active role in promoting the development of policies and programs that promote positive youth development in communities across the state.

Another way to support policy development is to support the national organizations that are spearheading efforts to make positive youth development a priority. An example of this type of grantmaking is funding for the National Crime Prevention Council's *Embedding Prevention* initiative, which is supported by The Robert Wood Johnson Foundation, The David and Lucile Packard Foundation, The Annie E. Casey Foundation, The California Wellness Foundation, General Mills Foundation, William T. Grant Foundation, and Florence V. Burden Foundation.

Lessons Learned

Grantmakers that have incorporated the principles of positive youth development into their work have learned many valuable lessons. These lessons can show grantmakers how to improve their own operations. They can also help grantmakers make funding decisions that will promote the development of protective assets in youth and, ultimately, improve their health and well-being.

Lesson #1: Involve youth in decision-making and grantmaking processes.
Youth involvement is an effective way to promote positive youth development. Not only does youth involvement help participating youth develop their own leadership and decisionmaking skills, it also improves

the design of programs and initiatives by ensuring that they are relevant to today's youth. Whether through participation in youth advisory boards, action teams, or even the grantmaker's own board of directors, youth involvement demonstrates an organizational commitment to youth and provides a clear signal that the organization values the contribution of young people.

Lesson #2: Forge partnerships with the right organizations.

Grantmakers are unlikely to have a positive impact on children and adolescents unless they initiate and sustain partnerships with the full range of organizations and service systems that influence youth. Forging a wide variety of partnerships is the best strategy for ensuring that youth are exposed to positive messages and role models in multiple settings each and every day.

Developing and maintaining effective partnerships is not an easy task, however. It is critical to allow adequate time to develop partnerships and effect positive change. In some cases, forging an alliance can hinge on finding the language that resonates with a potential partner; some may need to be educated about positive youth development and its impact on them and their mission. Keeping a partnership going

is also challenging. Often, staff resources are needed to coordinate the work of a partnership on an ongoing basis.

Lesson #3: Focus on all youth, not just at-risk youth.

Many proponents of positive youth development approaches advocate for a shift in focus from youth perceived to be "at risk" to all youth, since even youth who possess many developmental assets face difficult and risky choices sometimes. Social marketing and media work to improve the public's view of youth and the public's willingness to engage with youth can aid in this shift.

Lesson #4: Balance the model with the realities of local values and cultures.

For positive youth development approaches to be successful, they need to align with the values and culture of the local community. To ensure that programs respect differences, grantmakers may want to focus on building local capacity for technical assistance, training, and planning. In addition, grantmakers should focus on those programs and systems improvements that can be achieved at a cost that is sustainable with the resources available in the community.

Conclusion

Recently, Child Trends, a national children's organization, looked at national surveys and polls to identify the positive attributes that society deems desirable for youth. The list could be that of any parent: the ability to form close relationships, responsibility, civility, truthfulness, good values, strength of character, tolerance, civic and school involvement, spirituality, and a healthy lifestyle (Child Trends 2000). At its essence, positive youth development is an attempt to inculcate these characteristics in youth during the period of life when attitudes, values, habits, and behaviors are being shaped and formed.

Health grantmakers have a critical role to play in keeping the needs of youth firmly on the nation's radar screen. By using their resources wisely and strategically, health grantmakers can ensure that all youth have access to the resources and supports that they need to thrive.

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Appendix I

Definitions or Descriptions of Positive Youth Development Used by Selected National Organizations

Family and Youth Services Bureau, U.S. Department of Health and Human Services
A policy perspective that emphasizes providing services and opportunities to support all young people in developing a sense of competence, usefulness, belonging, and empowerment. [Source: http://www.acf.dhhs.gov/programs/fysb/positive.htm]

National Governors' Association
The main goal of positive youth development strategies is to help youth become socially, morally, emotionally, physically, and cognitively competent. Youth development strategies help youth become healthy and productive adults by supporting the development of attitudes, behaviors, and skills that enable them to succeed as parents, citizens, and workers. [Source: "Youth Development Strategies to Improve Outcomes for At-Risk Youth, National Governors' Association, 2000]

Forum for Youth Investment
The process in which all young people are engaged to meet their needs, build skills and find ways and opportunities to make a difference in all of the areas of their lives– personal/cultural, social/emotional, moral/spiritual, vocational, cognitive and civic. [Source: http://www.forumforyouthinvestment.org/ideasabout.htm]

National Collaboration for Youth
A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. [Source: http://www.nydic.org/nydic/devdef.html]

Center for Youth Development and Policy Research
The ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded; and (2) to build skills and competencies that allow them to function and contribute in their daily lives. [Source: http://cyd.aed.org/whatis.html]

Youth Leadership Institute
The ongoing process in which young people are engaged in building the skills, attitudes, knowledge, and experiences that prepare them for the present and the future. The term 'youth development' should be attached firmly to young people, not the institutions that serve them. Youth development should be seen as an ongoing, inevitable process in which all youth are engaged and all youth are invested. [Source: http://www.yli.org/getinformed_youthdevelopment.htm]

Appendix II

Selected Federal Funding Streams That Can Support Positive Youth Development Activities in States and Localities

U.S. Department of Health and Human Services

Substance Abuse Prevention and Treatment Block Grant

Formula grants to states for treatment and prevention services for people at risk of or abusing alcohol and other drugs. States must also implement a youth anti-tobacco statute under this program, which requires states to develop and implement plans to eliminate youth tobacco use by curtailing access and availability.

Medicaid

Formula funding to states to provide medical assistance on behalf of cash assistance recipients, low-income children and youth, and others who meet income and resource requirements and other eligibility guidelines. States use Medicaid funds to support a wide range of health and related services for youth.

Child Care and Development Fund

Formula grants to states and tribes to assist low-income families with child care. At least 4 percent of the funds must be used for certain discretionary purposes, which may include school-age child care activities (up to age 13) and training and technical assistance.

Community Services Block Grant

Formula grants to states to reduce poverty, revitalize low-income communities, and empower low-income families and individuals in rural and urban areas to become fully self-sufficient. Funding goes primarily to local community action agencies that may offer services such as counseling, job readiness and job training, mentoring, and citizen participation.

Community Health Centers

Project grants to public or nonprofit organizations and a limited number of state and local governments to support the development and operation of community health centers that provide preventive and primary health care services, supplemental health and support services, and environmental health services to medically-underserved areas/populations. Some community health centers define their responsibility to youth broadly to include not only health care and reproductive health services, but also activities and services that promote positive youth development.

Independent Living Program

Formula grants to states to help current and former foster care youth achieve self-sufficiency and make a successful transition to adulthood. Activities and programs typically include help with education, employment, financial management, housing, emotional support, and assured connections to caring adults.

Temporary Assistance to Needy Families (TANF)

Formula grants to states, territories, or tribes to assist needy families with children so that children can be cared for in their own homes; to reduce dependency by promoting job preparation, work, and

marriage; to reduce and prevent out-of-wedlock pregnancies; and to encourage the formation and maintenance of two-parent families. States can use TANF funds to support after-school care for school-age children and youth up to age 13 and for youth prevention programs.

Social Services Block Grant

Formula grants to states for social services that meet the needs of the individuals residing in the state. Federal block grant funds may be used to provide services directed toward one of the following five goals specified in the law: (1) to prevent, reduce, or eliminate dependency; (2) to achieve or maintain self-sufficiency; (3) to prevent neglect, abuse, or exploitation of children and adults; (4) to prevent or reduce inappropriate institutional care; and (5) to secure admission or referral for institutional care when other forms of care are not appropriate.

U.S. Department of Justice

Title V Community Prevention Grants

Formula grants to states to support the development of more effective prevention programs to improve the juvenile justice system through programming approaches focused on risk and protective factors.

Byrne Formula Grant Program

Formula grants to states for the development and implementation of a strategic, multi-year violence prevention and drug control strategy. There are 26 legislative purpose areas to which Byrne formula funds can be applied, including several that permit the use of funds for youth development programs.

Juvenile Justice and Delinquency Prevention Program (State Formula Grants and Discretionary Project Grants)

Formula grants to states to increase the capacity of state and local governments to support the development of more effective education, training, research, prevention, diversion, treatment, accountability-based sanctions, and rehabilitation programs and to improve the juvenile justice system. Discretionary project grants to public and private nonprofit agencies, organizations, individuals, states, and localities to develop and implement programs that design, test, and demonstrate effective approaches, techniques, and methods for preventing and controlling juvenile delinquency.

Tribal Youth Program

Project grants to tribes to reduce, control, and prevent crime both by and against tribal youth; to provide interventions for court-involved tribal youth; to improve tribal juvenile justice systems; and to provide prevention programs focusing on alcohol and drugs.

Juvenile Mentoring Program (JUMP)

Project grants to local educational agencies or nonprofit organizations for one-to-one mentoring projects for youth at risk of failing in school; dropping out of school; or becoming involved in delinquent behavior, including gang activity and substance abuse.

Gang-Free Schools and Communities Program

Project grants to state, local, or tribal law enforcement agencies to prevent and reduce the participation of juveniles in the activities of gangs that commit crimes. Programs and activities may include coun-

seling, education, social services, community organizing, and training for adults who have significant relationships with youth who are or may become members of gangs.

U.S. Department of Education

Title I

Formula grants to local educational agencies and schools to help them improve the teaching and learning of children failing, or most at risk of failing, to meet challenging state academic standards. Although the majority of Title I funds are directed toward elementary school students, around 20 percent goes to junior high, middle, and high schools, where it can be used to support a range of academic and supportive services to youth.

Safe and Drug-Free Schools and Communities Program

Formula grants to states to support programs to meet the national education goal that every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Project grants to states and local educational agencies to help eligible students go to, succeed in, and pay for higher education. There are two components of GEAR UP: early intervention and scholarship. Under the early intervention component, awards may be used to provide activities such as comprehensive mentoring, counseling, outreach, and supportive services.

21st Century Community Learning Centers

Formula grants to states for expanded academic enrichment opportunities for children and youth, especially those attending low-performing schools. Programs may also offer other services, such as youth development activities; drug and violence prevention programs; technology education programs; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program.

Corporation for National and Community Service

AmeriCorps

Project grants to states and national non-profit organizations to encourage Americans, including young people, to engage in part-time or full-time community service to address pressing education, public safety, human, and environmental needs of communities.

U.S. Department of Labor

Youth Opportunity Grants

Project grants to local workforce investment boards to increase the long-term employment of youth who live in empowerment zones, enterprise communities, and high-poverty areas. Programs help youth improve educational and skill competencies through such activities as: ongoing mentoring opportunities; training opportunities; continued support services for eligible youth; incentives for recognition and achievement to eligible youth; and youth development opportunities in activities related to leadership, development, decisionmaking, citizenship, community

service, and recreation. The authorizing legislation also permits the use of funds for intensive placement services and follow up services.

School-to-Work Programs

Project grants to state educational agencies, local educational agencies, urban/rural partnerships, and partnerships involving Bureau of Indian Affairs-funded schools to improve learning by connecting what goes on in the classroom to future careers and to real work situations and to increase student access to a range of opportunities for postsecondary education and advanced training.

Workforce Investment Act Youth Activities

Formula grants to workforce investment boards for the design and implementation of workforce investment systems that will help low-income youth between the ages of 14 and 21 acquire the educational and occupational skills, training, and support needed to achieve academic and employ-ment success and successfully transition to careers and productive adulthood. Activities may include mentoring; support-ive services; and opportunities for leadership, development, decisionmaking, citizenship, and community service.

U.S. Department of Housing and Urban Development

Hope VI Program

Project grants to public housing agencies for revitalization and demolition of severely distressed public housing aimed at improv-ing the living environment for residents. Up to 15 percent of HOPE VI funds may be used for community and supportive ser-vices that directly complement housing redevelopment and that help residents achieve self-sufficiency, young people attain educational excellence, and the community secure a desirable quality of life.

Community Development Block Grant

Formula grants to states for the develop-ment of viable urban communities by providing decent housing; a suitable living environment; and expanding economic opportunities, principally for persons of low and moderate income. Block grant funds may be used for youth development activities.

Opportunities for Youth — Youth Build

Project grants to states, localities, tribes and nonprofit organizations for projects in which disadvantaged young adults partici-pate in constructing or rehabilitating affordable housing for low-income families or homeless people. Projects provide multi-disciplinary activities and services to participating youth, including educational and supportive services and activities com-posed of basic skills development, as well as counseling, referral, and support services.

Sources: (1) Jacquelynne Eccles and Jennifer Appleton Gootman, eds., *Community Programs to Promote Youth Development* (Washington, DC: National Academy Press, 2002) and (2) Catalog of Federal Domestic Assistance, <www.cfda.gov>.

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