



Preparing Youth for Success: Integrating Positive Youth Development Through Adulthood Preparation Subjects

Katy Suellentrop, Maria Ramirez, Christine Wong Mineta, Nancy Hahn, and Katie Reilly

Bridging the Gaps: Eliminating Disparities in Teen Pregnancy and Sexual Health

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Funding and Disclaimer

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- The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Objectives

- By the end of this workshop, participants will be able to:
 - Explain the connection between the adulthood preparation subjects and positive youth development;
 - Describe strategies to incorporate adulthood preparation subjects while maintaining fidelity to an evidence-based program model; and
 - Identify at least one activity to add to or strengthen in their current programming that will support positive youth development.

Icebreaker



Adulthood Preparation Subjects (APS)

- Healthy relationships
- Adolescent development
- Financial literacy
- Parent-child communication
- Education and career success
- Healthy life skills

Positive Youth Development (PYD)

- Turn to a partner:
 - How would you describe positive youth development?
 - How does positive youth development influence teen pregnancy prevention?

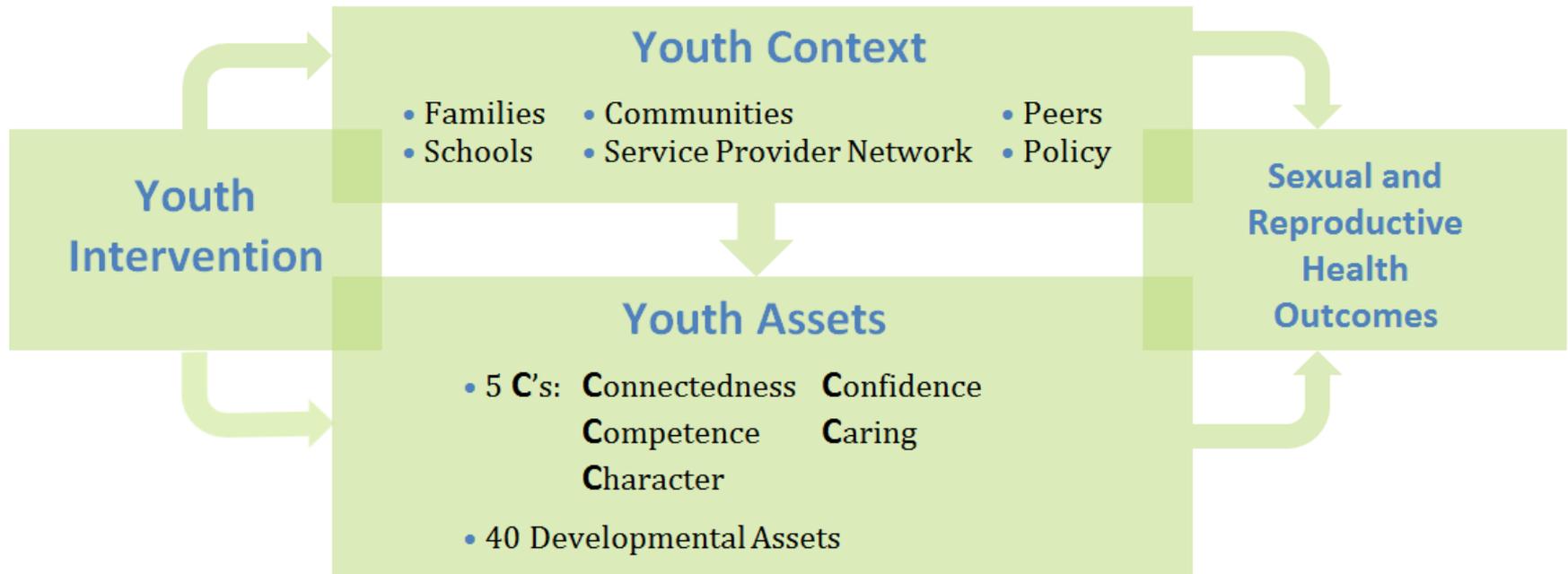
Defining PYD

Positive youth development is a philosophy or approach that guides communities in the way they organize programs and supports so that young people can develop to their full potential.

(Dotterweich, n.d.)

Framework for PYD

Positive Youth Development as an Approach to Sexual and Reproductive Health



APS and PYD

- Turn to a partner:
 - How might APS overlap with PYD?
 - What aspects of APS and/or PYD currently exist in your programs?

APS and PYD

APS

- Healthy relationships
- Adolescent development
- Financial literacy
- Parent-child communication
- Education and career success
- Healthy life skills

PYD

- Connection
- Confidence
- Character
- Competence
- Contribution

(Pittman, K., et al . 2003

How Do We Do This?

- City of Alexandria (Healthy Life Skills) – Competitive PREP
 - Christine Wong Mineta
- Mooretown Rancheria (Parent-Child Communication) – Tribal PREP
 - Maria Ramirez
- State of Wisconsin (Financial Literacy) – State PREP
 - Nancy Hahn
- State of Alaska (Healthy Relationships, Adolescent Development, Healthy Life Skills) – State PREP
 - Katie Reilly

The Alexandria Campaign on Adolescent Pregnancy

Our Mission

To prevent adolescent pregnancy through culturally and age appropriate education, advocacy, technical assistance, direct service prevention programs and public awareness. Collaboratively, we work with our young people, their families and the community to secure brighter futures.



ACAP PREP Structure

ACAP
(C-PREP Grantee)

Capital Youth
Empowerment Program

Alexandria
Department of
Community and
Human Service

Alexandria City
Public Schools

T.C. Williams
High School

Boys and
Girls Club

Sheltercare
&
New
Beginnings

George
Washington
Middle
School

Francis C.
Hammond
Middle
School

T.C. Williams
High School
Satellite
Campus

Chance for
Change
Academy

APS Approach: Youth as a *Whole* Person

Identifying the needs of Alexandria's youth through Youth Risk Behaviors Survey and Developmental Assets data:

- High obesity rates
- Regular exercise lower than national benchmark
- Low consumption of fruits and vegetables
- High consumption of soda and sports drinks
- Screen time higher than national average
- High suicide ideation
- Low problem-solving skills

MMN as APS – Healthy Life Skills

The Three-pronged Approach

- **Movement** through yoga
- **Meditation** techniques (deep breathing, muscle relaxation, visualization)
- **Nutrition** education

What These Activities Accomplish

- Teach adolescents how to calm themselves and manage stress
- Strengthen the connection between mind and body
- Teach teens to nourish themselves, spiritually, physically, and emotionally



Who Provides MMN Services?

Original Idea

- Wellness Contractor

What It Looks Like Today

- Community Partners
 - YoKid: Stretch Your Limits
 - Virginia Cooperative Extension (Teen Cuisine curriculum)

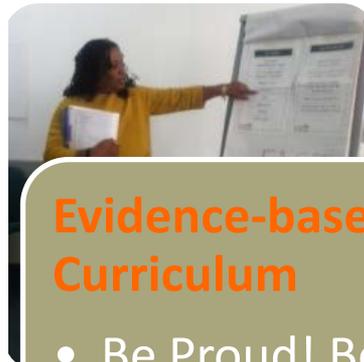


Implementing with Fidelity



Yoga

- 1 session
- Meditation
- Mindfulness
- Breathing and Relaxation



Evidence-based Curriculum

- Be Proud! Be Responsible!
- Becoming A Responsible Teen



Nutrition

- 1 session
- Teen Cuisine curriculum

YoKid: Stretch Your Limit



10-minute Format

- Affirmation
 - Pose(s)
- Breathing and Relaxation



Affirmation



Repeat a short, powerful, “I” statement that is positive and potentially transforming

Pose(s)

योगश्चत्तवृत्तिनिरोधः ॥ २ ॥
yogaś citta-vṛtti-nirodah



Yoga is when you make your
mind still and calm.

मृदुमध्याधिमात्रत्वात्ततोऽपि विशेषः ॥ २२ ॥
mṛdu-madhyādhimātravāt tato 'pi viśeṣaḥ



You get out of your yoga practice
what you put in to it.

शौचसन्तोषतपःस्वाध्यायेश्वरप्रणिधानानि नियमाः ॥ ३२ ॥
śauca-santoṣa-tapaḥ-svādhyāyeśvara-praṇidhānāni niyamāḥ



Things to do
Always trust in the power inside of me

- Choose 1–3 poses that are accessible for your group of youth
- Hold each pose for 3–5 deep breaths

Breathing and Relaxation

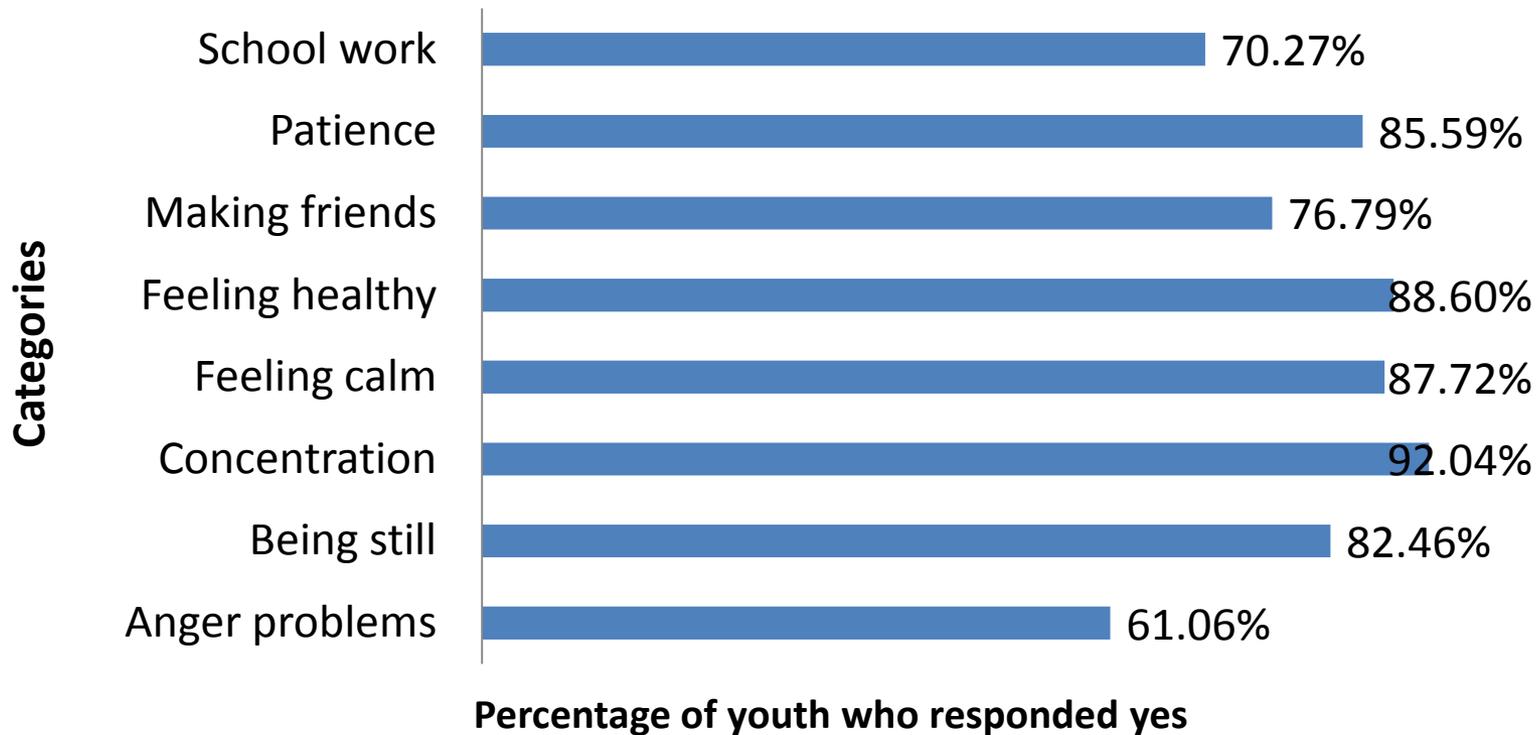


Relaxation is a state of being free from tension and anxiety

What Yoga Helps With



Results from a survey of YoKid: Stretch Your Limits youth , 2009–2012



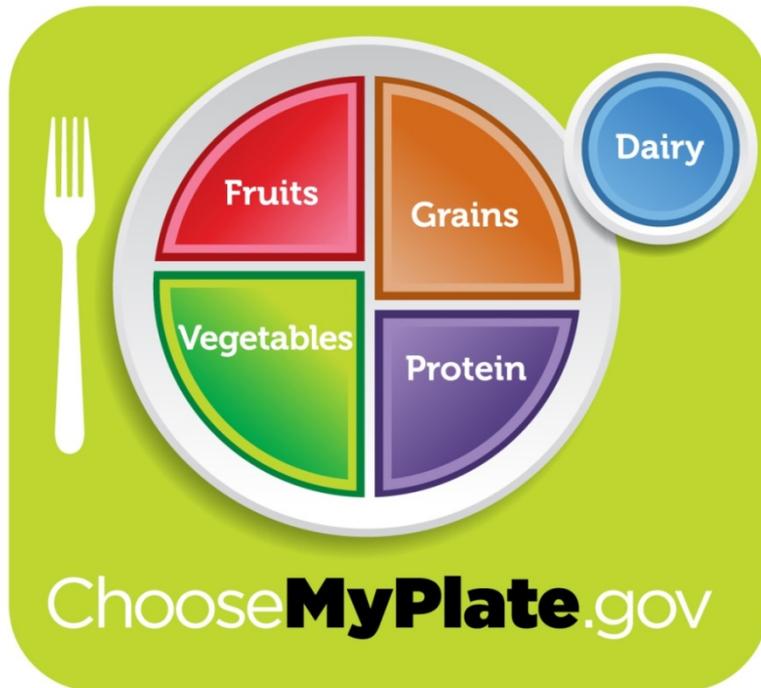
The Virginia Cooperative Extension

Teen Cuisine

- MyPlate
- Reading Food Labels
- Food Experiences



MyPlate



USDA requirement

- Help youth to build healthier diets
- Help youth make better food choices
- Remind youth to eat healthfully through a colorful visual

Reading Food Labels

Nutrition Facts	
Serving Size 1 cup (236ml)	
Servings Per Container 1	
Amount Per Serving	
Calories 120	Calories from Fat 45
% Daily Value*	
Total Fat 5g	8%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 120mg	5%
Total Carbohydrate 11g	4%
Dietary Fiber 0g	0%
Sugars 11g	
Protein 9g	17%
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 0% • Vitamin D 25%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

USDA requirement

- Help youth to build healthier diets
- Help youth make better food choices
- Remind youth to eat healthfully through a colorful visual

Food Experiences



- Provides youth with an opportunity to try out new foods and recipes
- Teaches food selection and preparation skills

Student Feedback



“I learned to relax and feel very calm in my mind & body. It helped me feel less stressed.”

—Middle School Student, Arlington

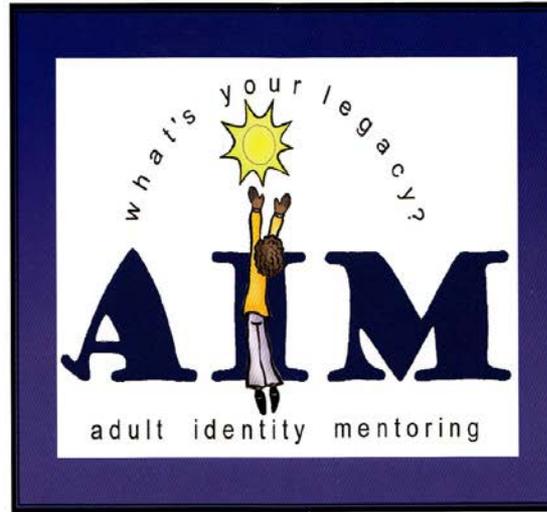
Thank you!

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- PREP Grant Coordinator, Alexandria Campaign on Adolescent Pregnancy
- City of Alexandria, Virginia
- Department of Community and Human Services, Center for Children and Families
- (703) 746-3479 (direct)
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Adult Preparation Subject

Parent-Child Communication

Maria Ramirez, MS
Lead Social Worker & Program
Coordinator
Tribal PREP Grantee
Mooretown Rancheria

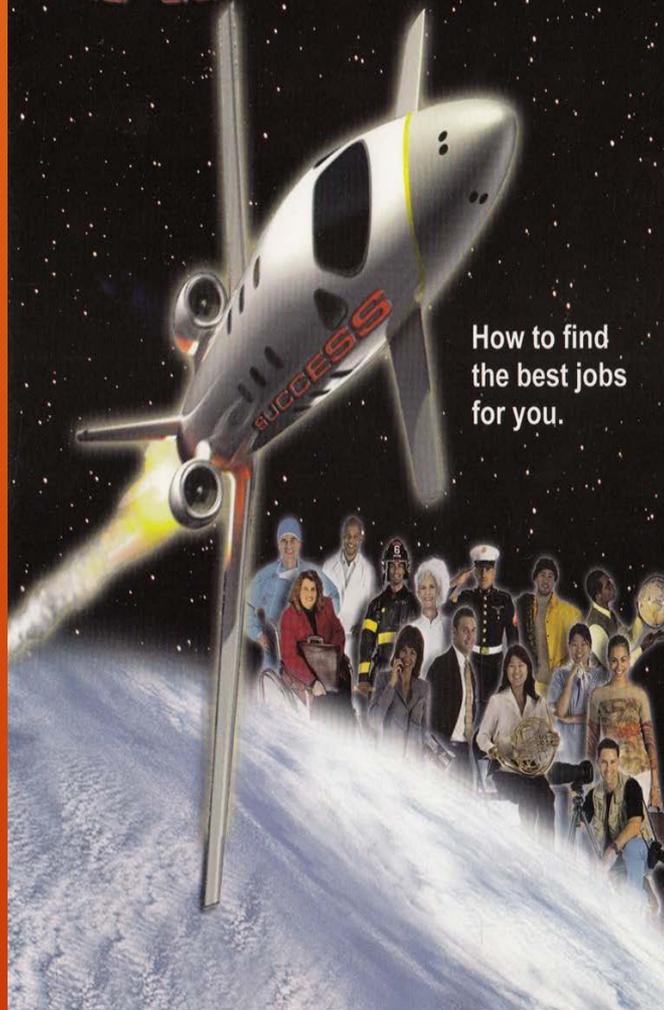


w o r k b o o k

Name _____

THE CAREER GAME®

EXPLORER



How to find
the best jobs
for you.

Name:

Date:

Item #BX

Why Project AIM?

- We wanted to be sure that our program was appropriate for and reflected the values of our Tribal community
- Technical Assistance was offered to help guide us to a curriculum that could work
- The Project AIM program appeared to be holistic & adaptable
- Evaluator suggested “booster shot”

Weekend Workshop

Youth - Healthy Relationships
(Feather River Tribal Health's
Basket Demonstration)

Youth - STD's/STI's (Butte
County Public Health)

Adults - Healthy Relationships
(Native Wellness Institute)

Adults - How to Talk to Youth
About Sexuality, STD's, and
Contraception

Weekend Workshop Locations:

Four Winds School

Ipakanni Early Charter School

Berry Creek Rancheria

Mooretown Rancheria

Mechoopda Rancheria

Within Butte County:

Northern Valley Indian Health Clinic

Feather River Tribal Health Clinic

Ipakanni Early Charter School

Four Winds School

Four Winds Indian Education Center

Mechoopda Indian Tribe

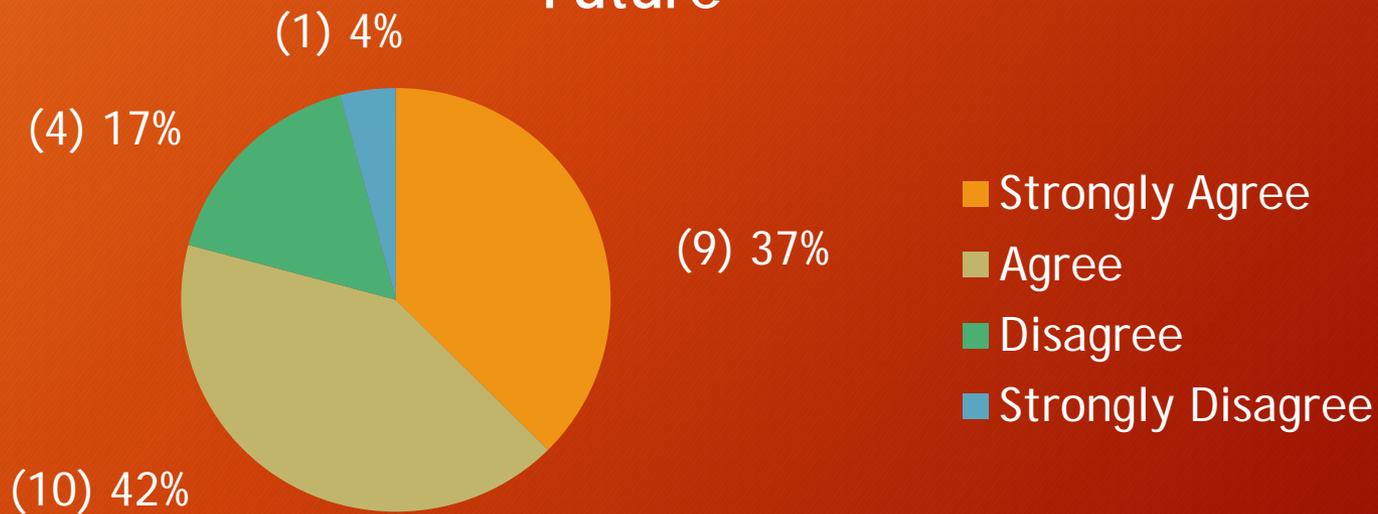
Berry Creek Rancheria

Enterprise Rancheria

Mooretown Rancheria

Questions From Project AIM Youth Satisfaction Survey

Proportion of Youth Who Agree or Disagree that They Talked to Their Parent(s) or Another Adult About Project AIM and Their Future



Post-session Satisfaction Surveys – Youth and Adults

	YOUTH		ADULTS	
	Healthy Relationships	STDs / STIs	Health Relationships	How to Talk to Youth
Value of the presentation in meeting your needs	77% excellent 17% very good 7% good	60% excellent 26% very good 11% good 3% fair	92% excellent 8% very good	85% excellent 8% very good 8% good
Your learning experience	73% excellent 17% very good 10% good	43% excellent 37% very good 17% good 3% fair	75% excellent 25% very good	77% excellent 15% very good 8% good
Overall rating of session	90% excellent 10% very good	63% excellent 23% very good 9% good 6% fair	92% excellent 8% very good	92% excellent 8% good

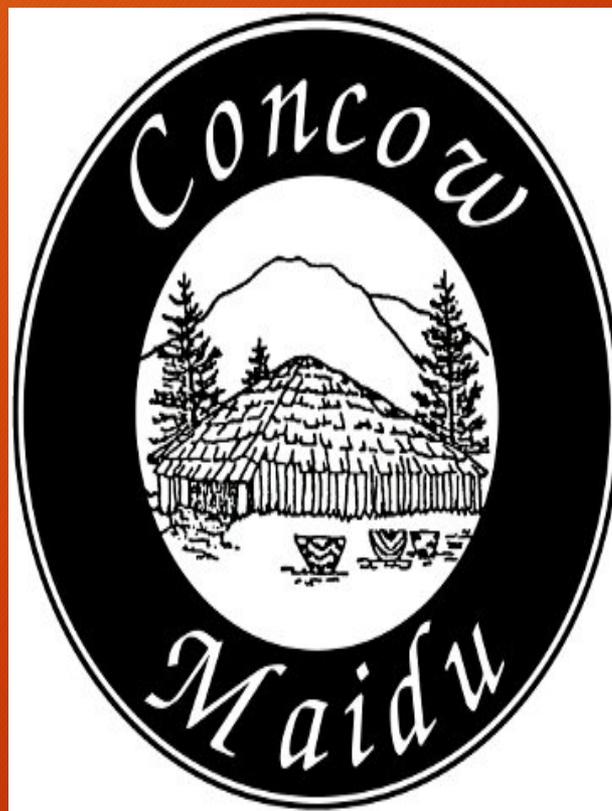
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“Preparing Youth for Success: Integrating Positive Youth Development Through Adulthood Preparation Subjects”

The Wisconsin Model



Nancy Hahn
Wisconsin PREP Program Coordinator
Medical College of Wisconsin

From the Beginning

Wisconsin PREP

- Wisconsin PREP serves three very different communities:
 - Milwaukee (approximately 600,000 people)
 - Racine (approximately 79,000 people)
 - Beloit (approximately 37,000 people)
- Communities have the highest rates of teen pregnancy and sexually transmitted infections (STIs) in the state and large disparities

The State of Wisconsin, Department of Health Services, Division of Public Health was granted funding to implement PREP:

- Lead agency: The Medical College of Wisconsin
- 6 community-based organizations are sub-grantees implementing PREP in the community
 - 4 in Milwaukee
 - 1 each in Racine and Beloit

Wisconsin Adult Preparation Subjects

All sub-grantees implement the same 3 APS, which were identified by the state of Wisconsin in its PREP application:

- **Healthy Relationships**
- **Education and Career Success**
- **Financial Literacy**

Financial Literacy Framework

Year 1: HELP! How are WE going to implement Financial Literacy??!!??

- **Select the Expert: Asset Builders Of America**
 - Train youth worker staff to facilitate
- **Training Outcome**
 - Staff didn't feel very financially literate, they never took a course or discussed the topic with a professional
 - Staff learned themselves, particularly about personal finances
 - Information still too new to present expertly to youth

Financial Literacy Planning

Challenges

- Staff is not poised to do it alone “expertly”
- Time restrictions/limits for programming in schools
- Workbook: “Money Working For You” was too advanced
- Coordination nightmare

BRAINSTORM! Got Money? Conference Model

- Youth-friendly
- Incentivized: ***Street Smart*** ticket strategy
- Out of school location
- Asset builders – financial literacy expert
- PREP staff – experts on working with targeted youth

Got Money? Conference Model: Youth-Friendly Environment



Got Money? Conference Model: Incentives



Got Money? Conference Model: Workshop Breakout Sessions

Sample Breakout Session Topics:

- Basic Services, Saving, Introduction to Investing = ***Mo Money!***
- Loans = ***Gettin' Paper***
- Human Capital = ***If you Ain't Talkin' Dollars, You Ain't Makin' Cents***
- Identity Theft = ***Stacks on Stacks; Racks on Racks***
- Entrepreneurship = ***Family Business***
- Cost of Having a Baby = ***Who's High Maintenance?***
- **This session makes the connection between the Got Money? Conference and the evidence-based, pregnancy prevention curriculum.**

Got Money? Conference Model: Experts, Role Models, Presenters



Got Money? Conference Model: Tickets Equal Good Behavior and Chances to Win!



Got Money? Conference Model: Organizing Tickets for the Big Finale!



Got Money? Conference Model: Peer Entertainment/Participant Recognition



Replication!

YOLO Conference:

- Conference exposed youth to activities that lead them to healthy lifestyles and careers in the health field

Career Expo:

- Career expo exposed youth to various careers, including nontraditional careers
- Youth conducted interviews with professionals related to what barriers teens need to overcome to be well-prepared for specific careers

The Wisconsin Model *Replication: YOLO Healthy Living and Health Careers Conference*



Monitoring Fidelity

- Engage experts
- Advisory board involvement
- Post-survey/table poster projects: outcomes
- Phase 2: staff training
- PREP suggested outcomes document
 - DPI financial literacy standards

What Worked?

- Incentives
- Youth-friendly
 - Décor
 - Staff attire
 - Music
 - Names/titles of workshops
 - Recognition of completion: certificates
- Hands on activities
 - Table art projects showing future intentions
 - Spoken word expressions of future intentions
- Entertainment by peers
- Quick-paced: highlight main points
- Engaging the experts

Unintended Benefits of the Model:

- Format broadened after first year to implement other APS
- Shared manpower to conduct events
- Content delivered in focused block of time
- Exposure to higher education through use of space at their facilities
- Staff progress in becoming experts of their own finance and presenting content to youth
- Camaraderie among grantees leading to other ways that they share programming needs

Thank you for your participation today!

For more information contact:

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Asset Builders of America

(608) 663-6332

www.assetbuilders.org



The Alaska Model: The Fourth R



ANNUAL TEEN PREGNANCY PREVENTION CONFERENCE

JUNE 2014

**KATIE REILLY, MPH
ALASKA ADOLESCENT HEALTH PROGRAM**



The Alaska Adolescent Health Program



Seek to promote positive youth development and prevent and reduce negative health outcomes



The Fourth R is:



- School-based comprehensive approach
- Relationship approach to prevent adolescent violence and related risk behavior related to:
 - 1) Peer and dating violence
 - 2) Healthy growth and sexuality
 - 3) Substance use and abuse

The Fourth R Research:



- Reductions in physical dating violence 2.5 years later among boys
- Significantly fewer violent acts toward peers among youth with histories of maltreatment at the end of the first year of the program
- Significant gains in knowledge and awareness of dating violence, substance use and more
- Students using more negotiation skills and fewer yielding responses during pressure situations with peer actors at post test

Alaska Fourth R Partnership



- Alaska Network on Domestic Violence and Sexual Assault (ANDVSA)
- Council on Domestic Violence and Sexual Assault
- Department of Education & Early Development (EED)
- Department of Health and Social Services
- Centre for Addiction and Mental Health (CAMH)
- Strategic Prevention Solutions

Alaska Grades 7 – 9



THE FOURTH R

HEALTHY RELATIONSHIPS,
SAFE CHOICES, CONNECTED YOUTH

FOURTH R HEALTHY RELATIONSHIPS
PROGRAM

ALASKA GRADE 7

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THE FOURTH R

HEALTHY RELATIONSHIPS,
SAFE CHOICES, CONNECTED YOUTH

FOURTH R HEALTHY RELATIONSHIPS
PROGRAM

ALASKA GRADE 8

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THE FOURTH R

HEALTHY RELATIONSHIPS,
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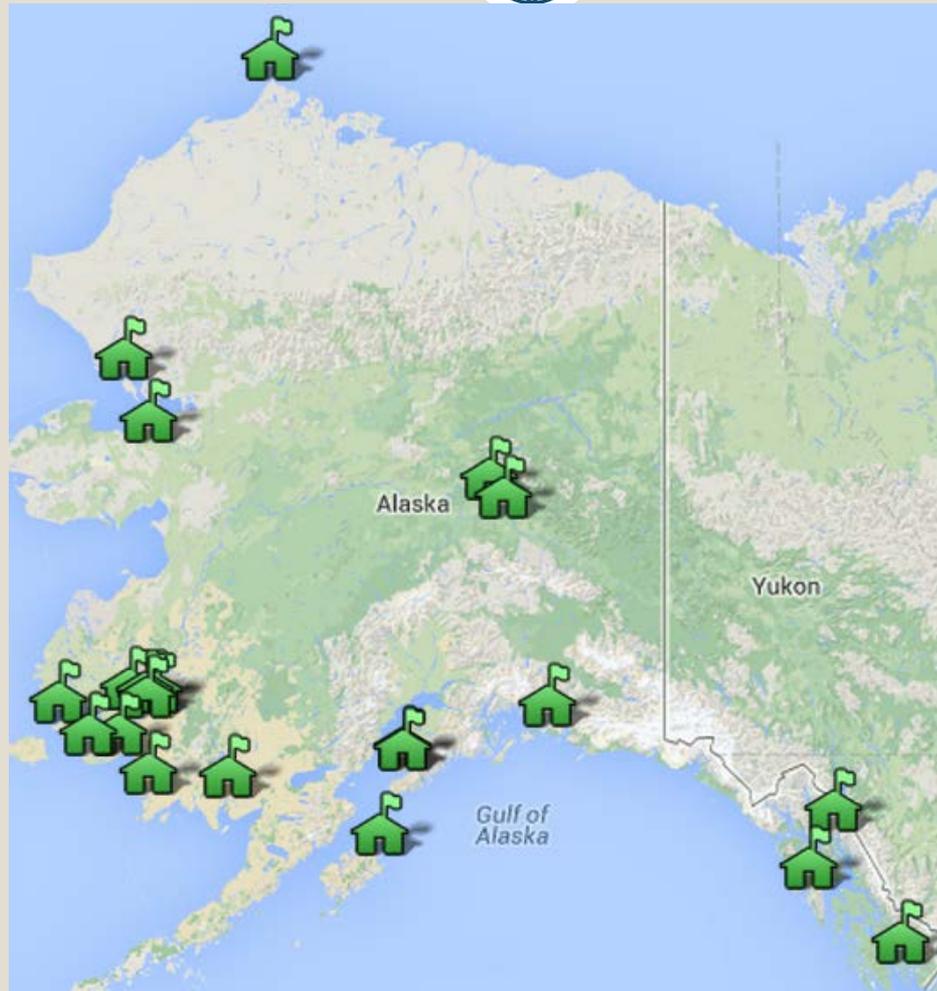
FOURTH R HEALTHY RELATIONSHIPS
PROGRAM

ALASKA GRADE 9

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Alaska Dissemination



Adult Preparation Topics



- Healthy relationships
- Adolescent development
- Healthy life skills

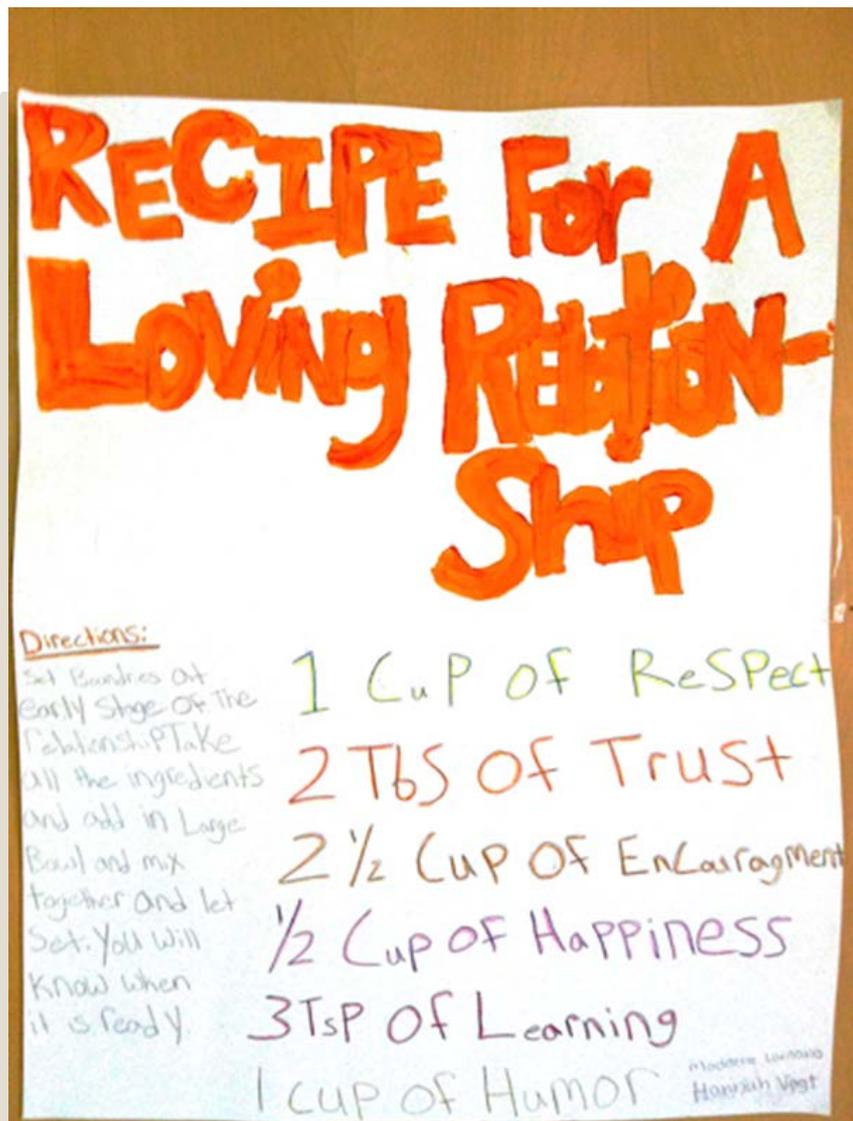
Healthy Relationships



Healthy Relationships



- Students identify what they *WANT* their relationships to look like, not just what to avoid
- Build resilience/protective factors for future situations



Healthy Life Skills Development



Positive Youth Development



- Help teens go beyond not drinking and not being violent, etc.
- Build resilience for future stressful situations
- Universal intervention
 - No stigma for being involved
 - All teens will end up in difficult interpersonal situations
- Increase capacity of bystanders

Fourth R Evaluation

- **Process Evaluation**
 - Fidelity monitoring
 - Teacher and student satisfaction
- **Outcome Evaluation (3-year design)**
 - Strategic Prevention Solutions
 - Pre and Post, and Follow-up Surveys
 - Focus Groups
- **PREP- required entry and exit surveys**

Fourth R Fidelity Monitoring



Lesson Tracking Logs

1. Attendance Count
2. Activities Completed/Skipped
3. Any Adaptations
4. Feedback
 - ✦ Successes
 - ✦ Challenges
 - ✦ Comments

SCHOOL NAME: _____

UNIT 1: PERSONAL SAFETY AND INJURY PREVENTION
LESSON 1: FOCUS ON HEALTHY RELATIONSHIPS

Lesson Tracking Log

FACILITATOR: _____ DATE(S) TAUGHT: _____ CLASS PERIOD: _____ STUDENT COUNT: _____

• INDICATE WITH A CHECK MARK ✓ IF AN ACTIVITY WAS COMPLETED FULLY, WITH CHANGES, OR SKIPPED
 • PLEASE FULLY COMPLETE ONE LOG FOR EACH 9TH GRADE CLASS THAT RECEIVES THE FOURTH R CURRICULUM
 • PLEASE PRINT LEGIBLY

Lesson / Activity Name	Was the Lesson / Activity Taught?	If Lesson / Activity was changed or skipped, please explain in which ways and why? (e.g. time constraints, disruptions, personal preference, etc) if you need more writing space, you may attach a separate sheet of paper	Any extra resources (guest speakers, videos) used
Introduction: Rationale for Developing Relationship Skills	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 1: Guidelines for Group Discussion	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 2: (option 1) Relationship Myths & Facts (1.1 H)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 2: (option 2) Communication Line Strategy (1.1 REF)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 3: Healthy/Unhealthy Friendship/Relationship (1.2 REF & 1.3 REF)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 4: Comfort Zone Continuum (1.4 REF)	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 5: Debrief	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Activity 6: Student Developed Examples	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		
Homework: Rights and Responsibilities	<input type="checkbox"/> Yes, completely <input type="checkbox"/> Yes, with changes <input type="checkbox"/> No		

1 Alaska DHSS, Division of Public Health, Section of Women's Children's and Family Health
 The Fourth R For Health Relationships (Grade 9) | DHSS Lesson Tracking Log

Please See Reverse Side



THANK YOU!



CONTACT INFO

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Application

NOW IT'S
YOUR TURN.

A 3D rendering of the text "NOW IT'S YOUR TURN." in a playful, colorful font. The letters are constructed from various colored blocks (red, yellow, green, blue) and are arranged in two rows. The first row contains "NOW IT'S" and the second row contains "YOUR TURN.". The letters are slightly shadowed on a white surface, giving them a three-dimensional appearance.

Report Out



Questions?



References

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- Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press.
- Pittman, K., Irby, M., Tolman, J., N. Yohalem, N., & Ferber, T. (2003). [Preventing Problems, Promoting Development, Encouraging Engagement](#). Forum for Youth Investment

Thank you!

- Please be in touch:
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