

ENGAGING A COMMUNITY TO DEVELOP HEALTHY YOUTH

This document written by John Linney for the Paso Del Norte Health Foundation. For questions about this manual please contact John Linney at 915-526-5646 or at his website, <http://www.impact-associates.org>. This document may be reproduced for educational, noncommercial purposes only. Copyright © 2007 by Paso Del Norte Health Foundation. 1100 North Stanton, Suite 510 El Paso, TX 79902 Phone: (915) 544-7636 <http://www.pdnhf.org>. All Rights Reserved.

Index

<i>Section I: The Action for Youth Initiative</i>	7
Purpose and Goals of the Initiative	
Research	
Partnership and the Web of Support	
Rationale for Community-Based Grassroots Partnerships	
Selecting the Action for Youth Partnerships	
<i>Section II: Developing Healthy Youth</i>	13
The Power of Assets	
Everyone Builds Assets	
Cultural Shifts in the Asset-Building Framework	
A Foundation for Asset-Building: Community-Based Partnerships	
<i>Section III: Purpose and structure of Partnerships</i>	20
The Issue vs The Purpose	
What is a Partnership?	
Creating the Partnership	
<i>Section IV: Maintaining an Effective Partnership</i>	30
Core Group Effective Practices	
Initial Core Group Meetings	
Effective Practice for Youth Engagement	
Creating a Youth Council	
New Partnership Recruitment by a Youth-led Task Force	
Partnership-Effective Practices	
Community Indicators: Taking Focused Action	
From a Core Group to an Advisory Board: Effective Practice	
Effective Task Force Practices	
Having a Coordinator: Effective Practices	
<i>Section V: Sustaining a Partnership: Relationships and Funding</i>	41
Sustainability Through Partnering	
Sustainability Through Sharing	
Sustainability Through Training & Assistance	
Sustainability Through Grants	
Short-Term Projects	
Long-Term Support and Funding	
<i>Section VI: Tools and Resources</i>	49

introduction

The Action For Youth manual was created to inform and empower people who want to work together to improve their communities. Too often, people want to take action but have no idea where to get started. This manual is based on many of the best practices learned in seven years of developing community-based partnerships in the Action for Youth Initiative that began in 1998. The purpose of these partnerships has been to develop healthy youth in the Paso del Norte region of west Texas, southern New Mexico, and Juarez, Mexico. Sharon Hodges, Otero YEA Advisory Board member said, “Our partnership has produced results and miracles that we never expected. It is important for people to understand that partnership building takes time and patience but it is worth it.” The authors are clear that creating a partnership can take many paths while establishing itself and this process can have tremendous rewards.

Evaluations and other communication between the Paso del Norte Health Foundation [PdNHF] and community members pointed to the need for a manual that focuses on the relationships and structures needed to develop and maintain successful and effective partnerships in their effort to create positive change. Partnership stakeholders also requested a user friendly tool to educate and inform new participants in the partnerships such as fiscal agents, new coordinators, board members, chairpersons, or potential partners. This manual outlines a clear framework with ideal structures and roles with guiding strategies, materials and tools.

Many have heard how important it is to involve young people in their efforts to improve their communities but don’t know how to do so.

This manual provides a template for taking action by building partnerships that put youth at the center of their efforts. In addition, the manual can be utilized as a roadmap by those who are interested in engaging youth in community change efforts including community coalitions, neighborhood associations, foundations, funders, and others.



What's Ahead?

Section I

Section I outlines the purpose and goals of the Action for Youth Initiative; it’s rationale for grassroots community-based partnerships, the benefits of multi-sector involvement and the selection and role of Action for Youth community partnerships that create a web of support for developing healthy and resilient youth. **Section II** discusses the *40 Developmental Assets™* framework for developing healthy, caring, and responsible youth as a foundation for developing effective community partnerships that work with youth as opposed to working to, for, or at youth.

In **Section III** the manual addresses what it means to “partner” and the importance of coming together to address community issues with young people. It also describes a recommended working structure for partnerships that include a core group or a partnership advisory board, the partnership fiscal agents, the partnership coordinators, partnership youth councils, and the roles of each of these partnership components. **Section IV** provides a deeper understanding and effective

practices for each of the suggested components in **Section III**. This section provides some important strategies for creating effective advisory boards and youth councils, identifying a fiscal agent, hiring a partnership coordinator, and operating a partnership.

After all the pieces are in place and partnerships are incorporating the effective practices in **Section IV**, **Section V** discusses strategies for sustaining a partnership through relationships and sharing resources as well as accessing funding streams to meet local needs to help partnerships both survive and thrive.

To conclude the manual, **Section VI** provides tools and resources for individuals and partnerships to support their efforts to develop and sustain effective youth focused partnerships including organizational charts, the *40 Developmental Assets™*, job descriptions, partner agreement forms, assessments, planning and promotion tools, and training and funding resources. The accompanying compact disc [CD] contains all of the materials printed in section six

to allow partnership members to easily print and distribute the tools and resources to help them develop and strengthen their partnerships.

New players enter partnerships as they become more effective and expand their efforts. Those individuals and agencies require a detailed resource that would help them understand and contribute to the partnership's efforts. The accompanying handbook provides abbreviated, concise, and user-friendly information. It can be utilized by partnerships to briefly communicate the structure and purpose of their partnerships to new partners and community supporters. The handbook allows for new partners and community members to have greater understanding of the partnerships and with that understanding comes greater ownership. With greater knowledge and skills partnerships strengthen the web of support for youth. With a stronger web of support they can more effectively assess and address critical issues that meet the needs of the surrounding community.

"Our partnership has produced results and miracles that we never expected. It is important for people to understand that partnership building takes time and patience but it is worth it."

—Sharon Hodges, Otero YEA Advisory Board

acknowledgements

We acknowledge those partnerships that participated in providing their suggestions for strengthening this manual. We are also appreciative of those youth and adults who participated in focus groups where they shared the lessons they have learned while developing their partnerships including **Southern Dona Ana Action for Youth**, Otero YEA [*Youth Empowerment Association*], the **Teen NETWORK** [*North East Together Working to Optimize Resources and Knowledge*], **Teens In Action**, and **Juarenses por una Juventud Sana**. Their suggestions have strengthened this manual and provided a valuable resource for communities everywhere who will benefit from their passion and experiences.

Individuals and organizations involved in the creation of this manual included project manager and writer John Linney (impactassociates@aol.com) at **Impact Coaching and Speaking, Inc.** (www.impact-associates.org), Brett Naftzger for co-writing and editing, Eddy Soto for graphic design work (eddysoto@gmail.com), Jenny Linney for editing, and Elisa Martinez for translation coordination.

Special thanks to Ann Pauli, Eric Hutson, and Juanita Galaviz of the **Paso del Norte Health Foundation** for providing vision and support for the development of healthy youth in the region and for living the assets message by stressing the importance of engaging and empowering young people in the process.

For more information contact:



PASO DEL NORTE HEALTH
FOUNDATION

1100 North Stanton, Suite 510

El Paso, TX 79902

Phone: (915) 544-7636

<http://www.pdnhf.org>

SECTION I *the action for youth initiative*



Section I

The Action for Youth Initiative

This manual provides strategies and tools for creating community partnerships that focus on preventing high-risk behaviors in youth ages 12 to 18 years old while promoting healthy behaviors, attitudes, and characteristics. The information in this manual is based on the lessons the Action for Youth Initiative (AY) learned over seven years while in the Paso del Norte region in western Texas, southern New Mexico, and Ciudad Juarez, Mexico. To better understand how this manual came to be and how to use it as an effective tool, it is important to understand the:

- Purpose and goals of the Action for Youth Initiative.
- Research used in creating and designing the Initiative.
- Partnerships, the power of multi-sector involvement, and the web of support.
- Rationale for grassroots, community-based partnerships.

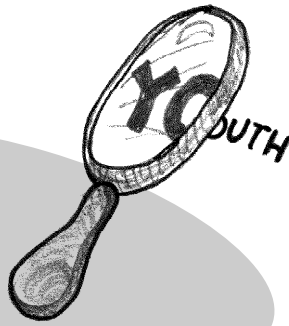
This section will discuss these points and conclude by briefly previewing the contents of Sections 2 to 6.

Purpose and Goals of the Initiative

AY began in 1997 with guidance and support from the Paso del Norte Health Foundation (PdNHF) and reflects the goal of the foundation, which is to improve the health and promote the wellness of the people living in the Paso del Norte region through education and prevention. The foundation, along with community members, established three goals for the Action for Youth Initiative to promote the health and wellness of youth:

- GOAL 1** For communities to have sustained capacity, that is, the knowledge, skills, leadership, collective efficacy, trust, community competence, and relationships, to address youth issues.
- GOAL 2** For communities to have the awareness, knowledge, attitudes, and practice of the 40 Developmental Assets created by the Search Institute.
- GOAL 3** To use research to develop a better understanding of the healthy development of youth.

Research



The Paso del Norte Health Foundation and other community members and organizations that support youth conducted the research that forms the basis of the Initiative. The Paso del Norte Health Foundation (PDNHF) convened community members to identify focus areas that prevent high-risk behavior in youth, including strategies that focus on underlying causes and issues. The community members identified four priorities to prevent unhealthy behavior: **(1)** parenting education for parents and youth; **(2)** mentoring programs; **(3)** life- skills, character-education, and values-development programs for youth; and **(4)** physical, creative, and community service activities for youth.

According to the National Mentoring Partnership (www.mentoring.org), about 40 percent of a youth's waking hours are spent without companionship or supervision. Young people who meet regularly with adults are 46 percent less likely than their peers to start using illegal drugs and 27 percent less likely to drink alcohol.

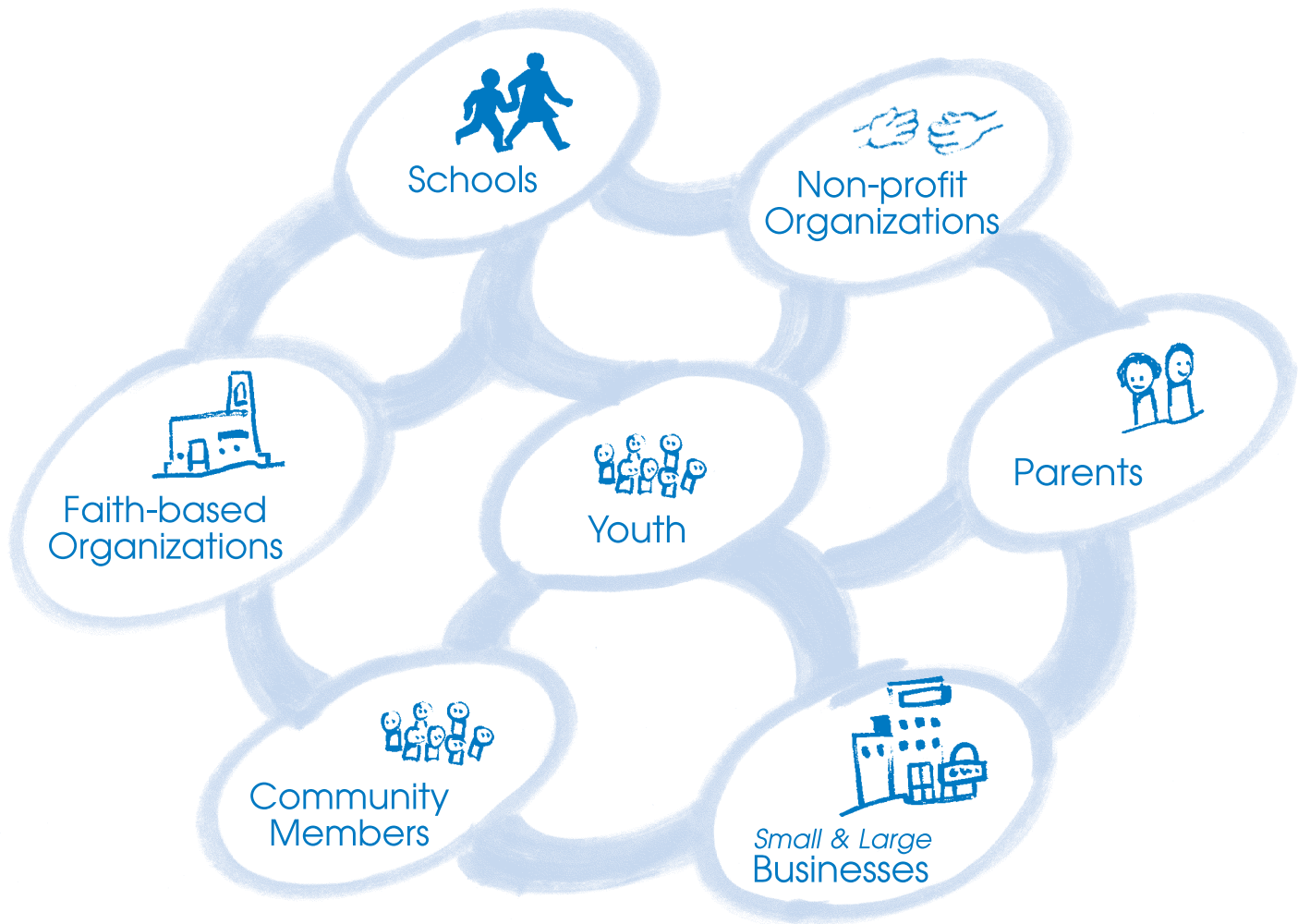
PdNHF also reviewed and incorporated research from the Search Institute that showed that parental involvement, positive adult role models, and participation in constructive activities are key protective factors that prevent high-risk and unhealthy behavior in youth. The Search Institute developed and researched a framework for positive youth development known as the 40 Developmental Assets™. This framework is discussed in greater detail in Section II of this manual.

Partnership and the Web of Support

The Paso del Norte

Health Foundation used recommendations from community planning partners, national research and models, and the PDNHF's strategic plan to help community members form Action for Youth partnerships to serve as cornerstones for developing healthy youth. The partnerships are comprised of representatives from schools, nonprofit organizations, businesses, faith-based organizations, young people, and parents. When established in 1998, these partnerships serve four essential functions:

- 1.** Generating information resources - conduct community assessments of available resources in high-priority areas and mapping the locations of these resources. Collect input from parents and youth and conduct the Search Institute's Youth Asset Survey.
- 2.** Volunteerism - recruit, train, and manage committed pools of volunteers to serve in community programs and as mentors for youth.
- 3.** Listening, inspiring, and being a voice for the community - represent the interests of the community's families and youth by listening to youth's and parents' needs and issues while including a diverse representation of the community. The partnership must also express these needs to policy-makers and others outside the community. At the same time, the partnership will communicate with and inspire others, both within their partnership and outside of their area, to address youth issues.
- 4.** Connecting resources with needs - Coordinate a more effective use of available resources for parenting, mentoring, and youth activities by providing information to families and youth about existing programs and by giving feedback to service providers.



The Web of Support

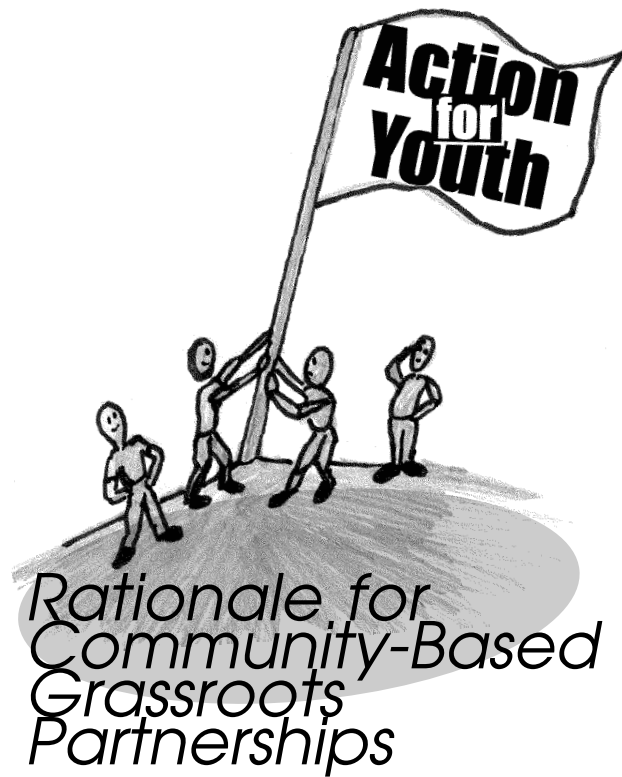
Partnerships in the Action for Youth Initiative create a network or web of resources and relationships. This web serves as a system for communicating and addressing issues critical to the partners involved and to the surrounding community. It serves as a support system for young people in the area. It is important to note that partnership building must be done with the intent of making the community more effective at addressing issues, not for a single organization to create a network of individuals to spread its reach and effectiveness. More partners coming together creates a stronger network of relationships, information, programs, and resources.

When a community has a network of individuals and organizations effectively communicating, identifying and addressing

Partnership building must be done with the intent of making the community more effective at addressing issues, not for a single organization to create a network of individuals to spread its reach and effectiveness

concerns, and sharing resources, youth are less likely to fall through the cracks. This network of partners creates a web of support for and with youth that is developed and strengthened through community-based partnerships.

Action for Youth: Engaging a Community to Develop Healthy Youth



Partnerships are important because they focus the individual passion and actions on issues that affect the community. When a partnership of individuals and organizations has a unified purpose, strategy, and communication, it is more focused and effective. Participants also develop relationships while creating events or activities, attending meetings, conducting strategic planning sessions, or by recruiting volunteers. A positive and meaningful partnership culture is forged out of work and commitment toward a common purpose. This process results in a wider sense of ownership and responsibility for the community in which the partners live. Partnerships bring people of different backgrounds, experiences, and age groups together. By having some basic components in place, a partnership creates a culture that encourages participation and results.

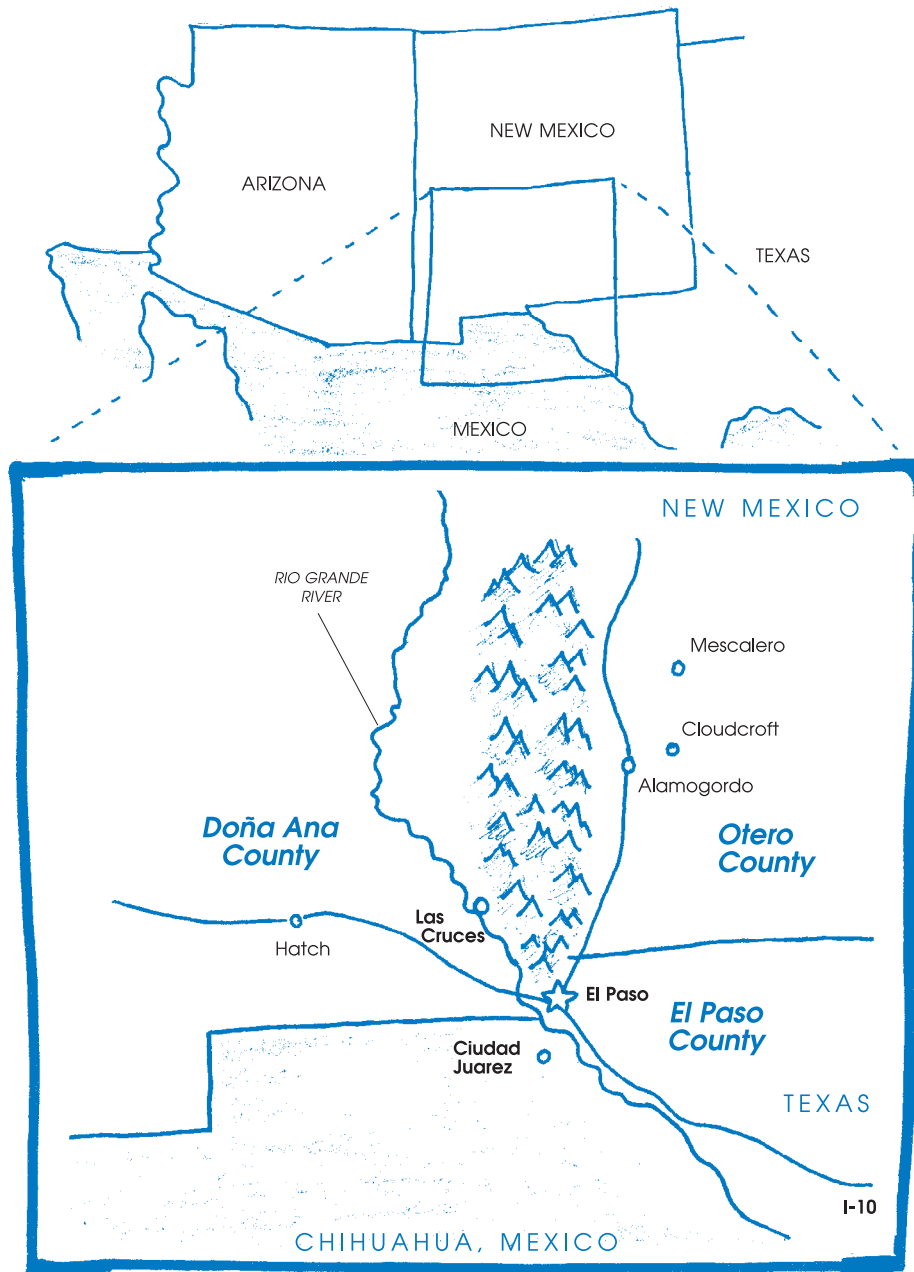
The Action for Youth partnerships were created to support and meaningfully engage youth in the process of improving their community. Meaningful engagement of youth means that young people are involved and making important decisions in the partnership.

Youth work with adults as equal partners and help to create the focus of the partnership and review and improve youth programs.

To make the greatest impact over the Paso del Norte region, partnerships were selected from different geographic areas. The partnerships that have been involved in the Action For Youth Initiative include:

- **LEAP** - League of Empowered Anthony Partners, *Anthony, Texas*
- **CASA** - Canutillo Action for Students and Adults, *Canutillo, Texas*
- **SHARE** - Sunset Heights Assets Reaching Everyone, *El Paso, Texas*
- **Teens In Action** - *El Paso, Texas*
- **ESYC** - Eastside Youth Connection, *El Paso, Texas*
- **Far East El Paso Collaborative** - Tornillo, Fabens and Clint Collaborative, *El Paso County, Texas*
- **Teen NETWORK** - Northeast Together Working to Optimize Resources and Knowledge, *El Paso, Texas*
- **Northern Doña Ana County Youth Initiative** - *Hatch Valley/Las Cruces, New Mexico*
- **Southern Doña Ana Action for Youth** - *Southern Doña Ana County, New Mexico*
- **Otero YEA** - Otero County Youth Empowerment Association, *Otero County, New Mexico*
- **Juarenses por una Juventud Sana** - *Ciudad Juarez, Chihuahua, Mexico*

Meaningful engagement of youth means that young people are involved and making important decisions in the partnership.



The Paso del Norte Region

Selecting the Action for Youth Partnerships

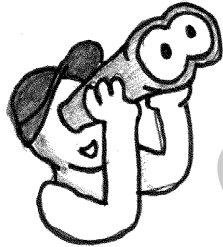
The partnerships selected to participate in the Action for Youth Initiative were chosen according to several factors, including:

- ▶ Diverse sector representation and an agreement that those partners would work together.
- ▶ The involvement of multiple agencies and organizations that could create an effective web of support.

- ▶ The involvement and engagement of youth.
- ▶ A fiscal agent that could manage funding and reporting.
- ▶ A willingness and ability to incorporate a positive youth development approach, specifically the 40 Developmental Assets, to working with youth.

The partnerships in the Initiative were originally funded by the PDNHF for \$12 million dollars over six years. The funding is directed through a fiscal agent (*See Sections 4 & 5 for more information on partners who manage funding and*

fiscal agents) in each partnership area that manages the funds for the partners. The community partners determine how and where the partnership's money is spent. After several years, some partnerships chose to create a non-profit organization to manage the funding. Other partnerships continue to use existing organizations in their partnership as fiscal agents.



Preview of Upcoming Sections

The upcoming sections in this manual provide helpful insights, concrete strategies for developing community partnerships, and useful tools based on some of the best practices and lessons learned in the Action for Youth Initiative. **Section II** discusses the 40 Developmental Assets™ framework for developing healthy youth. **Section III** presents the components for creating a successful partnership. **Section IV** outlines the best practices and more details for working with those partnership components. Of course, it is one thing to create a partnership and another to know how to sustain that partnership. There are different ways to sustain partnerships, and **Section V** will present a few key strategies.

Section VI will provide helpful tools and resources, including partnership assessments, handouts, asset activities, sample meeting agendas, funding and community building resources.

As a tool, this manual provides one proven approach for developing effective and sustainable community partnerships. The approach explained in this manual includes some of the best practices in partnership building. It is important to keep in mind, however, that how communities develop their community partnership will not fall into a clear series of steps. So, while developing a partnership, it is helpful to remember the words of Derek Peterson, Director of the International Center for Adolescent Resiliency Universal Solutions: "Initiative work is neither sequential nor linear. You don't simply do this, then that, then this. . . . Actually, it is more like you do these things, in addition to these things, and with these things. You cannot prejudge the fruits of your labors and efforts. You WILL be surprised at what gets results and what doesn't. Sure, there are a few items that are sequential, and predictable - but those items will only take your work so far."

A partnership is built on many things that cannot be fully explained here. Just know that your efforts will generate results when you add strategy and structure to your passion for creating a stronger and healthier community.

*"You cannot prejudge the fruits of your labors and efforts.
You WILL be surprised at what gets results and what doesn't."*

—Derek Peterson, Director of the International Center for Adolescent Resiliency Universal Solutions

SECTION II

developing healthy youth



Positive Youth Development and the 40 Developmental Assets Approach

All young people need support to overcome the risks and challenges they face. This support can come from external sources, such as a positive relationship with a parent, relative, teacher, friend, or a neighbor. Through their relationships with others, young people can experience a supportive family, a religious community, or a caring neighborhood. Positive environments and opportunities can help youth experience a positive school climate and participate in creative and physical activity programs. Youth also need to have certain internal traits or characteristics—such as high expectations, a positive view of their

future, a commitment to learning, restraint, and responsibility—to help them overcome the risks and challenges they face.

These relationships, characteristics, or opportunities that help youth survive and thrive are called ***Developmental Assets™***. The Search Institute in Minneapolis, Minnesota, has researched and listed 40 developmental assets that can be considered the building blocks for developing healthy youth. The institute has divided these assets into eight categories, including support, empowerment, boundaries and expectations, and a commitment to learning.

DEVELOPMENTAL ASSETS™ are things most people would think of if they were asked to list what young people need to grow up healthy, caring, and responsible. Many community members such as parents, teachers, business owners and others have said that these assets are commonsensical. They are commonsensical, but not everyone practices or provides these assets to young people. The developmental assets approach is about moving people from common sense to common behavior.

It is important to emphasize that the developmental assets framework is not a new program. It is a language, a philosophy, or approach that everyone can share. It is critical that communities work together to build assets. The Search Institute has surveyed over 2 million youth, ages 12 to 18, in rural and urban communities in the United States and found that those with more of these assets are more likely to thrive and be resilient in the face of risks.

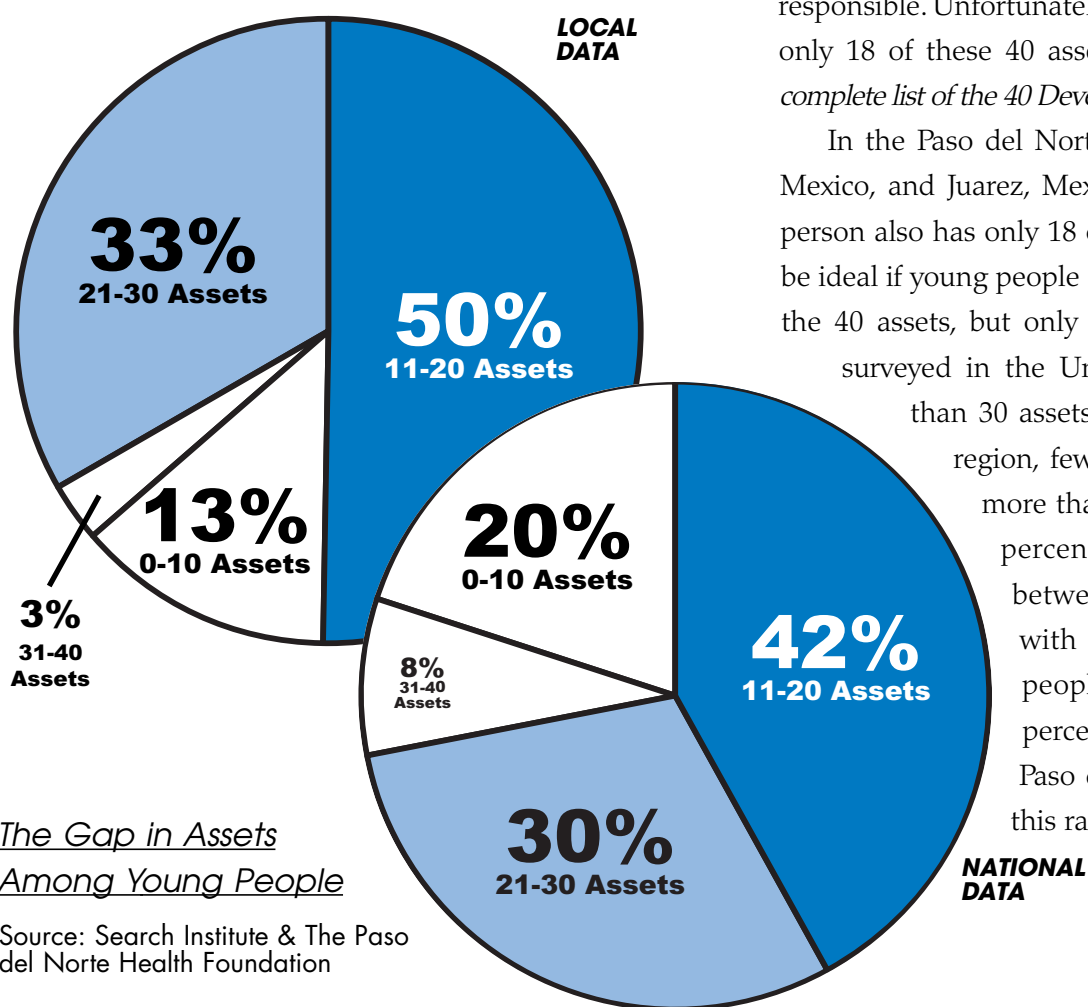


Young people with more of these assets are less likely to engage in risky behavior, such as alcohol and drug use, early sexual activity, and violent behavior. But the power of the assets isn't only about reducing risky behavior. The more assets young people have, the more likely they are to exercise and eat right, value diversity, and succeed in school.

So, young people with more assets show decreased negative and problem behaviors and increased positive behaviors and attitudes. Young people with more assets are more likely to thrive and grow up healthier, more caring, and more responsible. Unfortunately, the average youth has only 18 of these 40 assets (*See Section VI for a complete list of the 40 Developmental Assets*).

In the Paso del Norte region of Texas, New Mexico, and Juarez, Mexico, the average young person also has only 18 of these assets. It would be ideal if young people could have at least 30 of the 40 assets, but only 8 percent of the youth surveyed in the United States have more

than 30 assets. In the Paso del Norte region, fewer than 3 percent have more than 30 assets. The largest percentage of youth have between 11 and 20 assets, with 42 percent of young people nationwide and 50 percent of the youth in the Paso del Norte region within this range.





Everyone Builds Assets

Communities have the responsibility and the power to increase the number of assets in youth. Communities often do things to, for, and at young people as opposed to with them. Youth are often regarded as consumers rather than contributors. Communities are doing youth and themselves a tremendous disservice if youth are not included as partners. In fact, communities are more likely to build healthy, caring, and responsible young people if they are included as partners.

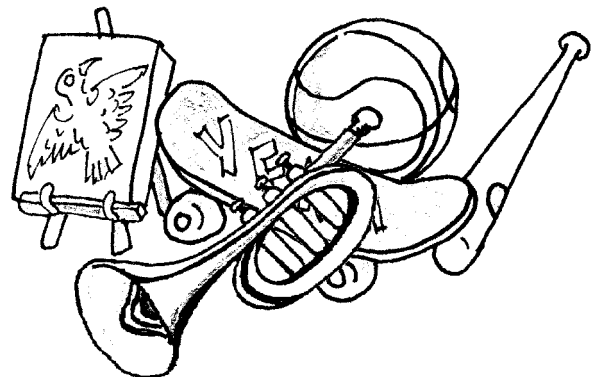
Asset-building is not about finding who is responsible or who is to blame. Raising healthy youth is not a job just for parents; it is not just a job for schools or for organizations. Raising healthy youth is everyone's responsibility because everyone can play a role in providing some of the 40 developmental assets. While many people are already building assets, asset-building can be done with greater focus and intention.

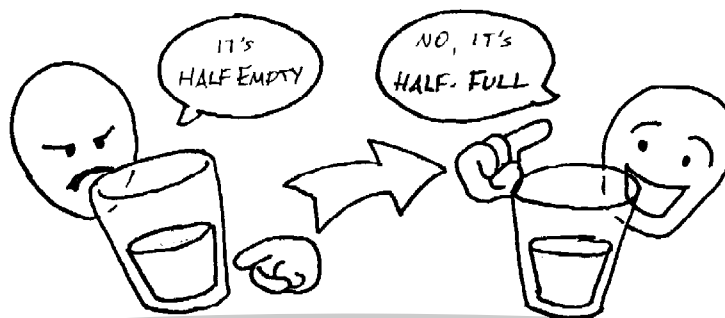
Everyone builds assets through different activities and relationships. It is unlikely, however, that any one person or organization can build all of the assets. Because of this, it is important to have a network of people working to build assets together. Schools, faith-based organizations, non-profit agencies, government officials, parents, and friends of youth can all provide different assets and create a web of support.

When each sector works together, they provide a web of support that will have fewer gaps for youth to fall through. This web of support is created when communities work together in partnerships or collaborations to support young people.

Raising healthy youth is not a job just for parents; it is not just for schools or for organizations. Raising healthy youth is everyone's responsibility.

The Action for Youth Initiative discussed in section one involves encouraging and assisting sustainable partnerships in El Paso, Texas., southern New Mexico, and Juarez, Mexico, that support the development of healthy youth. The community-based collaborations are designed to be a critical source for sharing strategies, resources, and information needed to develop healthy youth. They are expected to develop the capacity needed to be sustainable over time and not be dependent on any one individual or organization to support them. Partners and projects will come and go but the spirit of collaboration and partnership can survive time and fluctuations in funding. Organizations and individuals in the initiative are coming together to share their passion for, and skill in, supporting and developing young people.





Cultural Shifts in the Asset-Building Framework

The Action for Youth partnerships is tasked with building assets while encouraging certain cultural shifts that will facilitate positive youth development. These shifts involve changing from a typical approach on youth and community development to an emphasis on another more powerful perspective or approach. Some examples of these shifts are explained below.

~~Deficit Language~~

Communities often focus on what is missing or wrong in their neighborhoods and communities. While this is an important step to recognize what can be improved, too often it becomes the focus. Instead, communities are encouraged to focus more on their existing resources and strengths. Better use of what communities already have will allow them to access and develop what they are missing. The relationships, resources, and talents in a neighborhood are things that will be used to develop new relationships, resources, and abilities.

In the past, communities have also had the tendency to focus on what young people are missing rather than on what they have. Of course, it is important to know what young people need, but it is more empowering to start by recognizing the strengths they already have. Instead of focusing on what's wrong, the asset framework focuses on what's right with young people, with their families, and with their communities and builds on these strengths.

Asset Language

~~Teens are Problems~~

The assets philosophy views young people not as empty bottles to be filled but as candles to be lit. Most young people have tremendous creativity and energy. They are part of the solution and communities will be more successful when young people are allies in making community change. A senior citizens center has senior citizens on its board because they are the main beneficiaries and key stakeholders. Similarly, young people have to be viewed as resources for communities and organizations because they too are stakeholders and a key to making community change sustainable.

Teens are Resources

~~**Some Youth**~~**All Youth**

In the past, organizations and communities have had a tendency to focus their resources on at-risk youth. While this attention is important, young people who are not classified as at-risk are often left without adequate attention and support. Arguably, all youth are at-risk to some degree. In addition, it can be difficult to identify at-risk youth until it is too late. Of course, this is a deficit-based perspective. More attention has to be paid to providing young people with the strengths and skills they need up front so they can navigate through the risks they face. In moving to a strengths-based perspective we can call the youth “at-promise” instead of at-risk.

In his book, *All Kids are Our Kids*, Peter Benson, President and CEO of the Search Institute, argues that all young people need relationships and support. Communities cannot afford to ignore any segment of the youth population. Within the assets framework, communities are responsible for all young people.

~~**Reacting to Problems**~~**Preventing Problems**

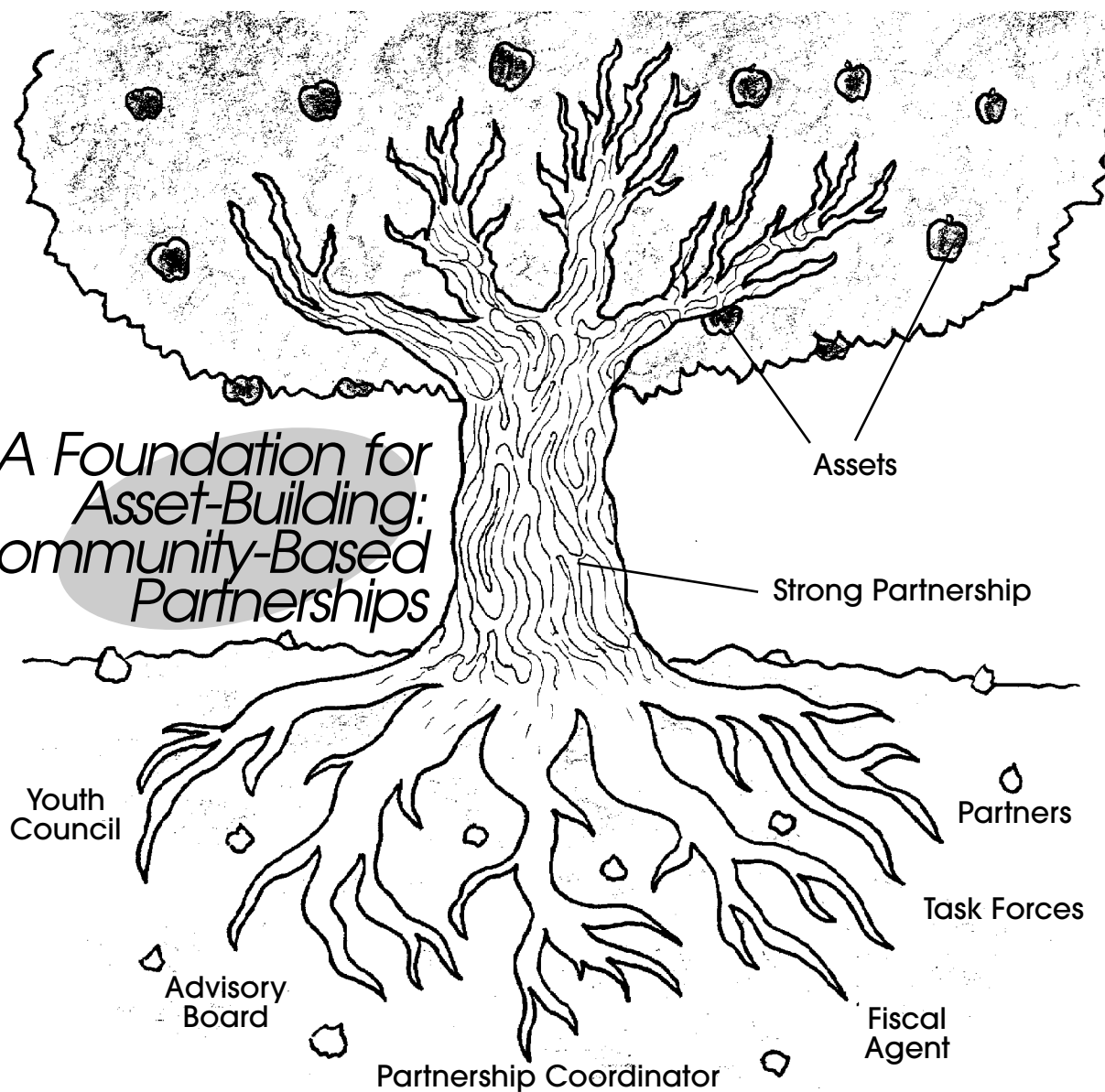
There is an abundance of programs that respond to problems such as teen pregnancy, truancy, gang activity, and drug and alcohol abuse. These programs are important for youth and communities, and there is little question that they are necessary. However, the Search Institute argues that while these programs are necessary, efforts to prevent these problems through positive youth development strategies have not been emphasized enough. Karen Pittman of Strategic Alternatives in Prevention Education has been quoted as saying, “What is needed is a massive conceptual shift—from thinking that youth problems are merely the principle barrier to youth development to thinking that youth development is the most effective strategy for the prevention of youth problems” (D. Lindenberger, *Asset-Building in School Making 1+1 > 2*; 1997).

The developmental assets act as a vaccination that can reduce the likelihood that young people will engage in high-risk behaviors. Communities are better served by providing that vaccination of assets to prevent problems rather than primarily having to react after problems happen. By building assets, young people are less likely to fall into problems and are more likely to be resilient and respond well to the risks they face.

~~**Short-Term Focus**~~**Long-Term Focus**

As mentioned earlier, the asset framework is not a new program. It is a mind-set and an approach to working with young people and the community with an emphasis on relationships. The assets approach is a long-term focus that emphasizes a long-term vision of change. Young people need support and positive relationships throughout their developmental years. A gardener would not plant a fruit tree, water it for a few months, and then leave it alone after the tree grew only a couple of feet. In the same way, adult support in early childhood is not enough. During their teen years, youth need adult guidance and support as much as they did when they were children. It is no time to leave them alone to steer through risks and pressures.

A Foundation for Asset-Building: Community-Based Partnerships



The Action for Youth Initiative, discussed in section one, set its sights on developing assets through community partnerships over six years. Many of these partnerships will continue well beyond six years. Partnerships in other communities may choose to address issues by coming together for less time. It is important to remember that the asset framework is not about focusing on programs so much as it focuses on building relationships, capitalizing on existing resources, and creating new and powerful social norms where youth are partners and resources in community change.

Conclusion

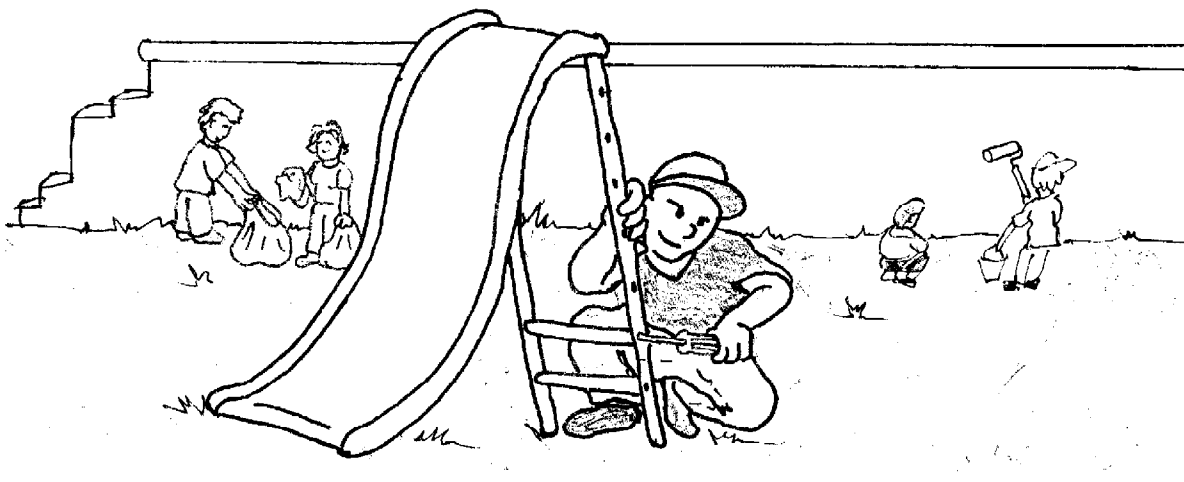
Adults are building assets as parents, as aunts and uncles, as brothers and sisters, as neighbors, as employees or as family friends. Young people are building assets in themselves and in their friends. Everyone can build assets together and share the common language of the assets that is about building relationships, building healthier young people, and improving communities together. Grassroots community-based collaborations are an effective approach for both addressing community issues and building assets. The rest of this manual provides strategies and structures that will assist communities in their efforts to develop effective community partnerships with youth as important partners in the process of positive community change.

notes



SECTION III

purpose and structure of partnerships



Bringing Back Brocktown Park

The seats for the swings and the steps to the slide had been missing for the last year. Graffiti covered the park walls and litter was scattered throughout the bushes. The youth still came to the park but not to play innocent games. The police had recently busted several teenagers around Brocktown Park for late-night curfew violations. Furthermore, rival gangs had begun to stake out the territory and fights were erupting weekly in an intense turf battle.

The homeowner across the street from the park feared that the congregating youth posed a serious threat to her family and property. The corner storeowner often chased youth out of his store; for fear that they were going to steal from him. Although there was a church around the corner from the park with a large gymnasium, its doors were open only to members. Unfortunately, the closest youth organization was too far for local youth to reach on foot, and there was no form of transportation to get them to the center.

In an attempt to salvage the park before it made a negative impact on the resale value of her home, the homeowner decided to gather several community members to try to solve the problem of the blighted park and the “wayward” youth who were hanging out in it. She opened her living room to the storeowner, a youth pastor, a community police officer, and an outreach coordinator from the distant youth center.

The informal meeting started with a host of complaints about the youth in the community. Vandalism, loitering, high dropout rates, and teen pregnancies were the topics. The police officer detailed the statistics on juvenile delinquency in the previous year. The storeowner was convinced that his drop in sales revenue resulted from youth hanging out in front of his store.

Eventually, the conversation came around to what could be done to change the situation and save the neighborhood around Brocktown Park. Everyone had a solution. The police officer said that law enforcement could come down harder on the youth. The homeowner suggested tearing down the last vestiges of the park and having the city sell the land to a developer. The storeowner wanted to put up security cameras and catch the culprits.

Unfortunately, many communities try to address such problems in a similar way. Youth become the problem rather than part of the solution. Actions are suggested from a deficit perspective rather than from an asset-based approach. Harsh punishments are handed down for petty infractions that could easily be prevented. But one of the most disturbing factors of these meetings is that youth are rarely asked to participate in addressing such situations.

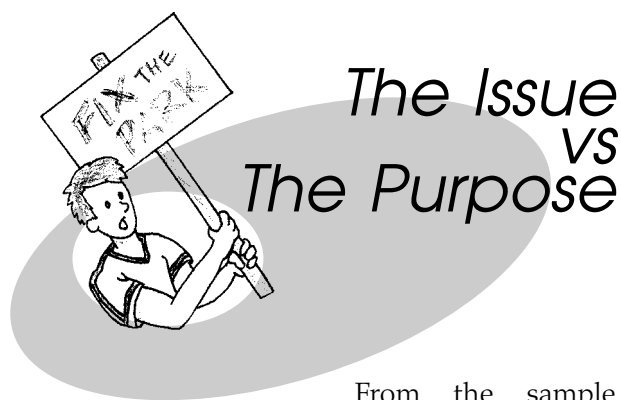
Fortunately, a suggestion came up at the meeting when no one could decide which course of action to take. Someone suggested that it would be a good idea to talk to the youth and find out what ideas they had to address what was happening. It was decided that the young outreach coordinator from the youth center would go to the park the following Saturday and talk with the youth. His intention would be to talk with a group of young people who had taken to gathering next to the back wall and invite them to discuss the park and other concerns.

After several visits to the park, the youth coordinator had come to know some of the youth by name. They began to trust him and open up more over time. He found the youth to be surprisingly kind and smart. Several were on the high school basketball team and some of the girls had plans to go to college. They were not the derelicts that the adults had first perceived. In fact, they were more than willing to do something about the park and their community. The young people explained that they felt like there was nothing else for them to do in the neighborhood except hang out in the park. Furthermore, they felt that the adults didn't respect them and blamed them for all of the problems.

Eventually, the youth agreed to talk to the group of adults and share their stories and ideas for solving the problem. At the meeting, the adults soon realized that the problem was far greater than the deteriorating park. To address the problem by only focusing on the park would be incomplete. Another problem would eventually pop up. Instead, the adults and youth made a commitment to work together to improve the community. Thus began the process of youth and adults partnering to make a better future. Although the work was just beginning, it was off to a good start.

The above story is fictitious, but similar situations exist in rural, urban, and suburban communities throughout America. This is a hypothetical situation that demonstrates how a community can benefit from a collaborative consisting of multiple partners. To gain further understanding from this example, it is helpful to understand a partnership's purpose and the structure it will use to proactively influence the surrounding community. However, this is just

one example of effective partnership building. It is an ideal structure and there are many varieties. It is important to be open to some variation in different community environments but the principles of partnership building remain the same. Detailed in this section are steps for building an effective partnership. The described model starts at issue recognition and progresses to a short- or long-term approach to actively participating in community improvement.



From the sample story above it can be seen that it is helpful to have some type of issue to help get things started and get people involved. Without the problem at the park, the chances are that the majority of the adults would not have been involved. An issue acts as a rallying cry and a means to draw people together. People often need to be directly affected to get involved. However, coming together to respond to a crisis is not essential. In fact, acting before problems arise is preferred.

The focus of this manual is not about reacting to issues but on creating relationships and structures to address problems before they grow.

It is important to make the distinction between the purpose of the partnership and the issue that may have originally brought the partnership together. The issue may be an increase in youth violence, drug abuse, vandalism, pregnancy, or simply a lack of youth activities. At times it is important to conduct an initial community assessment to evaluate the pressing needs of the community, as well as the resources that are available, such as parks, libraries, community groups, and museums. Please note that the focus of this manual is not about reacting to issues but on creating

relationships and structures to address problems before they grow.

The purpose of the partnership structure outlined in this manual is to increase the amount of 40 developmental assets available for youth in the community. The 40 developmental assets approach to working with and for youth is an effective and proactive strategy for making changes and preventing future problems in the community.



Partnerships can be defined as two or more parties working together to achieve a common goal. Based on this definition, partnerships are very common and can be seen everywhere. A marriage is a partnership and so is a friendship. If you have a bank account then you and your bank are engaged in a partnership. Schools form many partnerships to provide expanded services to students that they otherwise would not be able to provide. Businesses often form partnerships to increase their profits. Partnerships can be large or small, formal or informal; they can last a long time or for just a brief moment.

In many ways, building a partnership can be seen like building a house. Many different types of workers must be involved when building a house: Masons pour the foundation, carpenters build the frame, plumbers lay the pipes, electricians light the house, and roofers protect it all from bad weather. Each of these partners plays an equally important role in constructing the house. What each person must do in order to reach the goal of building a house is clear.

Partnerships require individuals and organizations with diverse skills and perspectives that know how they can contribute to a partnership. A solid partnership is like a completed house since both need a strong foundation. This foundation is a shared purpose. For example, the foundation of the Brocktown Park neighborhood group was to work together with the youth to build more developmental assets. In addition, good partnerships have a



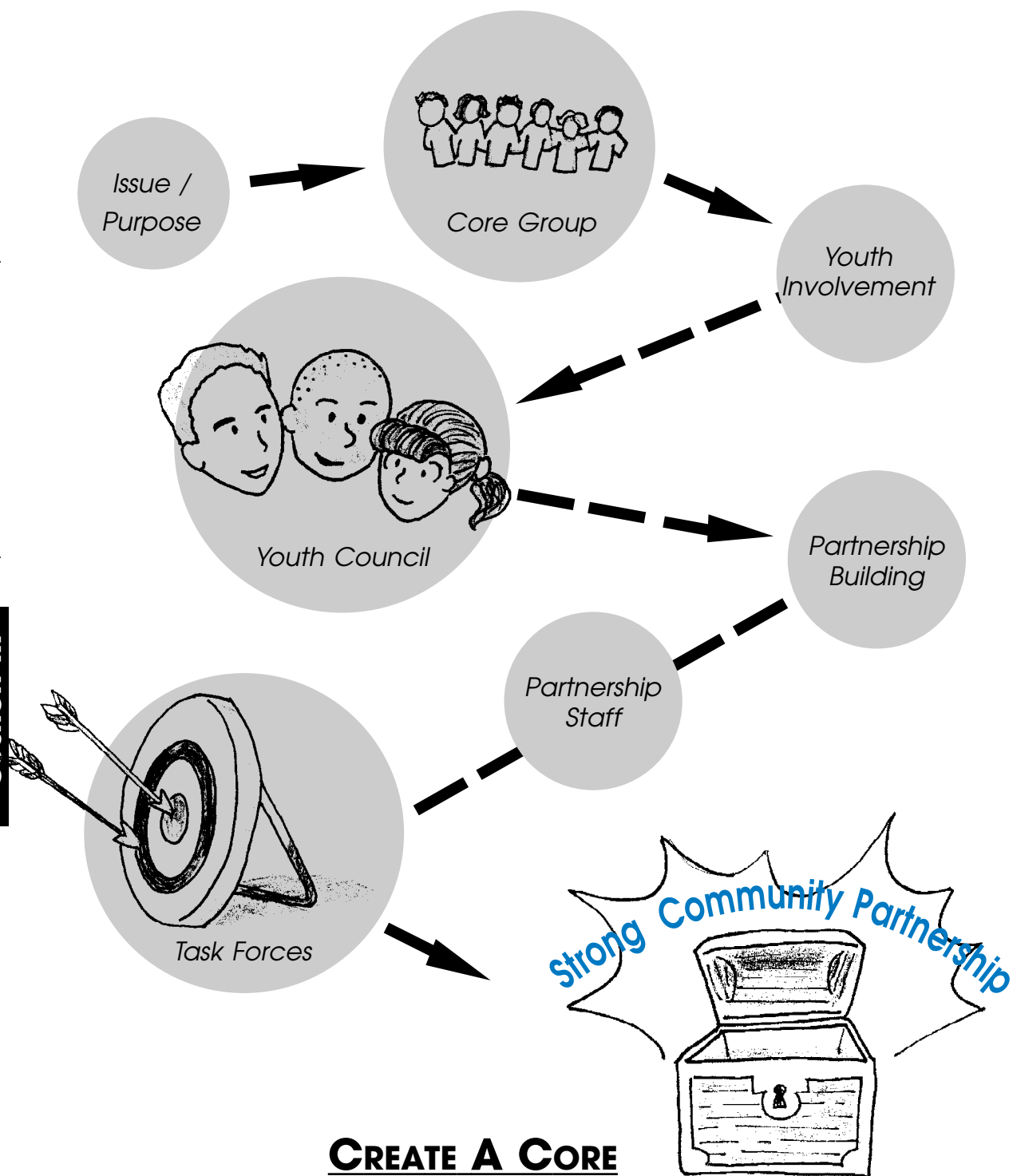
In a home, the furniture and décor makes each one unique so that they suit the needs of the occupants. The variety of partners in a partnership is what makes each partnership unique. Partners will participate so they can have their needs met. At the same time, each partner brings skills and resources to the table that help the partnership achieve its goals. And just as a home is a location for safety, shelter, building a family, and taking care of important activities, a partnership is a structure within which relationships are built, information is shared, resources are pooled, and teams are created.

In many ways, building a partnership can be seen like building a house. Many different types of workers must be involved... and both houses and partnerships require strong basic structure and a good foundation.

strong basic structure, just like good homes have a strong frame. The frame of a home is built to support the weight of the walls and the roof and to provide shelter and protection for generations to come. Without this internal frame there would be no home. Without a strong basic frame, a partnership is far less likely to achieve its goals. The structure of a partnership consists of well-defined roles that the partners play. Every partner has something they can do in the partnership.

According to Community Matters, a nonprofit organization in California (*See Section 6: Tools and Resources*), partnerships typically form around crisis, funding, or relationships. Partnerships that form around relationships are more likely to stay together and address issues over the long-term. This section outlines steps involved in creating a partnership that will lead to a strong foundation and a frame within which relationships can be fostered and strengthened.

Section III



To start the process of developing a partnership structure, it is a good idea to begin with a **core group** of about 5 to 10 people. The core group in the example above consisted of community members who had a vested interest in addressing the issue. Once together, the core group will need to understand the 40 developmental assets framework and develop a plan of action. The plan of action details the ways in which the group involves youth and provides a timeline for the activities, such as when recruiting will start and when meetings will be held. More information regarding effective core-group practices is in Section IV.

INVOLVE YOUTH & BUILD A YOUTH COUNCIL



"Our partnership always has projects and activities for youth to keep them active and make them feel like they are important."

—Crystal, Ysleta Area Action for Youth, age 16.

The success from the story about the park at the start of this section is an example of a core group's ability to get young people involved. This task can be difficult at times but it may be the single most important step to take. Without youth participation, the project will not be successful and will lead to a potential waste of valuable resources. It is critical that young people be involved in meaningful ways. Meaningful means that they are engaged beyond listening and nodding their heads at ideas that adults propose. Their voice has to be listened to as equal to the voice of adults. Youth can tell when they are not listened to authentically. Stronger youth will not stay around long if they do not sense that they, and what they have to say, are valued. Youth should also be involved in presenting and promoting the issues of the partnership to other community members. This shows that young people are valuable resources to be heard and respected.

There are many ways of getting youth together to take action. Operating a **youth council** is a training opportunity for young people, as well as an opportunity to be mentored by adult leaders. At the same time, youth are going to be mentoring their peers in this process. Youth involvement is an opportunity for youth not just to learn about leadership but also to engage in leadership.

So, after recognizing the pressing issue or purpose and gathering together a group of 5 to 10 adults committed to working with youth and improving the community, the next step is to identify and recruit a cross section of at least 10

INVOLVE YOUTH & BUILD A YOUTH COUNCIL CONT'D

of the community's youth. The young people should not just be the outstanding students from a school or the teens who are always engaged in other activities. They should also include the youth who face the problems the partnership hopes to address.

At this point in the process, the core group should have a clear understanding of the 40 developmental assets research and its approach to working with youth. This information should be explained carefully to the youth, and they should receive training on how to share this information with others. Young people need to know that the 40 developmental assets approach is a framework that helps reduce high-risk behavior and increases the chances of youth engaging in healthy activities. A simple explanation of the assets to the youth is a crucial step that should not be left out.

In addition to being given a firm understanding of the 40 developmental assets, youth must have a true sense of ownership. One way to do this is to create a youth council. A youth council performs a variety of tasks, including promotion

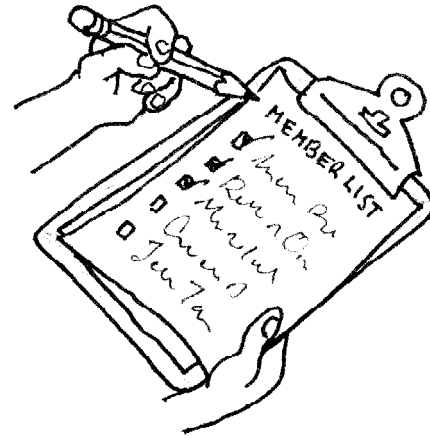
It is critical that young people be involved in meaningful ways. Meaningful means that they are engaged beyond listening and nodding their heads at ideas that adults propose.

of the partnership and 40 developmental-assets, community service, and planning. The council has a leadership structure that typically consists of a president, vice president, secretary/historian, communication officer, and outreach officer (*see Youth Council Structure in Section VI*). Elections are held among the youth council members, and youth are able to participate as long as they commit to attending the monthly meetings. To have an effective youth council and meetings, the following should be included:

- 1.** Job description for each position, with office terms of one year that coincide with the school year calendar starting in the fall.
- 2.** An adult present at the meetings.
- 3.** Youth who are trained to conduct a meeting according to a basic and loose approach to Robert's Rules of Order or some other organized process. (*Please find the job descriptions, meeting agenda, and simplified Robert's Rules of Order in Section VI.*)
- 4.** Minutes taken at each meeting. The minutes should be typed and shared with the core group of adults (*See Section VI: What Minutes Must Include*).

INCREASE MEMBERSHIP IN THE PARTNERSHIP

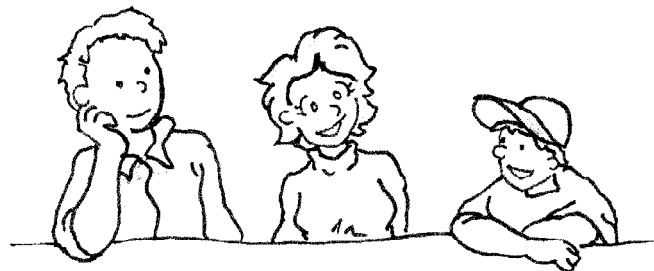
Youth involvement is an opportunity for youth not just to learn about leadership but also to engage in leadership.



The first collective action taken by the youth council and the core group of adults should be to disseminate information regarding the purpose of **the partnership** while including information about the 40 developmental assets. At the same time, others from the community should be recruited to join the partnership. It is important to have a cross section of the community members, including more youth, business owners, parents, faith-based organizations, schools, non-profit organizations, and city representatives.

The goal of this step is to reach out to the community and inform and invite others to participate in the partnership's activities. When the core group and youth council members go into the community, they should be equipped with sufficient printed material regarding the purpose of the partnership and the 40 development assets. Furthermore, they need to have a date, time, and location for the meeting at which they are requesting the person's participation.

MAKE AN ADVISORY BOARD

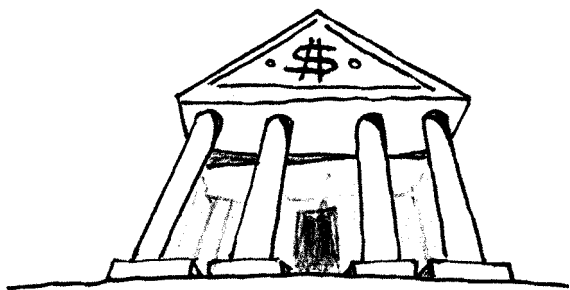


Prior to this point, the core group of adults was an informal gathering of community members who wanted to positively impact their community. It is important to take this group to the next level and create a more formal structure that is similar to the youth council's structure. This group of adults, together with new members who joined through the outreach and recruitment efforts becomes the **advisory board** (See *Advisory Board Structure in Section VI*). There can be a president, vice president or a chair or co-chair, and a secretary. Furthermore, there should be several youth representatives including the youth council president. Also sitting on the advisory board should be a representative from each one of the sectors that are represented in the partnership such as a parent, faith-based representative, community center employee, school representative, and neighborhood association participant. In El Paso, Texas, the Ysleta Action for Youth partnership requires that all advisory board members submit a résumé and that the résumés be reviewed by youth and adults to be on the advisory board. Participation on the advisory board should be taken seriously. The board should consist of dedicated participants who are committed to fulfilling the partnership's mission.



HIRE A PARTNERSHIP COORDINATOR

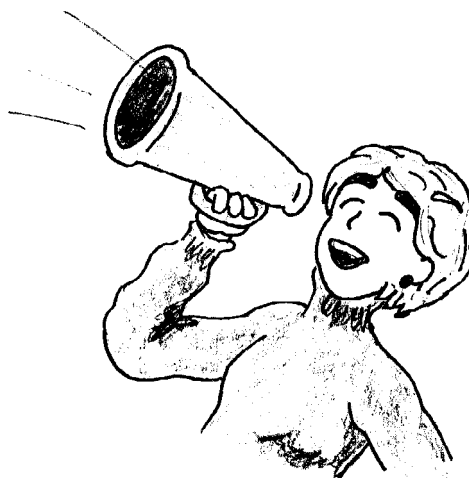
If sufficient resources are available, then a partnership should strongly consider hiring someone to coordinate its activities (*see Section VI for a Partnership Coordinator Job Description*). A partnership can still effectively address issues and build assets in a community without a paid staff person to act as a **partnership coordinator**. Although a paid coordinator is not a necessity, it can be very beneficial. Having a coordinator can move a partnership to new levels of effectiveness. The coordinator's responsibilities should include overseeing outreach and promotion, organizing and hosting the meetings, advising the youth council, organizing donations and resources, and working with the advisory committee to reach the partnership's goals.



DESIGNATE A FISCAL AGENT

When funding becomes available to the partnership, it may be necessary to designate a **fiscal agent**. An individual will rarely be eligible to receive grant funding but a fiscal agent will have that ability. In addition, even though individuals can handle funding earned through other sources such as rummage or bake sales, it is best to process the funds through a fiscal agent. Organizations such as a church or nonprofit group are potential fiscal agents because they have a pre-established financial infrastructure that can safely and responsibly manage the funding.

Fiscal agents are responsible for receiving the funding and ensuring its proper usage. A fiscal agent's level of involvement in the partnership can vary widely. It is critical that the fiscal agent serves as a pass-through for funds and not direct the use of the funds. (*For more information on Fiscal Agents, please see Section V.*)



DEVELOP TASK FORCES

Ideally, at this point in its development, the partnership will consist of many different partners who have a variety of different skills. In order to effectively make use of the many resources that are brought to the table, it is important to develop **task forces** to handle tasks that may arise. Some of these task forces will be short-lived and some may be permanent. For example, it may be necessary to develop a short-term task force that spearheads the development of a community service day. Although all of the partners will be involved in the project, a few partners may take the lead and organize things like transportation. These task forces often consist of 5 to 10 people, and the idea is to keep them small so they are efficient.

A resource-development task force is one example of a team of partners that may need to be permanent because of the ongoing need for resources. The search for partners who are part of this task force should look closely at the team's skills. Perhaps one of the partners will be an experienced grant writer. This person could help lead the task force and train other members as they search for support. A portion of this task force could also seek donations and sponsors. *(Task Force development and effective practices will be detailed in Section IV)*

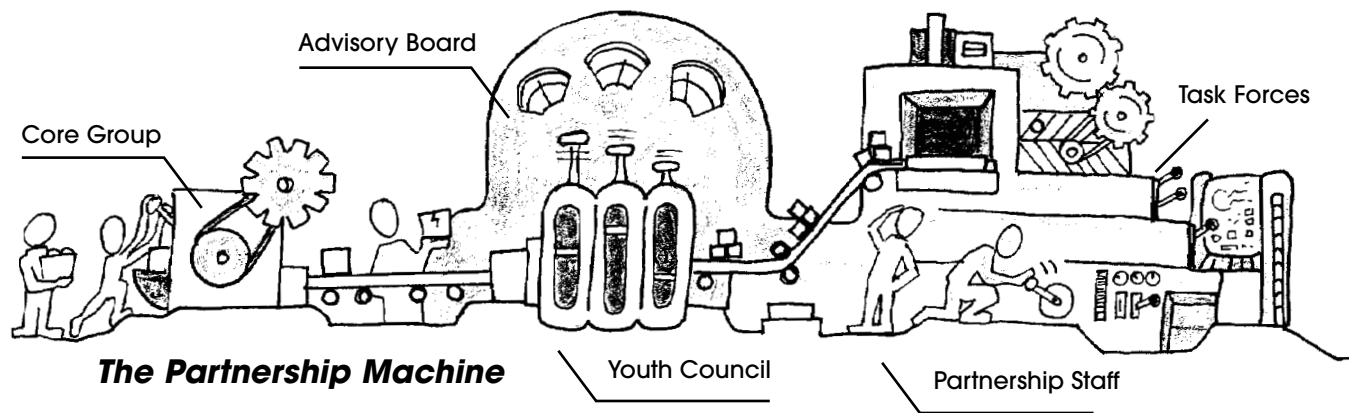
Conclusion

At this time, the partnership consists of the youth council, advisory board, and a cross section of community members who are willing to volunteer to work with the group and form effective task forces. The group understands the 40 development assets and is committed to building those developmental assets in youth. The partnership is now like the completed house that has been built with a strong foundation, walls, plumbing, electricity, and a roof.

In fact, it is now a living organization that is constantly growing and evaluating itself. It has the ability to move quickly to address issues and benefit the community. The partnership will run smoothly if it adheres to its vision and has a strong structure such as the one just described. With this structure firmly in place, the partnership can effectively engage in practices that achieve its purpose. These effective practices are discussed in the next section.

SECTION IV

maintaining an effective partnership



Section III described the framework for establishing a successful partnership. This section is similar to an instruction manual with information and helpful hints on how to properly set up and maintain the key components of a partnership including the core group/advisory board, youth council, task forces, partnership staff, and the partnership as a whole. More specifically, this section will focus on the effective practices for developing and sustaining those key components.

When a need is critical enough, when people are valued, and they have buy-in and a sense of ownership, they are more likely to create time in their schedule to participate.

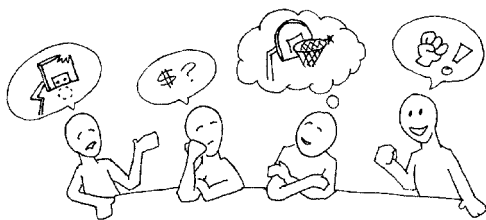
important that there be at least one person who is designated to lead the effort and gather the core group together. This person should fulfill the responsibilities of informing people about the meeting, its whereabouts, and why they should attend. If possible, the meeting announcement should be given in writing and carefully detail the location, time, and topics of discussion.

In the example, the homeowner chose to meet in her home. It is helpful to select a location and time that is convenient for most of the potential core group partners. That being said, it is unlikely that a meeting time will be perfect for everyone. But when a need is critical enough, when people are valued, and they have buy-in and a sense of ownership, they are more likely to create time in their schedules to participate.

In the
Brocktown
Park partnership
example in Section III,

Core Group Effective Practices

the core group consisted of the homeowner, youth pastor, police officer, storeowner, and youth outreach worker who met in the homeowner's living room to address the deteriorating park and its negative effect on the neighborhood. The homeowner took the initiative to gather people together to solve the problem. From this example, it is clear that in the preliminary stages of coming together, it is



Initial Core Group Meetings

For the core group to get off to a good start, there are some basic guidelines that should be followed (*In addition to these basic guidelines see the Effective Meeting Checklist in Section VI*). Core group guidelines include:

- ▶ **Make the first meeting focused and brief** (*See Section VI for Core Group Meeting Agenda*). Before starting the meeting the core group participants should review the draft agenda created by the meeting organizer and agree on the content to be covered in the meeting. They should then agree to a specific amount of time to be spent on the meeting agenda. If an hour-long meeting is scheduled, then the meeting should end in one hour. It is important to adhere to the commitments because a precedent is being set that will determine the culture of the partnership. Remember, addressing issues through partnerships takes time and effort but the community can reap tremendous benefits.
- ▶ **Provide the partnership participants with a list of benefits they receive for participating.** It is important to keep this information in front of existing partners and to provide this information to new participants. Individuals benefit from networking and skill-building, and it helps to remind people about the benefits they get from being involved.

- ▶ **Provide snacks and refreshments during all meetings.** Food and drinks may not appear to be very important but they are actually extremely valuable. Refreshments foster a relaxed environment and create opportunities for informal relationship-building within the group.
- ▶ **Provide name tags** to help people quickly connect with other participants.
- ▶ **Create a sign-in sheet that will enable people to be contacted for follow-up** (*See sample Sign-in Sheet in Section VI*). Provide a list of key contacts for those in attendance so there can be two-way contact between the organizers and the participants.
- ▶ **Schedule the next meeting while everyone is present.** The time in between meetings should be short because people may not remember why they are coming together and may lose the passion that was instilled in the first meeting. The core group partners should be reminded of upcoming meetings both by phone and e-mail at least a day or two before they take place.
- ▶ **Set aside a brief portion of each meeting to discuss the 40 Developmental Assets™.** This is critical for establishing a guiding philosophy and approach to addressing issues. The explanation should be thorough enough that the attendees clearly understand what the assets are and why they are being used. Use a brief presentation, activity, or video to provide a basic understanding. The Search Institute Web site (www.search-institute.org) has an abundance of resources.

Initial Core Group Meetings *cont'd*

- ▶ **Let participants know how they can participate.** Potential partners should be given an information sheet that lists activities each partner can do to support the partnership. Knowing where a new partner fits in allows him or her to understand how they can contribute and allows them to feel more comfortable, more quickly. At meetings, attendees should have the opportunity to ask questions and get clear answers regarding the expectations. Also, be open to allowing partners to create and describe their level of involvement on their own.
- ▶ **Create an action plan for including youth in the partnership.** As people commit to the partnership, action plans should be developed for engaging youth in the process and helping to create a youth council (*See Section VI for an Action Plan Worksheet*). At times, youth are not as easily accessible, as in the example of the youth in Brocktown Park. It is important to reach out to adults who have direct contact with youth, such as outreach coordinators and school counselors. The following portion on youth involvement and the youth council will look more closely at effective practices for recruiting and retaining youth.

Young people care about making meaningful progress and are capable of being extremely creative in developing serious solutions to issues.



Bridging the divide between generations is often the first and most difficult step toward fully engaging youth. Involving young people is a crucial component in making a deep, lasting impact and a key to developing the 40 assets. To do this, start by viewing and interacting with youth knowing that they are a tremendous resource. In the Brocktown Park example, the young outreach coordinator went to the park and built relationships and trust with the youth. He met with them several times before inviting them to a meeting. He also listened to what they had to say and offered them an opportunity to participate in changing adults' perceptions of youth while making their community a better place. Make sure that adults who are meeting directly with the youth have the ability to work effectively with them.

There are other effective practices that will help the process of engaging youth go more smoothly. Some simple tips for involving youth include:

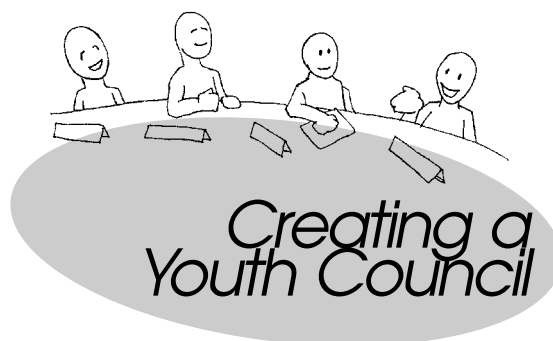
- ▶ **Construct your initial meeting announcements in a format that youth can relate to**, such as an intriguing flier or poster. They are also most likely to attend meetings when an adult directly invites them and agrees to bring them to the meeting.
- ▶ **A one-on-one invitation is an effective youth-recruitment tool.** If attendance was less than expected at the first meeting, ask each youth to bring a friend to the next meeting.

Effective Practices for Youth Engagement *cont'd*

Once the youth have been brought to the table, the meetings should:

- ▶ **Be held at a regular location.** It is confusing to constantly change the location of the meetings and may result in high turnover or poor attendance at meetings. Try to secure the location for future meetings and make sure that the room is large enough to accommodate new youth who might be interested in joining later. Meet in a location that is easily accessible. Some youth groups gather at a school while some meet at coffeehouses and others get together at a park or youth center. Meet with youth in an environment where they feel safe and comfortable.
- ▶ **Find the best time and stay on time.** Meetings on weekday evenings, rather than weekends, are often better attended. Youth may also be able to meet during lunchtime or right after school. Keep to a set amount of time. Meetings should not go much beyond an hour.
- ▶ **Catch everyone up to speed.** At each meeting, take time to update everyone on the latest information and make sure that everyone is on the same page.
- ▶ **Be fun and informative.** It is important to make the activities and meetings interactive. Lecturing is not an effective means of working with young people. Get them moving and talking regularly, sometimes together and sometimes in small breakout groups. Youth gravitate toward light, fun, and hip situations. At the same time, young people care about making meaningful progress and are capable of being extremely creative in developing serious solutions to issues.
- ▶ **Include small door prizes or giveaways** such as movie tickets or food coupons if possible.

- ▶ **Pack the meeting agenda with items that move your goals forward.** Focus on important issues that are of most concern to young people. If adults don't know what their issue interests are, it is important to ask youth to tell them. Above all else, the youth must feel like they are being listened to and valued, not talked down to.
- ▶ **Provide printed information.** It should explain what the youth's involvement in the group will require.



After several meetings, it is time to create a more formal structure for the youth group and move it toward becoming a youth council. A portion of a meeting should be dedicated to explaining the roles and responsibilities of the youth council leaders. Some youth councils choose to select officers. If this is done, carefully explain each position and what is expected of the person selected, as well as the time commitments and duration of office (*See Youth Council Office Duties in Section VI*). After thoroughly explaining the structure, the election process may begin. Allow a specified amount of time for candidates to run for the position. Watch for disputes between different factions within the group because it could potentially result in a loss of many youth participants. Instead, create roles so all interested parties have a chance to serve the group in some way. It is helpful to have youth lead specific task forces or activities during meetings to develop a sense of ownership. Allow as many youth as possible to have a specific responsibility.

Creating a Youth Council *cont'd*

Once a structure is in place, the youth can take a stronger role in designing and leading the meetings. It is a good idea to have an adult present at meetings but the youth should handle meetings on their own so that they develop a true sense of ownership and a stronger commitment. At this time, the youth council can begin to take on its own projects. A small community project is a good way to get started. A simple one-day event can give youth a feeling of success and pride. Bring youth together around a specific project, issue, or action for them to design and implement. Young people want to see results from their actions. This can include fundraisers; service projects, such as graffiti clean-ups, mural projects, helping seniors; and meeting with important policy-makers to advocate for an issue. These gratifying projects are important not just to see results but also to strengthen the team and momentum.

It is important to remember that the youth activities should be rooted in the 40 developmental assets framework. Therefore, the community service project should focus on particular assets. The community service projects will bond the members of the youth council and cement their commitment to working for their community. After completing its community service projects, the youth council can create and implement a plan for expanding the partnership by recruiting new members from throughout the community.

It is important to remember that the youth activities should be rooted in the 40 Developmental Assets framework.

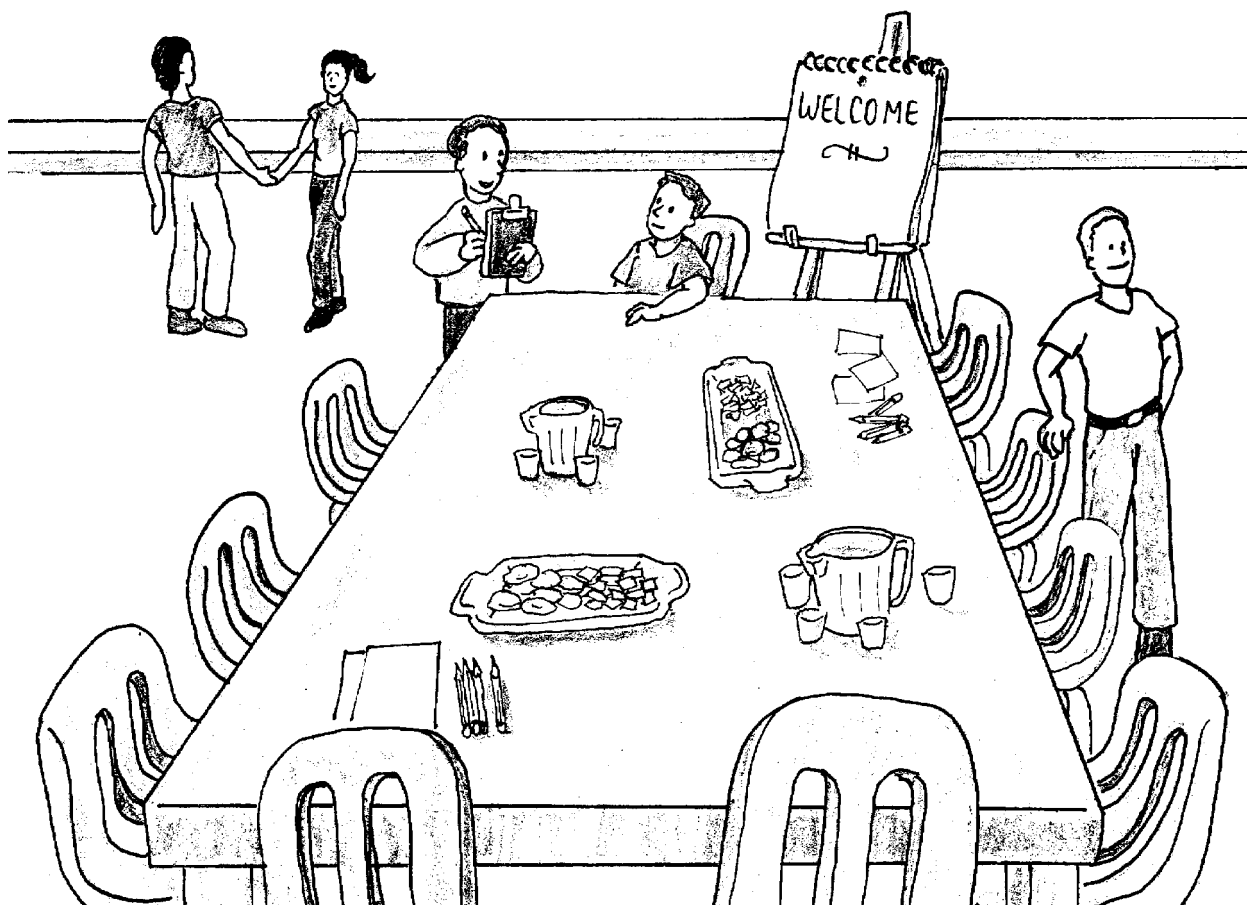


New Partner Recruitment by a Youth-led Task Force

A special task force consisting of interested youth and adults taken from the core group and the youth council should be created to focus on recruiting individuals and organizations into the partnership. The task force should start by listing the groups they would like to recruit from the community. The list should detail all possible groups that can contribute to the process. It is necessary to bring in a variety of partners. After creating the list, recruitment methods should be developed and planned (*Use the Action Plan tool in Section VI*). The methods should include mailings, phone calls, and face-to-face personal invitations.

In order to recruit effectively, both the youth and adults should be trained on proper outreach techniques. Enough information and continuous training should be provided so that the youth can effectively reach out to the community on an ongoing basis.

After the initial recruitment task force has achieved its goals, the youth council can continue to engage in community service projects and public awareness activities that stress the



New Partner Recruitment by a Youth-led Task Force *cont'd*

importance of the 40 Developmental Assets™. At the same time, it can meet regularly and participate in fun activities and also advise the other branches of the partnership.

Do not try to set up the youth council as a youth group that is locked in on a particular activity, such as cooking classes or arts and crafts. Youth councils should have meaningful community projects while addressing the important concerns of a partnership: graffiti, drug abuse, a lack of teen activities, youth violence, teen pregnancy, and other critical issues. Youth council members will work within and outside of the general partnership, but they are always generating and forwarding the partnership's focus.

Partnership- Effective Practices

After the recruitment task force has invited potential partners, it is time to plan the first meeting of the community partnership. One purpose of the meeting should be to briefly discuss the 40 Developmental Assets™ with the attendees. Do not underestimate this step because it will form the foundation for future understanding. Much like the other meetings, the partnership meetings should be focused and fun at the same time (*See Meeting Tools in Section VI*). There are many interactive asset-based activities that can be performed that are fun and educational (*See Asset-based Activities in Section VI*). It is helpful to have the youth lead these activities. In addition, the partnership meeting should follow these guidelines:

Partnership-Effective Practices

cont'd

- ▶ **Create relationships.** There should be introductions and an icebreaker that helps the group to be comfortable and open to sharing. The hope is that these attendees will become partners in the partnership because they feel comfortable.
- ▶ **Make it safe.** To help meeting attendees feel safe to participate and contribute, it is critical to develop a set of working agreements. Everyone should be involved in developing the working agreements so they don't feel like they are rules but more like agreements that everyone understands and follows (See *Section VI for a set of Working Agreements*).
- ▶ **Create a welcome kit.** New partners will join the group at each meeting, so it is best to be prepared and help them feel welcome. A small kit of important partnership information will get them up to speed quickly. This kit could include a brief history of the group, its purpose, a contact list for all of the partners, and a calendar of meetings and events, as well as a list of the benefits of being involved and an explanation the 40 assets.
- ▶ **Let participants know how they can get involved.** It is important to be clear about the level of commitment expected and how people can contribute. This information should be provided within the first few meetings.
- ▶ **The meetings should follow a preset agenda of reports and actions to be accomplished** (See *Partnership Meeting Agenda in Section VI*). It is helpful for partners if the group meets on a set date once per month.

- ▶ **Celebrate holidays with events and include fun activities.** Take time for both fun and games and to recognize and celebrate the group's accomplishments.



In order for the partnership to remain relevant, it is important to constantly survey the youth and the community. The partnership should always be on the lookout for trends and opportunities to address current or foreseeable issues while using a developmental assets approach that looks for community strengths to address its challenges. Collecting information from partners and community members through focus groups, forums, and surveys (See *Partnership Self-Assessment in Section VI*) will put the partnership on the forefront of issues, as well as keep partners involved. Knowing about and addressing issues the community cares about will encourage ongoing support from the community.

A helpful aid in this process is the use of community indicators, which are measuring systems, designed, strengthened, and investigated by community members. An indicator has been defined as "a measure, often a number that provides information on the status of a thing or system" (Source: "*Facilitating*

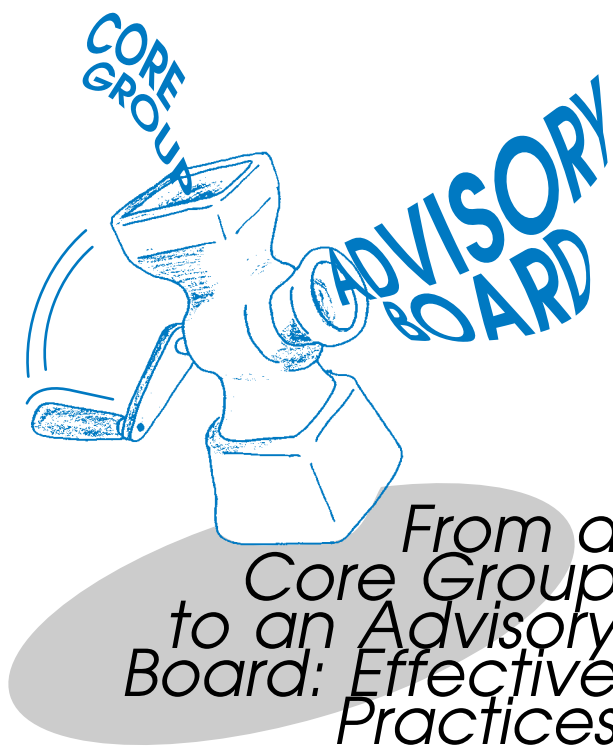
Community Indicators: Taking Focused Action *cont'd*

Community Change," by D. Ayre, G. Clough, & T. Norris). Indicators can be likened to a dashboard on a car. The instruments on the dashboard tell you how fast you are going, how much gas and oil you have, and other information. The best way to tell if you are going the right speed is to look at an objective instrument like a speedometer. Community indicators are similar in that they provide partnerships with clear information about what is going on now or has gone on before. They can tell a partnership about the rate of teen pregnancies, the number of violent incidents by youth, the high school dropout rate, and other things. This information can come from organizations, schools, police departments, and other sources.

Using indicators can help steer a partnership in a clear direction. If a partnership chooses to address teen pregnancy, it is important to keep an eye on the data about the number of teen pregnancies to help the partnership stay focused and to see if it is making progress (*For an illustrative sample see the Organizational Charts & Diagrams in Section VI*).

As a result of tracking community indicators and adhering to the effective practices for partnering, the partnership will have a variety of well-informed partners representing a cross-section of the community who are committed to the 40 Developmental Assets™ framework. Furthermore, the partnership will include an active youth council and a core group of adults and youth who are ready to move to the next level and become an advisory board.

Collecting information from partners and community members through focus groups, forums, and surveys will put the partnership on the forefront of issues, as well as keep partners involved.



The core group of adults is a team of caring people who are dedicated to the 40 assets, working with youth and improving their community. Much like a youth council, it is important at the appropriate time to move this group into a more formal structure. The original core group should be transformed into an advisory board with new members from the recently established partnership. This will ensure that new partners have the chance to be elected to leadership roles.

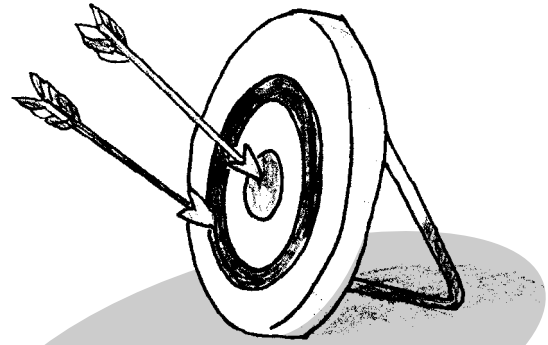
The advisory board should represent a cross-section of the partnership so that all the participants feel like they are represented and that their voices are being heard. At the same time, the advisory board should not be an exclusive group that holds power over the partnership. Instead, it should be a group that is working on behalf of the participants in the partnership and moving important business forward. In addition, there are many keys to a successful advisory board, including:

- **Do not overextend the members.** Many of these people are often already active in several different groups, and if they are overworked, they will become ineffective. Terms of office should be clear and rotate among different members

Advisory Board *cont'd*

- ▶ **Meetings should be concise and at regularly scheduled times and days of the month that take into account members' other obligations.** Meetings should be announced several months in advance. If possible, have meetings scheduled a year in advance at a regular time. For example, the second Wednesday of each month at 7 p.m.
- ▶ **Meeting minutes should be taken at every meeting to be shared with the partnership.** Have someone designated to take minutes at each meeting. The minutes should be typed up and shared at future meetings (*See Effective Meetings Checklist in Section VI*).
- ▶ **The advisory board should meet at least a week before the partnership meeting so the group can prepare for the upcoming meeting and set the upcoming agenda.** Occasionally, special sessions may be required to address specific issues that need to be handled in a timely manner.

The advisory board is not intended to be an adult version of a youth council or be dominated by adults. Instead, several youth who are valued and listened to as much as the adults in the group should serve on the board. Furthermore, all sectors (youth, businesses, non-profits, schools, parents, etc.) represented should be given equal voice. It is helpful to have board members who have specific skill sets that will help the board in areas such as sponsorship, fundraising, marketing and promotion, event planning, and leadership. Board members are the leaders or chairpersons for task forces that take on special activities requiring direct and additional attention.



Effective Task Force Practices

Task forces are a great way to tackle problems, activities, research, or events in an effective and efficient way. When a select group of adults and youth council members get together to organize a recruitment strategy, they form a task force. It consists of people who have the skills and energy to take on an assigned task within a specific amount of time. The results are focused meetings and well-designed strategies that lead to successful project completion.

Groups will often form a task force to take on the challenge of raising funds. Perhaps the group will consist of a person who has grant-writing experience. Maybe there is a corporate executive who has connections and can help set up meetings to approach other corporations for sponsorships. There might also be a parent who loves to cook and wants to host a fundraising dinner.

There are several key tips that will make a task force an effective tool for completing difficult projects.

- ▶ **Task forces should be voluntary if possible.** When people volunteer themselves for a project, it is far more likely that they will participate fully and use their resources to accomplish the objective of the task force.
- ▶ **Have sufficient participants.** There should be enough people on the task force so that those who have volunteered are not overwhelmed and

Action for Youth: Engaging a Community to Develop Healthy Youth

Effective Task Force Practices *cont'd*

end up resenting others who are not on the task force.

- ▶ **Avoid burn-out.** People should be discouraged from joining too many task forces because their chances of burning out will be higher. However, everyone should be encouraged to be on one task force so they have a greater sense of ownership in the partnership.
- ▶ **Take careful notes** and be prepared to make presentations to the partnership as a whole.
- ▶ **Set up a structure** in which there is a lead facilitator and a note-taker. The Partnership Working Agreements should also apply in this setting.

Task forces should also have clearly stated goals and clear strategies for achieving these goals. For example, when a task force forms to develop and lead a community service project for the partnership, its goal is to plan and implement the service day. It will coordinate the day's events, step by step. The Community Service Task Force will most likely begin to meet a few months before the event and will shut down a week or two afterward, when it has completely debriefed. It is important to clearly set the length of time that the task force will operate and appoint individuals responsible for specific tasks. A specific time limit encourages participation without the fear of being involved for a long, unspecified amount of time.

By following these effective practices, the task forces will allow the partnership to address large and small issues in a timely and orderly fashion. Task force members will also feel ownership and a sense of accomplishment through their work in these groups. With the addition of task forces to the advisory board and youth council, partnerships are now fully functional. However, they may choose to add a partnership coordinator to the team.

Clearly set the length of time that the task force will operate and appoint individuals responsible for specific tasks. A specific time limit encourages participation without the fear of being involved for a long unspecified amount of



Having a Coordinator: Effective Practices

Partnerships often find it advantageous to pool their resources and hire a coordinator to perform certain tasks and activities. Hiring a coordinator is not a necessity. However, he or she can lighten the burden on some partners. The coordinator can focus on meeting preparation and management, bookkeeping, and documenting the partnership's activities. These important tasks are often too small to warrant a task force. The right coordinator can also lead the charge on recruitment, fundraising, and special event preparation. It is important to use a coordinator in a manner that supports the partnership and takes it to a higher level of professionalism and effectiveness. This can happen if several key effective practices are followed.

Having a Coordinator *cont'd*

1. Use a task force or hiring committee consisting of both youth and adults to advertise the position, interview candidates, and carefully select the coordinator. When hiring a coordinator, it is critical that this person have the ability to work with youth. The coordinator should have experience working with youth or the ability to connect with them and keep them involved.
2. Provide the coordinator with an office. Partnership participant resources are helpful in identifying office space for the coordinator. Chances are, the coordinator will need to be housed with an existing partner, such as a church, school, or community organization.
3. Be specific about reporting requirements. The coordinator should serve at the discretion of the board. A partnership coordinator does not direct the partnership; the coordinator serves the partnership. It is critical that the coordinator take direction from the advisory board. Unfortunately, a coordinator may start to take total leadership of the partnership and begin to control it. While this may have a few minor positive outcomes, it is definitely not acceptable in the long run. Other partners may lose their sense of ownership and stop participating, allowing the loss of the wealth of information and resources brought to the table by others. By clearly listing the coordinator's role, many of these problems can be avoided.

4. Coordinators should:
 - Send out reminders for upcoming meetings, manage meeting notices and phone call reminders, and arrange food for the meetings.
 - Be present at the advisory board, youth council, and partnership meetings. However, it is not necessary for the coordinator to attend all task force meetings.
 - Have a firm understanding of the 40 developmental assets™ and promote them and the partnership whenever possible.
 - Attend community meetings and events to recruit new partners and spread awareness.

(See Coordinator Job Description in Section VI for more details).

"We have success because we have a coordinator that takes direction from the board, and also responds to the needs of the partnership and the community."

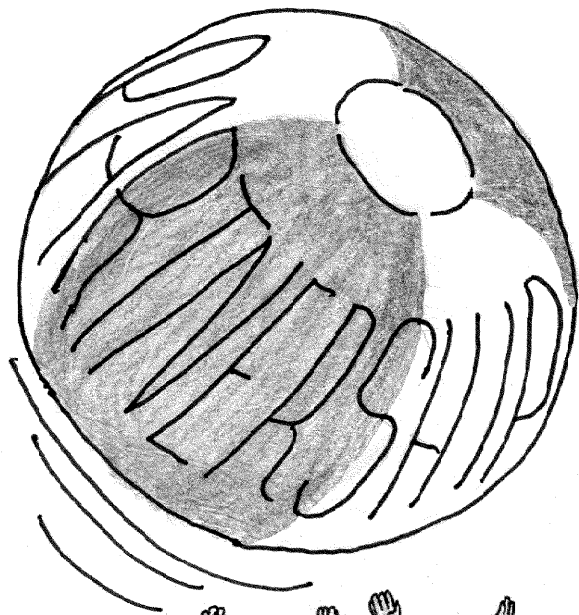
**—Gil Padilla, Advisory Board,
Southern Doña Ana Action for Youth**

Conclusion

Of course, hiring a coordinator and supporting some partnership activities is likely to require additional resources. The next section of this manual provides strategies for sustaining the partnership using existing partners, outside expertise and support, and financial support.

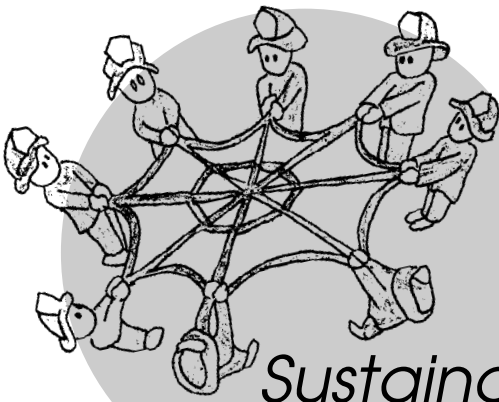
Action for Youth: Engaging a Community to Develop Healthy Youth

SECTION V *sustaining a partner- ship: relationships and funding*



The preceding sections have discussed a strategy for building a partnership focused on the 40 Developmental Assets™ framework. These partnerships can make a tremendous impact on the community, and doing so can require a large amount of energy and resources. Most partnerships seek grant funding to support their work. However, those that rely solely on grants are less likely to continue serving the

community because funding can be very difficult to acquire. Organizations are competing for a limited pool of money, and as the economy fluctuates, funding dollars become an unreliable source of long-term support. It is important to look for other ways to support partnership activities. This section will address ways to sustain a partnership, including collaborating, training, and grant-funding.



Sustainability Through Partnering

Imagine two firefighters standing below a large burning building preparing to catch someone jumping from an upper floor. If the two firefighters use a single rope to catch the jumper, their chances of a successful rescue are poor. Now imagine 20 firefighters standing in a circle each holding ropes that are interconnected and form a large web of support. Their chances for a successful rescue are far greater.

The many partners from the community form a similar web of support for young people. The web is made up of organizations, individuals, and resources that come together to increase the number of Developmental Assets™ available for youths in the community. With a stronger web of support, communities are more likely to provide youths with the relationships, opportunities, and experiences they need to build assets.

The strength of the web of support depends on the partners who create it and the resources they bring to the table. For example, the two firefighters who come to the fire with a single rope are like two organizations that come to the table with only their resources. Chances are, these organizations will be less successful. Having 20 organizations joining a partnership with a variety of resources is like having 20 firefighters on the scene. Different skill sets and viewpoints serve to strengthen the partnership.

The web of support formed by the partners can resolve problems that previously could not be addressed. For example, many organizations have problems transporting youths to different events and even to their own activities or centers. These organizations often look to funding

sources that will supply them with money to buy a van or a bus. If these organizations are in a strong web of support, they can look instead to their partners to address their transportation issues. Perhaps the parents can start a car pool. Maybe another organization already has a bus or a van that is not being used. Some partnerships have developed strong relationships with their local transportation authorities and have secured free or low-cost fares on public transportation for the youths. Others have studied existing bus routes and suggested new routes that will allow youth to get to more activities and youth centers.



Sustainability Through Sharing

Sharing resources such as meeting space, equipment, and materials can be equally as valuable as funding. The sharing of resources between partners strengthens a partnership and increases each organization's ability to fulfill its own mission. One partner may have a great relationship with youths and therefore bring youths to meetings and get them involved. A local church may have a room available where the partnership can meet on a regular basis. A TV station belonging to the partnership may agree to help produce promotional videos.

In another example, a young girl's father may want to get a basketball team together so his daughter and some friends can join a local city league. Unfortunately, they have no place to practice. At a partnership meeting, the local

Sustainability Through Sharing

cont'd

church announces that its gymnasium is available on Wednesday nights. The team now has a place to play and other youth from the community, including members of the church, can join the team and be coached by the father.

Partnering and sharing have a positive component that funding does not provide. Funding is usually a one-sided relationship with a power imbalance between the giver and the receiver. When sharing resources, partners are in a situation where they are both giving and receiving. For example, if one partner shares its gym, another partner might share its van.

There is a note of caution when sharing resources within a partnership: The partnership needs to pay special attention to the ethical use of the resources. No group wants to feel like it is being taken advantage of or that its property is not being respected. When being loaned or allowed to use another's resources, it is important to have respect and act responsibly. People are more likely to give when they know that what they offer will be respected and appreciated. Making a thank-you call, sending a letter of acknowledgement, or some other act of appreciation takes little time but is of tremendous value.

By developing strong relationships based on mutual respect and responsibility and being open to sharing resources, a partnership has a stronger chance of sustainability. The partnership can further increase its sustainability by developing the skills of its participants through education and training.

People are more likely to give when they know that what they offer will be respected and appreciated... some act of appreciation takes little time but is of tremendous value.



Sustainability Through Training & Assistance

Once people have joined a partnership and are sharing resources, there is an excellent opportunity to further develop each participant's skills through training. Existing partners can provide this training or it can be provided by an outside source. To begin this effort, take an inventory of existing partners' skills. Maybe there is already a skilled grant writer or community organizer within the partnership. Perhaps there is an artist, musician, disc jockey, public speaker, high-level manager, or computer specialist. These people can share their skills with the partnership. This is a low-cost way to increase the skill level of community members in a variety of areas. In addition, manuals can guide a partnership through a training process on a variety of topics. These manuals are available online and in bookstores (*See the list of Resources in Section VI*).

The advisory board and youth council can prioritize the training based on a survey of the partners. The survey should identify the training and skills that partners would like to acquire and ask partners to prioritize these needs. After a partnership identifies the skills that existing partners have and has identified the subjects and skills partners need, it may be necessary to call on other resources for support.

Outside Training Support

It is sometimes necessary to identify an outside resource or expert to train, advise, evaluate, or facilitate the group. This support is often referred to as “technical assistance.” This assistance might require a monetary investment, but the return often has benefits that far outweigh the initial costs. Remember these tips when hiring outside support. The partnership should bring in someone who:

1. Will serve the partnership and its agenda.
2. Will be a student of the process, meaning he or she can coach and be a listener who is responsive to the group’s needs.
3. Has strong people skills.
4. Has experience in many different areas, such as communication, strategic planning, organizing, policy work, youth development, fundraising, and facilitation.

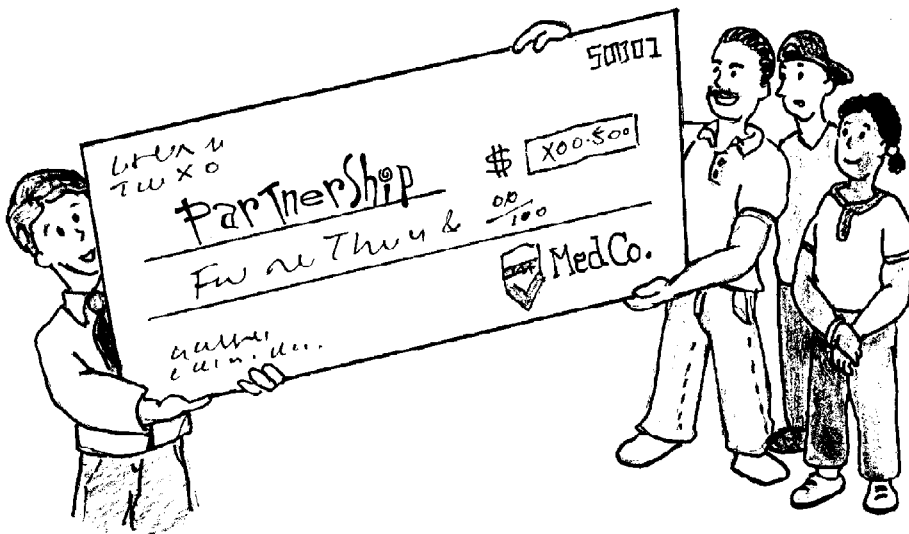
Whether training is provided by partners or outside resources it is a valuable tool that enhances skills, inspires people to participate, and strengthens the partnership (See Section VI for a list of training and assistance Resources).

If Funding Is Needed: Sustainability Through Grants

If a partnership is collaborating effectively, sharing resources, and providing ample training and assistance for its partners, the need for funding will be greatly reduced. However, there may still be a need for grant funds to achieve goals. For example, a skate park may be a great way to get youths involved in healthy activities, but without the money to build the ramps and hire staff, the goal may be just a dream. Funding allows individuals, organizations, and partnerships to address important community issues. Financial support can bring new partners to the table and can fund the hiring of staff. Volunteers can be a great support system, but paid staff can push the partnership’s agenda, identify new relationships, and research and pursue other funding opportunities.

To obtain funding, a partnership will look for Requests for Proposals (RFPs) from a foundation, government agency, business, or other funding source (See Section VI: Resources- Funding). RFPs give important details about the application process. Pay special attention to determine

whether the partnership is eligible. For example, many funders have strict rules regarding who can receive funds and will most often require a fiscal agent.



A Fiscal Agent



In some instances, before submitting a request for funding, a partnership may first need to designate a fiscal agent who has the legal right and capacity to receive and manage small and large grants (See *Section III for a description of a Fiscal Agent*). A fiscal agent acts as a pass-through organization that receives checks from a funder. The fiscal agent manages and disburses the funds as determined by the advisory board and partnership members. When it comes to fiscal agents, it is important to:

- ▶ **Select one who shares the principles and goals of the partnership** and has a strong financial-management track record with the ability to access necessary funds in a quick and orderly fashion.
- ▶ **Have a fiscal agent set up a separate account** for incoming grants and outgoing expenses. Funds should not be mixed with other fiscal agent monies.
- ▶ **Make sure there is an easily accessible contact person** working with the fiscal agent who has the ability to access and understand the agent's accounting reports and procedures.
- ▶ **Require that a representative from the fiscal agent present** quarterly or monthly financial reports at advisory board meetings.
- ▶ **Provide the fiscal agent with a sufficient percentage of funds** from the grant to manage and oversee the finances. This percentage is commonly referred to as "indirect expenses."

Securing Funding and Support



Once a fiscal agent has been designated, some basic rules should be followed that will make the process of fundraising through grants go more smoothly and increase the partnership's chances of being funded. Although many of these tips are common sense, it is helpful to take them into account before applying for funding. It is important to:

1. Seek funding that is appropriate for the developmental capacity of the partnership. A new partnership may have considerable problems trying to handle a grant in the hundreds of thousands of dollars. It is better to seek a level of funding that the partnership can manage properly. Acquiring smaller grants first also gives a partnership practice at managing funds. By demonstrating smart fiscal management with smaller grants, a partnership is more likely to be approved for larger grants.
2. Start working on the funding proposal as soon as possible. Do not procrastinate until the last moment because the final product will not be a representation of the group's best work.
3. Develop a task force focused on this particular grant. Members of the partnership who have experience writing grants should be invited to participate (See *Sections III and IV for more information on task forces*). Also bring in partners who

Securing Funding and Support

cont'd

have less experience so they can build their capacity and that of the partnership for future proposals. Some partnerships have a fundraising or sustainability committee that oversees grant opportunities.

4. Schedule meetings regularly so that progress can be monitored. For example, meet every two weeks to move the proposal forward.

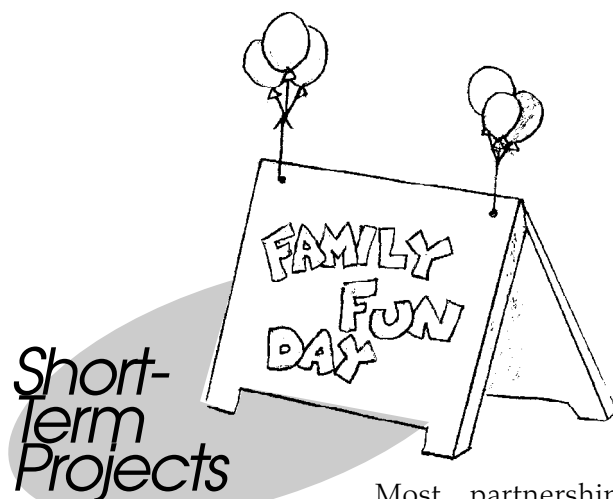
5. Designate a spokesperson to reach out to the funding agency and share the proposed project. The purpose of this is two-fold. The partnership will gain valuable insight on the proposal regarding fundable projects. In addition, the staff of the funding source will be familiar with the applicants and their proposal. When the final proposal crosses the desk of the staff person at the funding source, he or she will be able to draw a connection and understand the concept, which may lead to a more favorable outcome in the review process. If funding is not awarded, the designated spokesperson should contact the staff person at the funding source to learn why the proposal was not funded. This conversation is a valuable time to learn what can be done to increase the chances of getting funded next time. This will greatly help in future funding proposals.

6. Develop a timeline for meetings and a list of who will do what and when. State the responsibilities clearly (See *Assessments & Tools in Section VI*). It can be difficult to have multiple authors for one grant, but the workload for writing a proposal may be too large for one person to carry. The members must take on only what they can accomplish.

7. One person should bring all of the pieces together and edit them for consistency. This person will need to make sure that all writing is similar in style, flows smoothly, and includes all the information that the funder requests. Before submitting the proposal, it is critical to check that all requirements have been completed.

8. Get partnership buy-in. Funding should be an open, not closed, process. Once the proposal is completed, the partnership members should be invited to review it and make recommendations. Partners should be aware of the funding the partnership is seeking.

The proposal must be submitted before the deadline with the appropriate amount of copies. A copy should be kept for the partnership files. If the proposal is awarded, extreme care must be taken to meet the responsibilities of the award. A partnership could jeopardize future funding if it does not fulfill the guidelines.



Most partnership projects can be broken down into short-term and long-term projects. Short-term projects last for a brief duration of time. They often happen at the same time every year. Examples of short-term projects are the Teen NETWORK's Family Fun Day event and the Otero Youth Empowerment Association's Safe Night Out. A one-day event is a great way to bring the community together and

Short-Term Projects *cont'd*

educate it about the partnership while building relationships and having fun.

Many foundations are not willing to support one-day events, so it is important to look for alternative sources of support. Many businesses are willing to support events through sponsorships. In return, these businesses often want to receive positive publicity. Donations can be exchanged for advertising on banners, t-shirts, and promotional material. It is a win-win-win situation where the businesses, youth, and the community benefit.

In-kind donations are also a means of support for one-day events. In-kind donations can be as valuable as monetary donations. When an organization gives an in-kind donation, it is giving products or services rather than money. Local grocery stores and restaurants often make donations if approached properly.

To secure in-kind donations it is helpful to do the following:

- Talk to the right person at the right time. Speak with a store manager well in advance of the event.
- Act fast. Don't wait until the last minute because the potential donor may not have enough supplies on hand.
- Put your request in writing.
- Invite the store manager and his or her employees to the event.
- Provide donors with some form of recognition for their support.

In-kind donations can be as valuable as monetary donations. When an organization gives an in-kind donation, it is giving products or services rather than money.

A one-day event will also require resources from existing partners. Partners are a great source of volunteers. Make sure that the partners know exactly what they need to do and how they can help. It shouldn't be necessary to hire anyone for the day because many volunteers should be available through the web of support. Volunteers can be obtained from fire and police departments, area military bases, schools, civic clubs, and organizations such as the Optimists, Rotary Clubs, and other sources. Let the community know your needs for the event and resources will surface to support the activities.

For example, the local firefighters may be willing to bring the big ladder truck for demonstrations and news personalities may be able to provide media exposure and volunteer for a booth.



Long-term partnership projects also require multiple sources of support because most foundations tend to fund projects for only one or two years. Foundations can provide good seed money to get projects started, but a partnership must not rely on foundation funding alone. Long-term projects are better supported through strong partnership relations and the web of support.

Seeking grant funds may be a necessary activity for a partnership that is attempting to serve the community. However, the need to seek grant funding can be reduced by implementing other activities, such as sharing resources, providing strong training, and using volunteers. In doing so, a partnership can weather turns in the economy and be sustainable while achieving its goals and objectives.

Action for Youth: Engaging a Community to Develop Healthy Youth

Conclusion

Partnerships come together because of one of three factors: an issue, funding, or relationships. It is important to remember, however, that while funding or a key issue can bring people to the partnership, both of these motivating factors can be exhausted in a short period of time. It is the relationships built between people that are more likely to sustain a partnership. So while partnerships are sharing resources, addressing key issues, or applying for grants, it is important to focus on strengthening the relationships that will keep people and organizations together over the long term.

This manual has focused on what to do to address community issues through partnerships. But more important than doing partnership-building is being a partner. Gandhi is quoted as saying that “we must be the change we wish to see in the world.” When someone is a partner, the doing will follow and a community will have a partnership that works. What is done to build a partnership needs to be supported by people who truly believe and understand that success depends on their ability to work with others who might disagree with them. When someone is a partner, the doing will come easy and a partnership will thrive.

*“We must be the change we
wish to see in the world.”*
— Mahatma Ghandi

SECTION VI

tools & resources

Developmental Assets Charts

The 40 Developmental Assets	50
The Power of Assets to Promote	51
The Power of Assets to Protect	51

Agendas

Core Group Meeting Agenda	52
Partnership Meeting Agenda	53
Youth Council Meeting Agenda	54

Organizational Charts & Diagrams

Partnership Organizational Structure	55
Advisory Board Diagram	56
Sample Organizational Chart	57
Youth Council Diagram	58
Community Indicators	59

Worksheets & Self-Assessments

Action Plan Worksheet	60
Media Planning Worksheet	61
Partnership Self-Assessment	62-63
Advisory Board Self-Assessment Form	64

Agreement Forms & Job Descriptions

Partnership Agreement Form	65
Board of Directors Agreement Statement	66
Youth Council Officers' Duties	67
Partnership Coordinator Job Description	68-69

Activities & Games

"Assets Bingo"	70-71
"Assets Mixer"	72
"Assets Jeopardy"	73
"Protected by Assets"	74
"Web of Support"	75

Meeting Tools

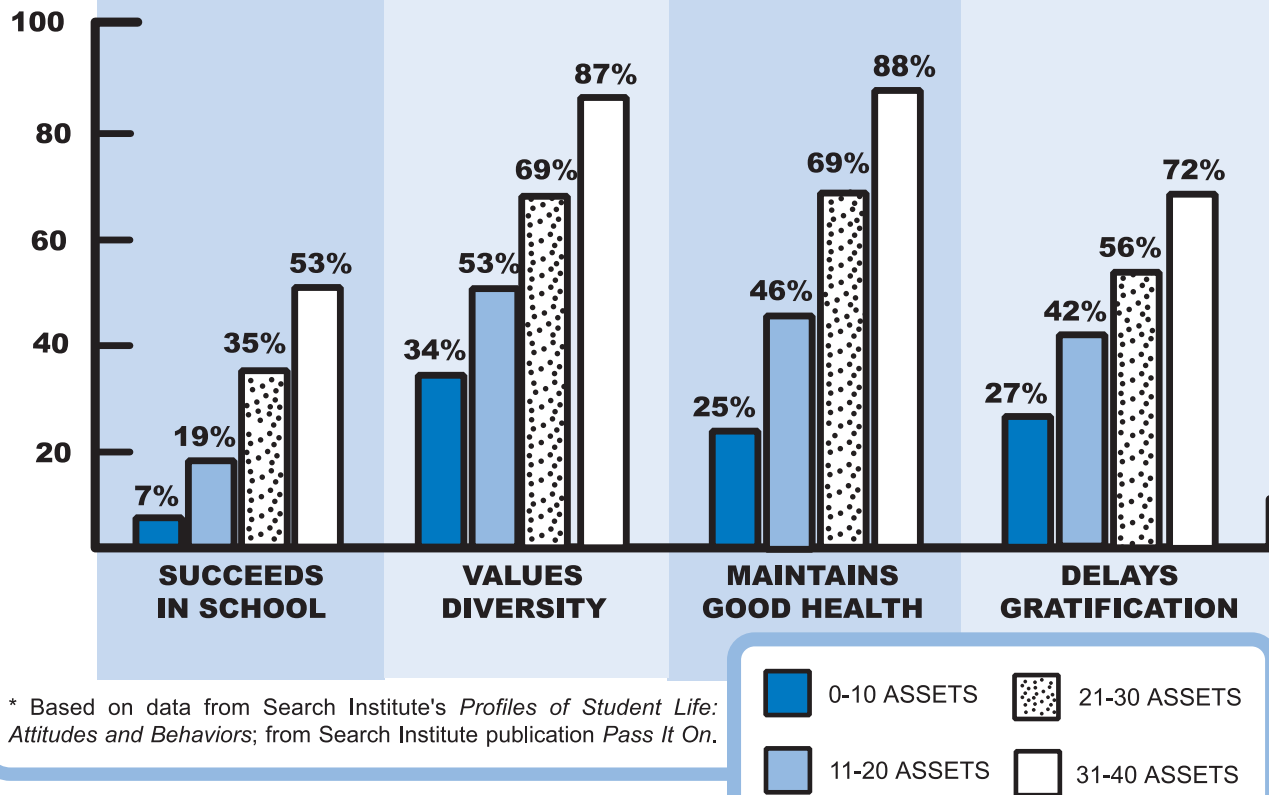
Effective Meeting Checklist	76
Working Agreements for Meetings	77
Sign-In Sheet	78
Robert's Rules of Order	79-80
Resources	81-84

The 40 Developmental Assets™

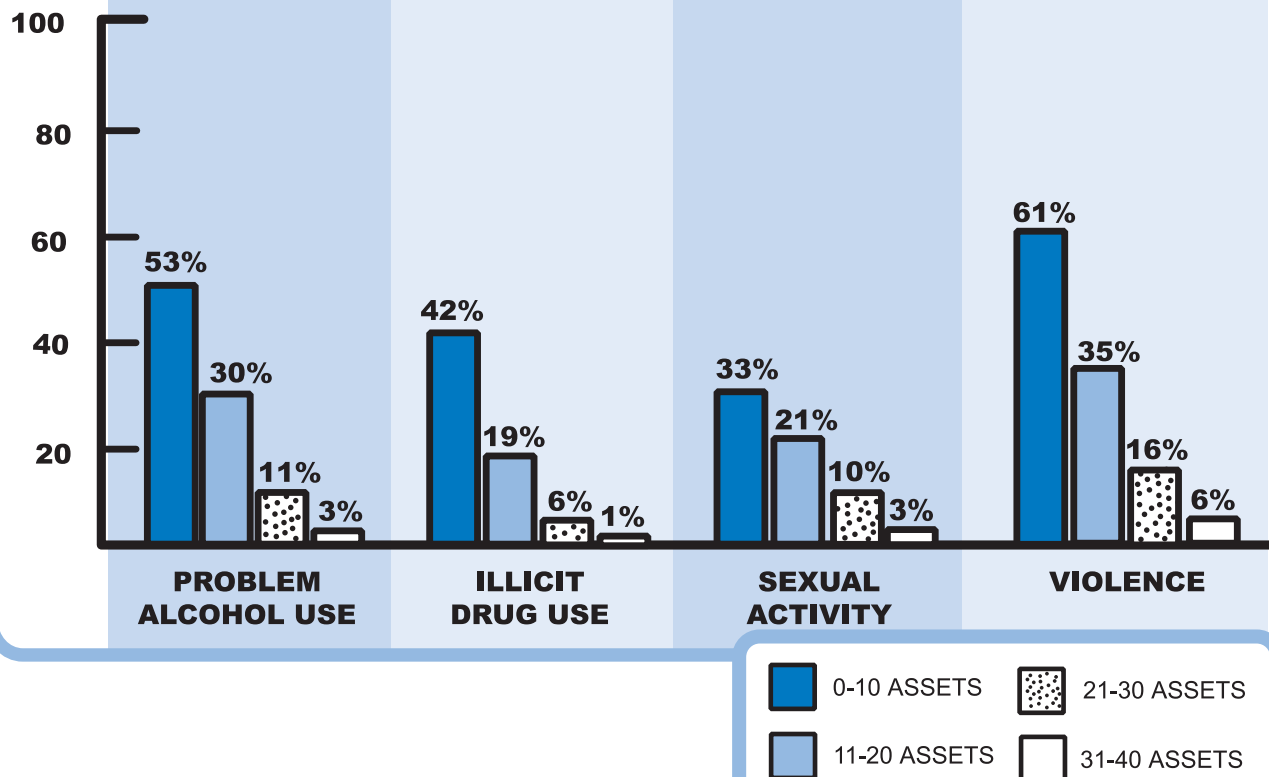
External Assets	Support	<p>1. Family support—Family life provides high levels of love and support.</p> <p>2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. Other adult relationships—Young person receives support from three or more nonparent adults.</p> <p>4. Caring neighborhood—Young person experiences caring neighbors.</p> <p>5. Caring school climate—School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.</p>
	Empowerment	<p>7. Community values youth—Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources—Young people are given useful roles in the community.</p> <p>9. Service to others—Young person serves in the community one hour or more per week.</p> <p>10. Safety—Young person feels safe at home, school, and in the neighborhood.</p>
	Boundaries & Expectations	<p>11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. School boundaries—School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer relationships—Young person's best friends model responsible behavior.</p> <p>16. High expectations—Both parent(s) and teachers encourage the young person to do well.</p>
	Constructive Use of Time	<p>17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Young person is motivated to do well in school.</p> <p>22. School Engagement—Young person is actively engaged in learning.</p> <p>23. Homework—Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school—Young person cares about her or his school.</p> <p>25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.</p>
	Positive Values	<p>26. Caring—Young person places high value on helping other people.</p> <p>27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty—Young person "tells the truth even when it is not easy."</p> <p>30. Responsibility—Young person accepts and takes personal responsibility.</p> <p>31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	Social Competencies	<p>32. Planning and decision making—Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.</p>
	Positive Identity	<p>37. Personal power—Young person feels he or she has control over "things that happen to me."</p> <p>38. Self-esteem—Young person reports having a high self-esteem.</p> <p>39. Sense of purpose—Young person reports that "my life has a purpose."</p> <p>40. Positive view of personal future—Young person is optimistic about her or his personal future.</p>

This page may be reproduced for educational, noncommercial purposes only. Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved.

The Power of Developmental Assets to Promote



The Power of Developmental Assets to Protect



Core Group Meeting Agenda

Name of Area, Neighborhood, or Location

Time / Date

- I. Welcome
 - a. Introductions
 - b. Brief explanation of why the group has been assembled
- II. Discuss 40 Developmental Assets™
 - a. Distribute handouts
 - b. Asset-based learning activity
- III. Meeting expectations of attendees
- IV. Working Agreements for meeting
- V. Detailed explanation of purpose of core group and issue or concern that is bringing the group together
- VI. Next steps and plans
 - a. Solidify participation
 - b. Recruit youth
 - c. Forming a Youth Council
- VII. Closing
 - a. Set next meeting time, date and location
 - b. Additional questions, comments or concerns
 - c. Thank you for attending

Core Group Contact Information

Name of Area, Neighborhood, or Location

Time / Date

Partnership Meeting Agenda

- I. Welcome
- II. Mission/Purpose of Partnership Review
- III. Introductions (including first time guests)
- IV. Opening (ice breaker or asset-based opening activity)
 - a. 40 Developmental Assets™
 - b. Distribute handouts
- V. Brief Explanation of Partnership – History, Accomplishments
- VI. Updates
 - a. Advisory Board
 - b. Youth Council
 - c. Partnership Coordinator (if there is one)
 - d. Task Force(s)
- VII. Upcoming Events, Activities and Announcements
 - a. What needs to be done for these events
- VIII. Closing
 - a. Set or announce next meeting time, date and location
 - b. Additional Questions, Comments or Concerns
 - c. Thank you for attending

Core Group Contact Information

Youth Council Meeting Agenda

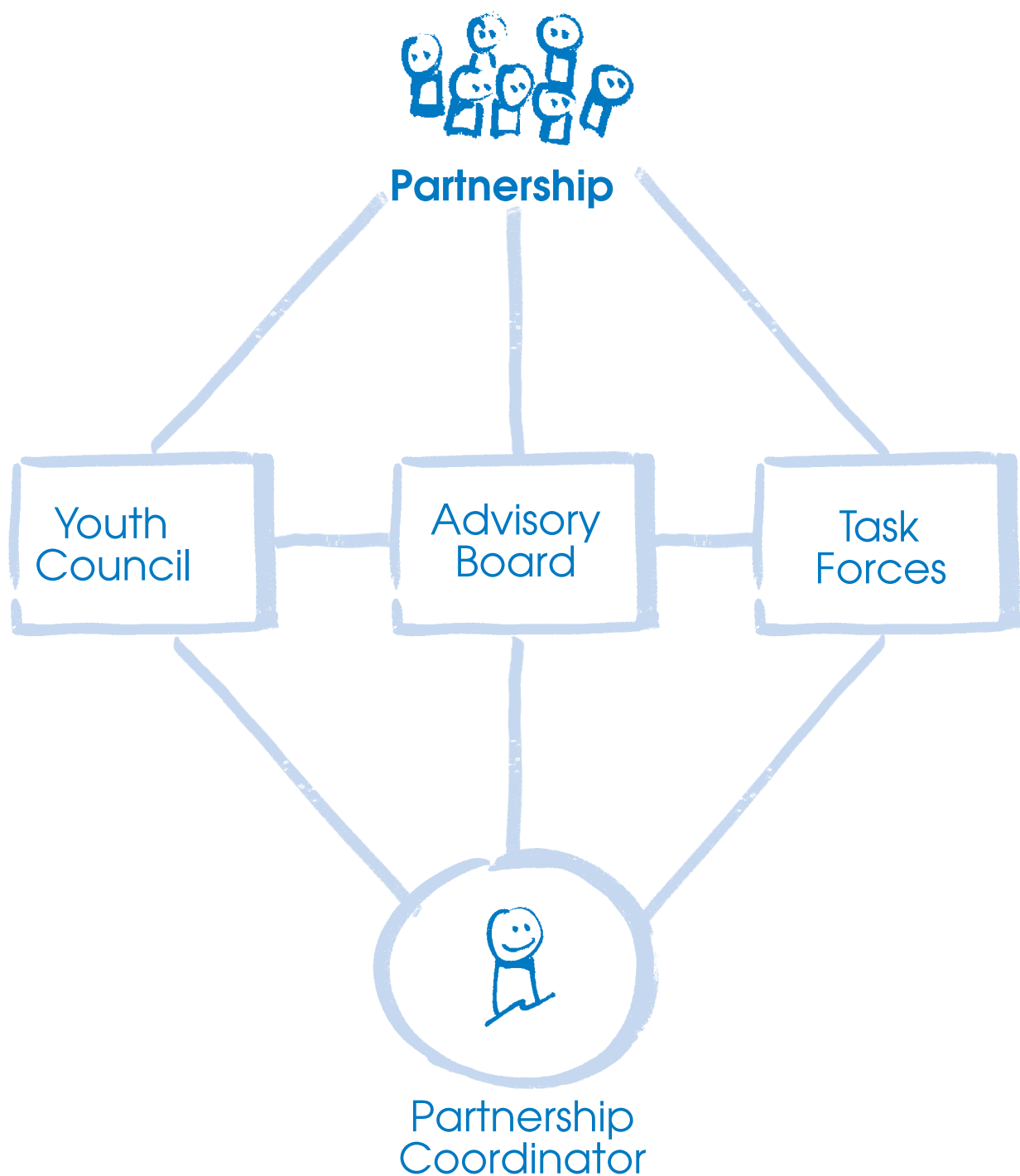
Partnership Name

Date / Time

- I. Welcome
- II. Introductions (including first time guests)
- III. Opening (ice breaker or asset-based opening activity)
 - a. Purpose of the Youth Council
 - b. Brief explanation of Partnership & its connection with the Youth Council (history, accomplishments)
 - c. 40 Developmental Assets™ Explanation
- I. Updates – past events and activities
- II. Officer Reports
 - a. President
 - b. Vice-President
 - c. Secretary/Historian
 - d. Outreach Officer
 - e. Communications Officer
- III. Mid-meeting activity
- IV. Upcoming Community Service Projects Events, Activities and Planning (what needs to be done?)
- V. Closing
 - a. Set or announce next meeting time, date and location
 - b. Additional announcements, questions, comments or concerns
 - c. Thank you for attending

Partnership Contact Information

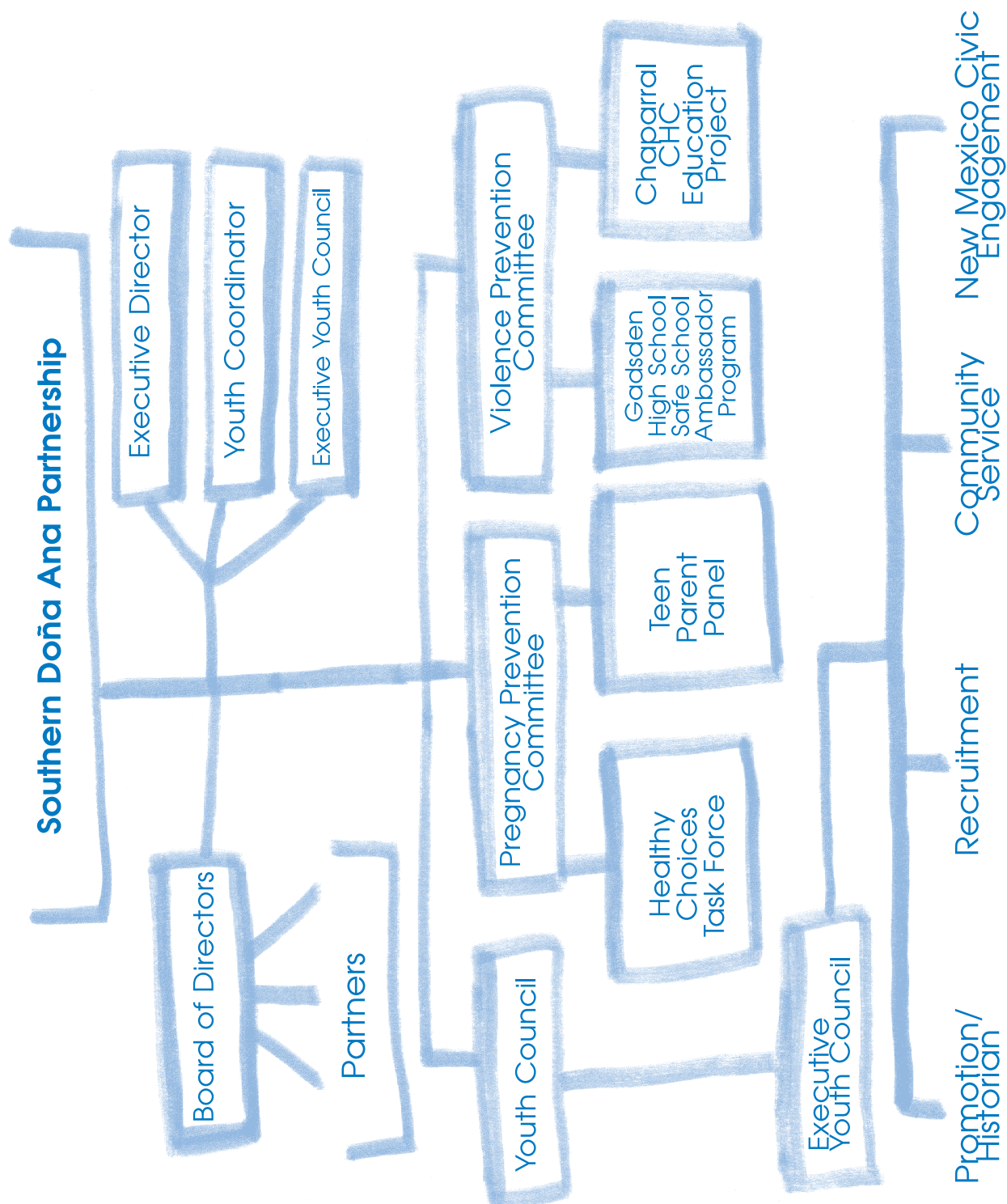
Partnership Organizational Structure



Advisory Board Structure



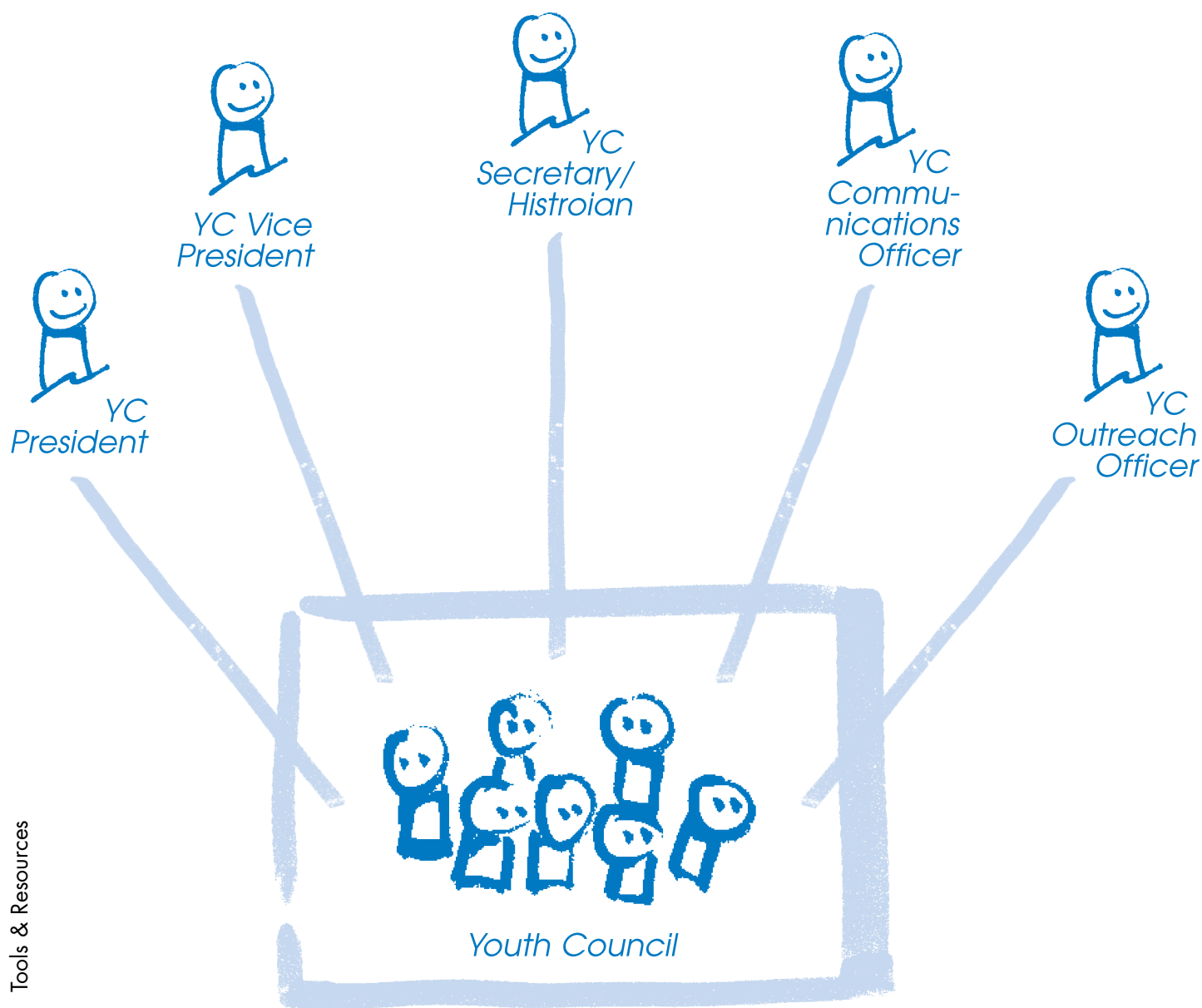
Sample Organizational Chart



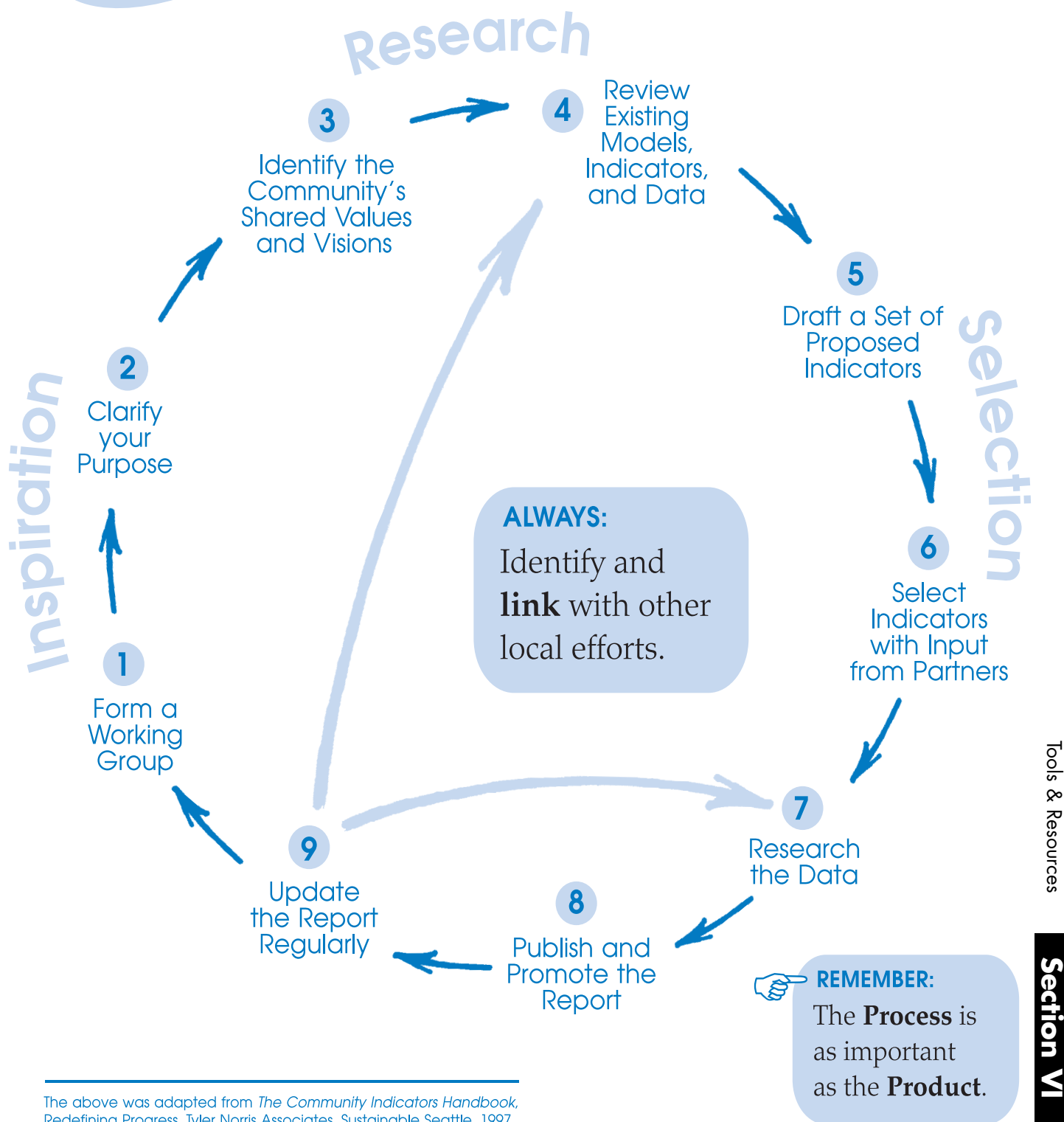
Tools & Resources

Section VI

Youth Council (YC) Structure



Community Indicators: from planning to action



The above was adapted from *The Community Indicators Handbook*, Redefining Progress, Tyler Norris Associates, Sustainable Seattle, 1997.

Action Plan Worksheet

Note-taker

Strategy

Actions to be taken (tasks)	By Whom	By When	I / We Need

Media Planning Worksheet



What are your project's goals? _____

What is newsworthy about your project? *(Check all that apply)*

Describe what you think makes your project newsworthy?

Conflict	
Prominence	
Proximity	
Impact	
Timeliness	
Surprise	
Interesting people/events	

Something new	
Trends or survey	
Experts	
Evidence	
Solid facts	
Useful for a special audience	
Diversity	
Other	

What do you want people to remember about your project? *(1 sentence if possible).*

What is your budget? What is your timeline?

Who is your audience? Who do you hope to reach with your message?

What tools will you use to get your message out? →

Do you have a slogan/logo? If so, use it often.

Write your 2-3 main messages so that they fit close to a six second sound bite.

TV	
Radio	
Newspapers	
Website	
Interviews (talk shows)	
News Conferences	
Direct Mail	
Promotional Materials (bumper stickers, flyers, etc.)	
Presentations to Civic Orgs. (Optimists, city proclamations, etc.)	
Paid Advertising	
Other	

Tools & Resources

Section VI

*From Search Institute's Assets Magazine, 1998
Redesigned by Impact Coaching & Speaking, 2005





Partnership Self-Assessment

Your **satisfaction** with the following

Planning and Implementation

Very Dissatisfied

Very Satisfied

- | | | | | | | | | | | | |
|---|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 1 | Clarity of the vision for where the partnership should be going | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 2 | Planning process used to prepare the partnership's objectives | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 3 | Follow through on partnership activities | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 4 | Strength and competence of staff | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 5 | Efforts to promote collaborative action | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 6 | Processes used to assess the community's needs | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 7 | Training and technical assistance provided by the partnership staff | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

Leadership

Very Dissatisfied

Very Satisfied

- | | | | | | | | | | | | |
|----|--|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 8 | Strength and competence of the partnership | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 9 | Sensitivity to cultural issues | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 10 | Willingness for partnership members to take leadership roles | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 11 | Opportunities for partnership members to take leadership roles | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

Community Participation in the partnership

Very Dissatisfied

Very Satisfied

- | | | | | | | | | | | | |
|----|---|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|
| 12 | Participation of youth | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 13 | Participation of community residents and influential people | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 14 | Diversity of coalition membership | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 15 | Meeting community needs | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 16 | Ability to address and resolve concerns | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| 17 | Efforts in getting funding for community programs | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

Partnership Self-Assessment

continued

Your **satisfaction** with the following

Communication

Very Dissatisfied Very Satisfied

- | | |
|---|---|
| <p>18 Use of the media to promote awareness of the partnership and its accomplishments</p> <p>19 Communication among members of the partnership</p> <p>20 Communication between the partnership and the broader community</p> <p>21 Information provided on issues and available resources</p> <p>22 Working relationships established with elected officials</p> <p>23 Extent to which partnership members are listened to and heard</p> | <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> |
|---|---|

Comments:

Thank You!

Material adapted from "From the Ground UP!" A Workbook on Coalition Building & Community Development. AHEC/Community Partners: Supported by W.K. Kellogg Foundation, 1997



Advisory Board Self Assessment Form

Area of Interest

Yes No

- | | | | |
|----|---|--------------------------|--------------------------|
| 1 | The board has identified clear goals and objectives. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | The board has a strong leadership core of people (including youth) within the team that are ready and willing to serve | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | The team fully understands the vision and mission that guides the community partnership. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The board members have team building skills (e.g. listening skills, facilitation, consensus-building and problem-solving skills, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | The board members have a clear understanding of their roles and their contributions to the goals of the partnership. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | The board members reflect the diversity of the community in terms of ethnicity, race, gender, and age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | The board has a long-term community plan that involves the necessary sectors and citizens. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | The board has a shared vision that guides the practices, policies, communication and relationships with citizens, the public sector, private sector and nonprofits to solve community problems. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | The board continually seeks the participation of all sectors, youth, neighborhoods, ethnicities and economic levels and all have equal voice in the decision-making process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | The board views diversity as an asset rather than a problem. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | The board addresses challenges proactively rather than reactively. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | The board reaches out to outside resources (e.g. technical assistance, training, evaluation, etc.) to develop their skills, talents, and abilities and strengthen the partnership. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | The board practices consensus-based decision-making in which citizens, government, business and nonprofits all participate and agree to decisions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | The board creates regular opportunities to share information and experiences with the community and promotes the results of their actions. | <input type="checkbox"/> | <input type="checkbox"/> |

Partnership Agreement Form

Mission Statement:

Making a positive difference while building trustworthy youth through a united community.

Purpose:

The partnership creates a web of support in the community while making use of and improving existing resources. The *40 Developmental Assets™* framework is the foundation for planning and action. This framework brings the community in order to support the vision of the Southern Dona Ana Partnership. We envision our community as a positive community where people are friendly, trusted, and bonded together and youth have safe, asset-driven activities.

The following statements are true and correct:

- The partner agrees to support partnership area by helping to fulfill the vision, purpose and goals of this Partnership.
- The partner agrees to actively support the asset philosophy of the 40 Developmental Assets™.
- The partner agrees to encourage and support adult and parental involvement/participation in the lives of youth.
- The partner will support meaningful youth involvement by seeing youth as productive citizens and having them help lead, develop and propose projects/ideas that will improve the lives & health of area residents.
- The partner will support the Partnership and Youth Council by having an adult and youth representative present at meetings to help make decisions for the area.

Supporter name: _____

Organization: _____

Address: _____

Phone: _____ Email: _____

What I hope to get by participating in this partnership is: _____

I will support this partnership by: _____

Board of Directors Agreement Statement

I, _____ of, _____
hereby agree that as a designated **partnership member** will commit a minimum of two hours per month for an entire year to the partnership by regular participation in meetings or activities. If I am unable to fulfill this requirement myself, I will appoint an alternate staff member to stand in on my behalf. I will support the operating principals, respect the partnership's purpose and work together mutually striving for a healthier, more positive community for area youth.

Member Profile



Name: _____

Job Title: _____ email: _____

Phone: _____ Fax: _____

Address: _____

City: _____ State: _____ ZIP Code: _____

How do you prefer to be contacted?

email

fax

phone



Service Start Date: _____ Service End Date: _____

Who would you designate
as an alternate(s) to attend
Board of Directors meetings?

The Partnership wishes to form a web of support for people in the area and make use of and improve existing resources. The **40 Developmental Assets™** are used and important in all decisions and planning therefore creating a bridge to support the youth, partners, and communities. This provides the framework to bring communities together in order to meet the vision of our partnership.

Signature _____ Date: _____

Youth Council (YC) Officer Duties

Chair

- Main representative of the Youth Council for your area
- Supports the efforts of all sub-committees
- Assists in planning on how the YC will meet its goals
- Works closely with School Sponsor, Youth Coordinator, Community Coordinator & Advisory Board
- Chairs and presides over all YC meetings
- Develops agendas for meetings
- Appoints YC members to any vacant leadership positions
- Serve on the Advisory Board
- Ensure all media information is given to Youth Coordinator
- Does not have the power to vote but only does so to break a tie

Secretary

- Keeps the master calendar up to date
- Ensures all meetings are announced and postcards sent out
- Maintains an up to date phone roster of all members
- Records, collects and posts minutes from all meetings
- Assist School Sponsor, Coordinator, and Youth Coordinator with newsletter
- Works with Youth Coordinator to ensure up to date information is on website
- Keeps an attendance roster of each meeting
- Ensure all media information is given to Youth Coordinator
- Acts as general support to the Chair and Vice Chair

Community Service Chair

- Main representative of the Community Service Committee within your school
- Plan and implement service projects with the assistance of the Community Service Committee
- Ensure meeting minutes are given to YC secretary
- Ensure all media information is given to Chair, Vice Chair, and secretary
- Conducts survey of general members on what service project to plan

Vice Chair

- Assumes the responsibilities of the Chair in his/her absence
- Supports the efforts of all the sub-committees
- Assists in planning on how the YC will meet its goals
- Ensures that meetings are announced
- Ensure all media information is given to Community Coordinator
- Enforces the by-laws with the help of the Chair and Youth Coordinator

Historian

- Acts as custodian of all records and material pertinent to the history of the YC
- Compile and keep the record of events and activities (i.e. pictures, videos, flyers, newspaper clippings, etc.)
- Maintains scrap book
- Works with Youth Coordinator to ensure up to date pictures are on website

Recruitment Chair

- Main representative of the Recruitment Committee for your school
- Encourage and promote recruitment of youth and adults into the Partnership with the assistance of the Recruitment Committee
- Distribute and collect membership forms
- Keep YC informed about membership growth
- Ensure meeting minutes are given to YC secretary
- Ensure all media information is given to Chair, Vice Chair, and secretary

Partnership Coordinator

Job Description

Position Title _____ Date _____

Fiscal Agent _____ Reports To _____

General Function

Under the direction and supervision of the Partnership and the Advisory Board, the Partnership Coordinator will implement the program as outlined in the grants awarded. The Coordinator is responsible for the establishment and enforcement of risk compliance measures and policies that reduce the risk liability for the organization. Coordinator will be the primary community liaison for the Partnership. Coordinator will be responsible for the supervision of participants and staff, instruction and training of participants using the program in accordance with the purpose and policies of the (fiscal agent) and overall safety of the events.

Entry Requirements

Coordinator must possess basic knowledge of creating programs that will draw participants to the program and have community development skills. Must work well with persons of all ages and be able to motivate individuals to volunteer to meet program goals.

Physical and Mental Requirements

Physically fit in order to participate in all aspects of the Partnership. Mentally alert to recognize potential hazards and accidents. Ability to make sound judgments and decisions even when distracted by noise and activity. Ability to handle irate, complaining or demanding individuals without internalizing and personalizing comments made. Physically and mentally able to respond to emergencies and administer CPR & First Aid effectively.

Job Responsibilities

1. Oversee public relations for youth and partnership, the compilation of data and research.
2. Must exemplify the 40 Developmental Assets™ and implement these values through role modeling, service, projects, and relationships.
3. Seek to constantly obtain additional knowledge through workshops, personal study, observations, etc.
4. Build relationships with youth, facilitate leadership development in youth/youth council, and be an advisor.
5. Set the pace and evaluate self, partnership, and the community.
6. Office skills must include: filing, email, phone calls, facilitate newsletters, budget

management and development, project design, proposal and grant writing, being an information broker and collecting and writing reports.

7. Being able to delegate responsibility.
8. Conduct training for the partnership and youth council.
9. Must negotiate and resolve conflicts.
10. Management and coordination of partnership plans and related projects.
11. Support youth advocacy programs in the partnership, and youth as service recipients.
12. Manages the partnership advisory board and task force committees, and works with elected and appointed representatives on youth development issues, partnership infrastructure, capacity building, and other process related initiatives.
13. Supports and supervises event planning and implementation, such as community service projects, training and development, and other hosting activities for the partnership.
14. Conduct presentations and schedule one on one meetings with people in the community.
15. Identify resources and bring to the table grants, other events, facilities, and related health and human services to the partnership and communities.
16. Spread enthusiasm and spirit to the partnership by being the chief cheerleader and set the pace, engage the communities.
17. Recruit partners, and do public relations for youth council and partnership.
18. Compile data and research.
19. Attend meetings, participate in community meetings, have one to one contact with youth, work with area communities.
20. Research youth issues and compile relevant information.
21. Recruits volunteers on an as needed basis for events and service projects.
22. Conduct trainings, and facilitate leadership development in youth/youth council.
23. Develop and manage budget.
24. Help youth council maintain the partnership's website and other promotional materials through youth involvement.

End Result

The Partnership will be known as a leader in the community, as a mission-driven, values-driven, ethical organization.

I have read and understand my responsibilities and will fulfill these responsibilities.

Coordinator Signature

Date

Supervisor Signature

Date



Assets Bingo

Purpose:

Help everyone learn each other's names and their role in building assets.

Audience:

Everyone, especially large groups (not recommended for small groups)

Materials Required:

Pencils or pens & the Assets Bingo Play Card [in this kit]

Time:

8-15 minutes

Instructions:

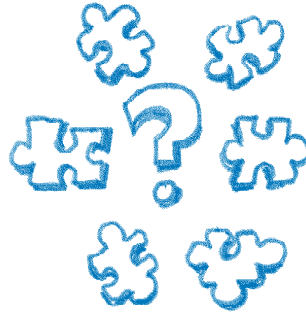
1. Hand out the "Assets Bingo" sheet and tell everyone the name of this game.
 2. Tell them to go introduce themselves to someone who is not sitting close to them. Ask that person to sign one of the parts of the assets bingo board that is true about them. Tell them to fill out as many of the bingo card boxes as they can in no particular order.
 3. After 5 minutes, stop everyone and get their attention. Tell them that the goal of this bingo activity is to fill out _____ (a 'box' around the card, to make an 'X', three vertical lines, or whatever you choose).
 4. Give the group 5-10 more minutes to fill in those boxes as quickly as they can.
 5. Call time. Award prizes or a round of applause to those who completed the task.
- Discussion: we can all see that many people in this room have built assets in themselves or in others.

Source: Search Institute

B	I	N	G	O
#3 "I receive support from nonparent adults." _____	#10 "I feel safe at home, at school, and in my neighborhood." _____	#18 "I spend time in sports, clubs, or organizations at school or in the community." _____	#28 "I act on my convictions and stand up for my beliefs." _____	#36 "I seek to resolve conflicts without resorting to violence." _____
#1 "My family provides love and support." _____	#14 "My parents or other adults model positive behavior." _____	#25 "I enjoy reading books outside of school." _____	#31 "I believe it is important to restrain from sexual activity and drug/alcohol use." _____	#40 "I am optimistic about my future." _____
#5 "My school provides a caring and encouraging climate." _____	#17 "I practice music, theatre, and/or other arts." _____		#34 "I have knowledge of and am comfortable with people of different ethnic backgrounds." _____	#37 "I have control over things that happen in my life." _____
#7 "The adults in my community value youth." _____	#8 "I perform a useful role in my community." _____	#19 "I spend time in activities in a religious institution." _____	#27 "I place high value in promoting equality and reducing hunger and poverty." _____	#39 "My life has a purpose." _____
#6 "My parents are involved in my success in school." _____	#12 "My school provides clear rules and consequences." _____	#22 "I am actively engaged in learning in and out of school." _____	#32 "I always plan ahead and know how to make choices." _____	#35 "I can resist negative peer pressure and dangerous situations." _____



Assets Bingo Play Card



Assets Mixer

Purpose:

Help everyone learn each other's names and their role in building assets.

Audience:

Everyone, especially large groups (not recommended for small groups)

Materials Required:

Pencils or pens & the *Assets Bingo* sheet [in this kit]

Time:

8-15 minutes

Instructions:

1. Hand out the *Assets Bingo* sheet and tell everyone the name of this game.
2. Tell them to go introduce themselves to someone who is not sitting close to them. Ask that person to sign one of the parts of the assets bingo board that is true about them. Tell them to fill out as many of the bingo card boxes as they can in no particular order.
3. After 5 minutes, stop everyone and get their attention. Tell them that the goal of this bingo activity is to fill out _____ (a 'box' around the card, to make an 'X', three vertical lines, or whatever you choose).
4. Give the group 5-10 more minutes to fill in those boxes as quickly as they can.
5. Call time. Award prizes or a round of applause to those who completed the task.
6. Discussion: we can all see that many people in this room have built assets in themselves or in others.

Source: Search Institute

Assets Jeopardy

Purpose:

Develop familiarity with the assets and their definitions.

Audience:

Youth, Youth & Adults mixed

Materials Required:

Assets List with Definitions

Time:

5-8 minutes

Objective:

Gain familiarity with the assets and their definitions

Instructions:

1. Read the asset definition.
2. Ask your participants to find the asset that fits the definition you read off of the list of 40 assets as quickly as possible. They are to find the asset and raise their hand or shout it out. Remember they have to answer in the form of a question. For example, "What is 'peaceful conflict resolution'?" The first to quickly name the asset that fits that definition gets a point. Read about 15 of the assets.
3. Call time.
4. The person with the most points "wins." Or you can give each participant a prize when they get answer a question correctly.

Source: Southern Dona Ana Action for Youth



Protected by Assets

Purpose:

Reflect on the necessity to identify the assets that are within the community for the youth, including the adults as well.

Audience:

Adults, youth

Materials:

Paper Napkins

Time:

10-20 minutes

Instructions:

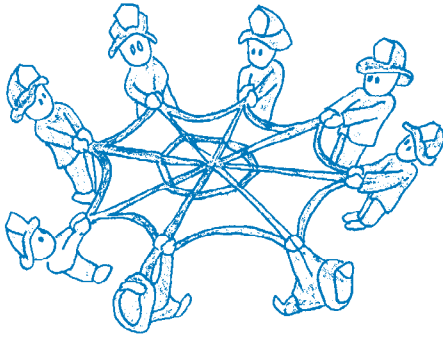
1. Ask for a volunteer to stand in front of the group to represent a "youth."
2. Tell the rest of the group: "This youth represents your children, every day he leaves his home, fights at school or work, and he faces many different situations. I need your help in identifying which situations or issues he faces on a daily basis."
3. The groups may begin to talk about different situations or issues like violence, drugs, time spent in jail, etc.
4. For every situation mentioned, the participant that mentioned a particular situation will be asked to stand in front of the group and will be given a paper napkin rolled into a paper ball. Do this until all the people (get 4 or 5) who mentioned a situation are standing in front of the group.
5. Remind the group their "youth" leaves his home everyday to face all of those situations the group mentioned.
6. Ask everyone who standing in front of the "youth," that at the count of three they will throw the paper ball that was given to them at the "youth" in front of them. Throwing these balls presents how these problems attack our youth.

7. After the paper is thrown, ask the "youth" standing in front of the group what he/she felt. He/She might say he felt lonely, unprotected, vulnerable, etc.
8. Ask the group that is still sitting to come up with ideas to help this "youth," and youth in general, from feeling what this "youth" felt. Participants may mention something like, "the parents of the youth could help him." At this moment ask for volunteers to be his "parents" and to stand in front of their "youth."
9. You might ask again at the count of three the group again throw the balls of paper at the youth, but in this situation the support of his/her parents is protecting him/her some and the persons representing his/her parents shield him/her from the paper balls that represent the situations he/she faces and the paper balls to do not touch him/her.
10. Of course, this it is not enough support and it is important for the youth to have other support. Ask the participants to mention who else is able to help protect the "youth." The group should mention neighbors, teachers, other adults, churches, etc.
11. Each person that mentions a means of support will themselves stand in front of the "youth." This time the youth has greater support to protect him/her from situations. At the count of three the balls should be thrown, but many will not hit him/her.
12. Finally, the group should reflect on the fact that there will never be enough support for this "youth" if we don't unite as a community and help him. But we know that it isn't enough just to help him, we have a responsibility to help all children.

Source: *Juarenses por una Juventud Sana*
[Juarez Action for Youth Partnership]

Note:

For more activities see the Search Institute publication, "Get Things Going: 50 Asset-building activities for workshops, presentations, and meetings" or visit search-institute.org.



Web of Support Activity

Purpose:

To help everyone understand that they have a role in developing healthy youth and everyone has to work together to do so.

Audience:

Teachers, parents, other adults, and may be used with youth.

Materials Required:

Strong yarn, or streamer roll, 16 balloons (per circle group) inflated in 4 different sizes. Mark the smallest sized balloons with the number 10, the next size mark with the number 20 and so on. Mark the largest balloons with the number 40.

Time:

20-30 minutes

Instructions:

1. Ask 7-12 people to get into a circle. This can be done with several different circles at one time, if necessary. Hand one person to start by holding the streamer roll. Ask the person holding the streamer roll to say one thing they do to build assets in young people in.
2. Ask that person to then hold one end of the streamer and toss the other end to someone across the circle. The person who catches the streamer then says one thing they do to build assets in young people and then

toss the streamer to another person in the circle while holding on to one end of the streamer. You will then begin to see a streamer “web” start to form. The group continues to toss the streamer until everyone is holding a piece of the streamer.

3. Describe the balloons and the significance of some balloons being marked with 10 assets and others with 20, 30 and 40 assets. Toss one of the balloons onto the web and encourage the circle to support the balloon with the streamer web. Then add one balloon after another asking the group to do whatever they need to do to support the balloons with the web.
4. After about 3-5 minutes call time and ask the group to lay their web on the ground. While still standing in the circle, ask the group questions such as, “what did you have to do to support the ‘youth’ balloons?”, “what was it like supporting the different size ‘youth’?”, or other questions or comments that might come up.
5. Remember it takes an entire community to build assets together and no one person or sector can do it on their own. Everyone has a role to play developing youth in a community-wide “web of support.”

*Source: Search Institute’s Healthy Communities/
Healthy Youth Conference*

Effective Meetings Checklist

For effective meetings you should have:

- ☐ Name Tags
- ☐ Pens/ pencils/ paper
- ☐ Sign-in sheets
- ☐ Partnership information/ brochure
- ☐ Agendas
- ☐ Ice-breaker activity and materials
- ☐ Minutes from the last meeting
- ☐ Copies of the 40 Developmental Assets™
- ☐ Markers and Flip Chart/ Easel
- ☐ Tape
- ☐ Sufficient tables and chairs
- ☐ Snacks
- ☐ Drinks
- ☐ Door prizes
- ☐ Presentation equipment (if necessary)
- ☐ Set up tables and chairs using a “U” shape so all participants can see one another (if possible)
- ☐ Other _____



Working Agreements for Meetings

- There are no “bad” ideas
- Raise your hand to participate
- Respect others
 - Avoid side conversations
 - Agree to disagree
 - Move the meeting forward
- Focus; be here
 - Turn off cell phones and pagers
- Encourage everyone to participate
- Clean up after yourself
- Start and end on time
- Have fun



[illegible]

Robert's Rules of Order & Parliamentary Procedure

The Order of Business

A typical order of meeting business is:

- A. Call to order
- B. Roll call (determines quorum)
- C. Reading and approval of previous meeting minutes
- D. Reports of officers and committees
- E. Unfinished business
- F. New business
- G. Special Orders (important business previously designated for consideration at this meeting)
- H. Announcements
- I. Adjournment

What Minutes Must Include

- A. The kind of meeting held (*regular, special, committee, etc.*)
- B. The name of the organization.
- C. The time, date and place of meeting.
- D. The names of the secretary and presiding officer/chair serving at meeting.
- E. For small gatherings, the names of all members present and a list of those absent. For large gatherings list the number present and number absent.
- F. Approval of the previous meeting minutes and any corrections.
- G. Summaries of reports
- H. Exact final wording of all main motions with names of movers.
- I. The results of votes on main motions (include numbers if counted but not on voice votes)
- J. Motions that have been postponed/tabled.
- K. Points of order raised and appeals made, with the chair's ruling on each.
- L. Announcements
- M. Time of adjournment.
- N. Signature of acting secretary.

Typical Process and Language

1. "The meeting will please come to order"
2. "Will the secretary please call the roll" (members answer, "present")
3. "We have a quorum. Will the secretary please read the minutes of the last meeting?"
4. "Are there any corrections to the minutes?"
5. "If there are no (further) corrections, the minutes are approved."
6. "We will now move to officers' reports. Will the treasurer, _____, please submit/provide his/her report?"
7. "Are there any questions regarding the treasurer's report? (If none) Thank you. Will the vice-president, _____, please provide her/his report?"
8. "We'll now move to unfinished business. At the last meeting, _____ of the _____ committee moved that _____. Is there any discussion?"
9. "The meeting is now open for new business."
10. "The chair now recognizes _____."
11. "It has been moved and seconded that _____ is there any discussion?"
12. "We will now vote on the motion that _____. All in favor say 'Aye.' All opposed say, 'Nay.' The motion is carried/ or not carried."
13. "If there's no objection, the meeting is now adjourned?" (Or, "Is there a motion to adjourn.")

Types of Motion

Main motions introduce new business to a group. They propose actions. Example, "I move that we increase the number of points for doing community service."

Motions that bring a question before the council is a way to readdress a motion considered earlier but in the same meeting. Example, "I move we reconsider the motion to increase the number of points for community service."

Subsidiary motions propose ways of dealing with a main motion that's on the floor. Example, "I move that we refer this motion to committee."

Privileged motions deal with issues needing immediate attention but not connected to the motion on the floor. Example, "I move that we break until 6:30 pm so everyone can eat."

Incidental motions deal with procedural issues that must be resolved before the meeting continues. Example: "Point of order. We do not have a quorum to continue."

Handling a Main Motion

1. Member asks for and gets recognition from the chair.
2. Member says, "I move that ____." Another member seconds motion, or the chair asks, "Is there a second?"
3. Chair states motion (There is a motion that_____") and asks for discussion.
4. Members ask to be recognized and enter into debate. Maker of motion has first right to floor. Debate only on the motion itself and address the chair.
5. Debate is closed when no members seek floor, or when previous question is seconded, and voted on.
6. Chair puts question to vote.
7. Chair announces result of vote.

* While a main motion is pending no other main motions may be introduced. Privileged, secondary and incidental motions are permitted in order of rank.



Resources Training, Research, & Funding

Organizational and Youth Developmental Resources

Community Matters

By building community, supporting positive youth development, making organizations more effective and creating partnerships and coalitions, Community Matters equips individuals and organizations with the knowledge, tools, and experiences for improving their communities.

www.community-matters.org

Impact Coaching & Speaking, Inc.

Impact Associates has extensive expertise in positive youth development, organizational development, and community building in both the United States and Mexico.

www.impact-associates.org

Paso del Norte Enterprise Resource Center

The Center provides services that build capacity within nonprofit and community-based organizations in the Paso del Norte region.

www.nonprofitec.org

University of Kansas Community Tool Box

The Tool Box provides over 6,000 pages of practical skill-building information on over 250 different topics. Topic sections include step-by-step instructions for developing by-laws, working with the media, community assessments, marketing, and other examples, check-lists, Powerpoint presentations, and resources.

<http://ctb.ku.edu/>

Search Institute

Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the institute generates and communicates new knowledge, and brings together community, state, and national leaders.

www.search-institute.org

Research Tools

Demographic Data Source

United States Census 2000 Website serves as the leading source of quality data about the nation's people and economy.

www.census.gov

Needs Assessment Website

The mission of the North Dakota Department of Public Instruction is to provide leadership for a comprehensive system of educational opportunities for all people of North Dakota. The department is dedicated to provide assistance and serve as a resource for all school districts and related education organizations in North Dakota, as illustrated through its goals. This document is a helpful needs assessment tool available to the general public.

www.dpi.state.nd.us/grants/needs.pdf

YRRS Data Source

CDC is leading the way in preventing health risks among children, adolescents, and young adults by identifying and monitoring priority health risk behaviors through systems such as the Youth Risk Behavior Surveillance System.

www.cdc.gov/HealthyYouth/yrbs/index.htm

Resources Publishers

Fieldstone Alliance

Formerly Wilder Publishing, the new alliance provides publications, consulting, training, and demonstration projects that work together to strengthen the performance of the nonprofit sector.

www.fieldstonealliance.org/client/client_pages/links.cfm

Search Institute Publishing Department

Committed to helping create healthy communities for every young person by creating books and other materials that welcome and respect people of all races, ethnicities, cultures, genders, religions, economic backgrounds, sexual orientations, and abilities.

www.search-institute.org/catalog/customer/home.php

Funding Resources

Paso del Norte Health Foundation

The Paso del Norte Health Foundation (PdNHF) is one of the largest private foundations on the U.S. - Mexico border. The main focus of PdNHF is to help those within the community who are most in need. To envision the region where all people, regardless of socio-economic status, have the knowledge, resources, and environment they need to live healthy lives. PdNHF provided the initial financial support for the Action for Youth Initiative.

www.pdnhf.org

The Foundation Center

The Foundation Center is a non-profit organization devoted to serving the information needs of grantmakers and grantseekers. They publish an extensive list of books and provide libraries and training sessions related to the non-profit sector. The Website's Reference Desk has a FAQ page organized by topic, a long list of annotated links for finding online sites related to non-profits, and an online reference librarian who takes questions by e-mail. There are also some informational materials online such as "A Proposal Writing Short Course."

<http://fdncenter.org/>

Funding Resources for Nonprofit Organization

This web page, presented by The Grants Information Center at the University of Wisconsin at Madison, "includes funding resources for organizations and sponsored individuals, as well as information on varied aspects of philanthropy and fundraising." Includes links to other Internet resources.

www.library.wisc.edu/libraries/Memorial/grants/nonprof.htm

Grants Web

A great resource for researching available public, private and Government grants.

www.srainternational.org/newweb/grantsweb/index.cfm

Grants, etc.

Designed to enable both experienced and novice grantseekers and fund-raisers to access information on the Internet by providing annotated links to a variety of funding sources, including corporate, foundation, non-profit, government, individual and international sources. This site also provides information about related learning resources, such as workshops, associations, journals, and libraries. Grant seekers will also discover proposal writing suggestions and supportive data sources, such as statistical information, from this site.

www.ssw.umich.edu/resources/index2.html?collection=grants

GuideStar

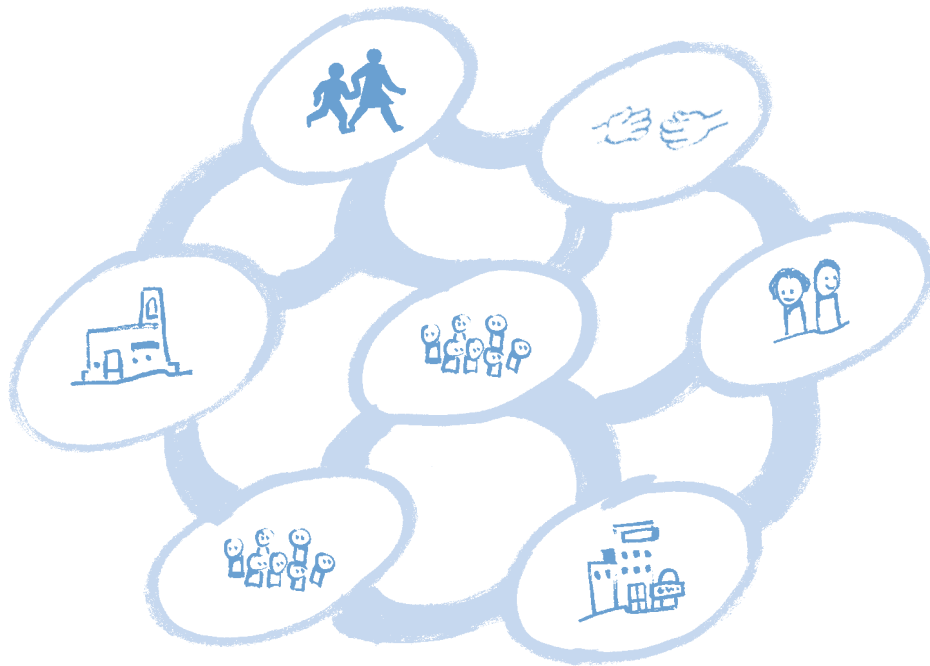
A free information service on the programs and finances of more than 600,000 charities and nonprofits, news on philanthropy, and resources for donors and volunteers." The site has a database of charities and nonprofits that is searchable by keyword, location, or income range; a news service; classified ads placed by the nonprofit organizations in the database; and suggestions to individuals about charitable giving, including tips on tax deductions and non-cash contributions.

www.guidestar.org

Actuate Professional Services

Works with individuals, not-for-profits and for-profit businesses to help them reach their goals by providing affordable writing, research, coaching, planning and training services.

www.actu8.org



Engaging a Community to Develop Healthy Youth

Author, Editor: John Linney impactassociates@aol.com for **Impact Coaching & Speaking**.

Graphic Designer: Eddy Soto eddysoto@gmail.com for **Paper Chase 2** 915.855.8600 (El Paso, TX).

© 2006 El Paso del Norte Health Foundation.

notes



