Program Work Team Petition

1. Name of PWT: Risk and Thriving in Adolescence

2a. Co-Chair (Lead): Jutta Dotterweich
Title: Training Coordinator, ACT for Youth Center of Excellence
Address: Bronfenbrenner Center for Translational Research, Beebe Hall, 110 Plantation Rd, Ithaca, NY 14853
Phone: 607-255-4108
Fax: 607-255-8562
e-mail: jd81@cornell.edu

2b. Co-Chair: Melissa C. Schroeder
Title: Youth and Family Development
Address: 323 Owego Street
Phone: 607-535-7161
Fax: 607-535-6813
e-mail: mcs35@cornell.edu

3. List names, affiliations, and contact information of all other program work team members. Please note with an asterisk those who are external stakeholders.

   (1) Megan Tifft; CCE Tompkins, met38@cornell.edu

   (2) Jacqueline Davis-Manigaulte; CCE NYC, jad23@cornell.edu

   (3) Mary Jane Rissacher, CCE Albany, msr16@cornell.edu

   (4) Rebecca Ireland-Perry, CCE Cortland, rli3@cornell.edu

   (5) Amie Matichak, CCE Wayne, ac882@cornell.edu

   (6) Jessica Spence, CCE Yates, jls233@cornell.edu

   (7) Rachel Williams, CCE Seneca, rrw33@cornell.edu

   (8) Autumn Lavine, CCE Tioga, aml84@cornell.edu

4. In addition to membership of any external stakeholders indicated in item #3, outline other ways your PWT plans to fully engage stakeholders in work team activities.

   One of our goals as a PWT will be to engage with external stakeholders, and we will utilize the Youth Development Research Update as a method for including and reaching stakeholders outside of our CCE system. Building on past collaborations through the NYS Advancing Youth Development Partnership we will reach out to the Association of NYS Youth Bureau and the network of prevention providers affiliated with the ACT for Youth Center of Excellence. Both networks are statewide.

5a. Briefly list below up to six (6) major statewide program needs that concern or fall within the purview of your proposed PWT.
6.1 Positive Youth Development including

Life Skill Development (taken off FY 2012 Plan of Work)

- Enhancing youth development (1. Assisting youth to gain knowledge and skills that may assist them with making more informed decisions 2. Peer pressure skills 3. Where to go in the broader community for guidance or services for substance abuse, pregnancy, pregnancy prevention 4. Communication strategies for talking with parents or caretakers and comfort level with sensitive topics
- Outcome for this PWT would be to provide knowledge and research regarding adolescents and risky decision making to 4-H Educators so they in turn are able to apply this knowledge within their 4-H programming to improve the life skills of young people and parents.
- Strong community networks that link diverse subgroups

5b. Describe the process used with prospective PWT members to determine these statewide program needs.

Prior to applying to become a separate PWT the group existed as the Risk Taking in Adolescence Subcommittee of the Healthy Lifestyles PWT. During that time we created and administered a survey to 4-H Youth Development Educators, which enabled us to generate a list of topics and resources that were wanted within the 4-H system. During the Centennial Conference a workshop was offered that described what the Risky Decision Making in Adolescence Subcommittee had been working on, and an additional survey was given asking educators to prioritize the resources from the previous survey. This process generated a working document of PWT priorities to match our goals and strategies.

6a. In general, what major PWT programs or activities are planned (or will be explored) to address the statewide program needs identified above?

- Youth Development Research Update
- Fact Sheets (synthesizing research, condensed for community-based educators to use with collaborators, and parents)
- Utilization of the ACT for Youth website within 4-H YD as well as 4-H website and listserv
- Identification of new resources and projects with the potential to link researchers and community educators

6b. What intended outcomes would this PWT hope to realize from these potential programs/activities?

- Identify and develop resources to educate 4-H educators on adolescent development, positive youth development as well as risky decision making and associated risk behaviors and prevention approaches
- Support the involvement of 4-H educators in community efforts to prevent and address risk behaviors (funding opportunities/community partners) and promote positive youth development and healthy risk taking opportunities
6c. In what ways will this PWT’s programs and activities be evaluated? Outline in brief your early thinking as to how PWT efforts will be evaluated for outcome determination, effectiveness and impact.

- Assess 4-H educator knowledge and capacity of delivering programs and approaches to prevent negative behavior outcomes (teen pregnancy, school drop-out, substance abuse, bullying and violence/anti-social behaviors)
- Form connections with Cornell researchers and resources to identify current research and best practices
- Gather, develop and disseminate resources to inform 4-H educators about adolescent development, positive youth development, risk taking and prevention approaches
- Identify funding opportunities and community partners and disseminate information to 4-H educators for potential programming ideas

6d. What timeline do you view as adequate for your PWT to carry out likely programs/activities and to realize hoped for outcomes?

Our work would be spread out through our program year: October 1, 2011 to September 30, 2012. Our initial surveying is complete, and we have a conference call schedule established along with two face to face meetings planned. The development of sub committees may also be another approach we take to dividing the work and maintaining our focus. Within the first 6 months the PWT will schedule a meeting to discuss recruiting external stakeholders, primarily reaching out to the networks of prevention providers and county and municipal youth bureaus. The goal will be to convene a meeting with external stakeholders to review and modify PWT goals and objectives before the end of year 1.

7. What steps does this PWT intend to take to further the integration of research and extension in its programs/activities?

- Potential collaboration with Parenting Education PWT
- Planning, development, and participation of Youth Development Research Update

8. What steps does this PWT intend to take to foster multi-disciplinary collaboration and approaches in addressing the statewide program needs identified above?

The Risk and Thriving in Adolescence and the Parenting Education PWT share many areas of interest and thus offer many opportunities for collaboration. Recently, the Parenting Education PWT began exploring how to integrate and include youth development within parenting education. The Parenting Education PWT has resources that may benefit the Risk and Thriving in Adolescence PWT. The Parenting Education PWT sponsors a Parent Education In-Service each year in January, and the Risk and Thriving in Adolescence PWT will provide a brief report, collect feedback, and possibly explore opportunities for the future. Using the Parenting Education PWT may also help gain external stakeholders for the Risk and Thriving in Adolescence PWT as outside partners attend the January In-Service. The PWT will also connect with the soon to be re-activated Youth Community Action PWT since both PWT's share a focus on youth development, specifically developing core competencies in young people.
The Youth Development Research Update will provide another opportunity to connect with youth serving professionals outside the CCE system and explore possible collaborations within the PWT as well as counties.

9. What internal (Cornell and/or CCE association/regionally-affiliated) sources of support, if any, are already committed to support work team activities?

We have the support of our PWT members to assist with the tasks related to our project goals. We will also utilize the PWT to gain a member that represents each 4-H Educator District so that information can be shared with all 4-H educators during their formal district business meetings. The PWT will aim to engage at least one more faculty member.

The ACT for Youth Center of Excellence supports PWT efforts and activities by providing research findings and factsheets and identifying new youth development resources.

10a. What external (non-Cornell and/or CCE association/regional-affiliated) sources of support, if any, are already committed to support work team activities?

Initial outreach efforts have resulted in several local youth bureaus and youth serving agencies that focus on adolescent pregnancy prevention expressing interest in joining the PWT. The work team will commit the first 6 months of the year to develop a strategy for recruitment of external stakeholders including a list of potential partners beyond the two networks mentioned above. The PWT will convene a meeting in January 2012 to finalize recruitment plans and tasks.

10c. What external sources of support will be targeted and sought to support work team activities?

The PWT will formalize the engagement and membership of youth bureau and prevention provider representatives. Members will explore ways for external members to bring in their expertise and strengths and make contributions to the PWT objectives.