

Positive Youth Development Additional Resources

The following resources are provided to support programs pursuing continuous quality improvement. The topics reflect the eight Essential Elements as identified by Eccles and Gootman (2002) and are divided into three categories:

Why is this important? This section includes resources covering theory, rationale or relevant research on the topic

How can I help my staff in this area? This section includes resources for managers to bolster staff training

How can my staff help youth in this area? This section includes resources for direct staff to utilize with youth

These resources support Army Youth Program Assessment (AYPA) Improvement Action Proposals and Plan and are evidence-based, provided by credible sources, focused on school-aged children and teens, accessible, and relevant.

Physical and Psychological Safety Resources:

Why is this important?

Resource 1: Self-Regulation Skills

When youth are unable to control their emotions, it can create tension, conflict, and feelings of insecurity within the group. Big emotional outbursts often undermine the physical and psychological safety of the group. Supporting youth in learning to manage their thoughts and feelings, also known as "self-regulation skills", promotes both group safety and youth positive development. This brief YouTube video provides a rationale for why teaching self-regulation skills is important.

Managers and staff could:

- Use the video to understand how helping youth regulate their emotions will cultivate a safer environment
- Incorporate research from the video that shows students with better self-regulation have better outcomes into presentations and staff training

Resource

Title: [Self-Regulation Skills: Why they are fundamental \(Video clip, Committee for Children\)](#)

Link: https://www.youtube.com/watch?v=m4UGDaCgo_s

Resource 2: Bullying

Bullying is a prime factor for an environment to feel physically and psychologically unsafe. Youth workers must understand that bullying is a serious concern, and timely interruption can prevent a potentially negative and lasting effect on both the victim and the bully.

Research shows the experience of bullying can cause anxiety, depression, and other mental health concerns. This fact sheet from stopbullying.gov outlines the potential for bullying to become an adverse childhood experience (ACE), which places youth at a much higher risk for serious physical health issues.

Managers and staff could:

- Use the fact sheet to recognize the mental and physical health effects of bullying as an adverse childhood experience
- Understand the different strategies that could be used to effectively address bullying and foster healthy peer relationships

Resource

Title: [Bullying as an Adverse Childhood Experience \(Fact Sheet, stopbullying.gov\)](#)

Link: <https://www.stopbullying.gov/sites/default/files/2017-10/bullying-as-an-ace-fact-sheet.pdf>

How can I help my staff in this area?

Resource 1: Practicing Co-regulation

This interactive process of learning self-regulation with a trusted adult is called "co-regulation." Co-regulation is important throughout the lifespan.

The following brief provides a thorough explanation of what co-regulation looks like and how co-regulatory support changes at each stage of development.

Managers could:

- Ask staff to read about the co-regulation support needed at each developmental stage
- Discuss the developmental needs of youth in their program and how to best support them
- Brainstorm with staff activities that could be used to help youth practice self-regulation and mindfulness

Resource

Title: [Co-Regulation From Birth Through Young Adulthood \(Practice Brief, Duke Center for Child and Family Policy for the Administration for Children and Families\)](#)

Link: <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/Co-RegulationFromBirthThroughYoungAdulthood.pdf>

Resource 2: Modeling Self-Regulation

One of the most effective ways adults can support youth in developing self-regulation skills is through modeling. Adults' own ability to manage their emotions plays a vital role in helping youth develop self-regulation skills.

The following video helps illustrate this point, showcasing an elementary teacher modeling emotion identification with her students. While the video shows younger school age children, the concepts equally apply to older children and adolescents as well. The key is to adapt the language to youth participants' developmental level in a way that feels authentic and relatable.

Managers could:

- Provide staff with appropriate resources and training in self-awareness and emotional regulation skills
- Discuss the importance of supportive relationships and structured environments for promoting a sense of security for youth to practice emotion regulation
- Brainstorm with staff ideas for activities that would allow youth to practice self-regulations skills

Resource

Title: [Teaching Self-Regulation Through Modeling \(Video clip, Edutopia\)](#)

Link: <https://www.youtube.com/watch?v=UD9m5n-ZpB0>

How can my staff help youth in this area?

Resource 1: Establish Ground Rules

Providing youth with an opportunity to discuss the importance of ground rules creates greater "buy in" from youth group members.

The following resource is a guide for staff in structuring a discussion activity for youth in their program to help establish a safe and respectful learning environment. Creating guidelines as a group will help minimize negative conflict between group members moving forward.

Staff could:

- Facilitate discussion as youth work collaboratively to establish ground rules
- Help youth understand the importance of ground rules in creating a safe and respectful environment

Resource

Title: ["Establishing Ground Rules" \(Lesson guide, Anti-Defamation League\)](#)

Link: <https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/establishing-ground-rules.pdf>

Resource 2: Addressing Bullying

Bullying or other relational aggression is a prime culprit in cultivating an environment that feels physically or psychologically unsafe. Sometimes the best way to address the issue is to tackle it head on and have a direct discussion about it within the group. In fact, research has shown that adults taking intentional time to listen and talk with youth is extremely beneficial to their development and overall wellbeing.

The following videos and discussion prompts were designed to start open conversations about bullying. These resources can be used and adapted by staff to facilitate a conversation with youth group members.

Staff could:

- Prepare for discussion by structuring the conversation, including prediction and problem-solving around potential barriers or sticking points that may come up
- Establish guidelines on respectful communication with youth to make for a more productive conversation

Resource

Title: [Kid videos \(Video clips with quiz questions, stopbullying.gov\)](#)

Link: <https://www.stopbullying.gov/kids/kid-videos>

Title: [Videos & Social Media \(Videos clips, stopbullying.gov\)](#)

Link: <https://www.stopbullying.gov/videos-social-media>

Resource 3: Encouraging "Upstanders"

This video shows youth how to become "upstanders", rather than bystanders to bullying. Youth staff can utilize these resources with youth group members to encourage their participation in helping the group environment feel safe for everyone.

Staff could:

- Brainstorm with youth potential ways they could be "upstanders" and help a peer that is being bullied
- Help youth understand the role of an upstander and its importance

Resource

Title: [Bystanders to bullying \(Video clip, stopbullying.gov\)](#)

Link: <https://www.stopbullying.gov/prevention/bystanders-to-bullying>

Resource 4: Breathing and Mindfulness Activities

Youth leaders can help youth develop regulation activities by practicing regulation skills as a group when they are calm. Leaders will then be able to recommend these practiced skills when youth are in distress.

This website has short mindfulness and breathing activities designed for teens, which can be completed in under 2-, 5-, or 10- minutes. Leaders may choose one activity to conduct with their teens, perhaps as an introduction or a brief break activity

Staff could:

- Use the following resource to allow youth to learn and practice strategies for self- regulation
- Discuss with youth which exercise worked best for them personally and how they can use the exercise in the future

Resource

Title: [Change to Chill: Chill Breaks \(Activity guides, Allina Health\)](#)

Link: <https://www.changetochill.org/chill-breaks/>

Supportive Relationships Resources:

Why is this important?

Resource 1: Youth Resilience

Secure attachments with caring adults provide various protective factors and develop coping skills that are fundamental for fostering youth resilience. Establishing supportive relationships can help youth buffer stress responses and allow them to develop appropriate emotional and behavioral reactions. Supportive relationships build the capacity for youth to adapt and thrive despite adversity.

The following working paper explains the foundations for youth resilience, including the research findings that support the importance of resilience for positive youth development and describe long-term health benefits.

Managers could:

- Use the research findings to teach staff about what influences the development of resilience in youth and how resilience relates to supportive relationships
- Develop ideas to strengthen youth programs based on the implications of the research findings

Resource

Title: [Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience](#)
(Working paper, National Scientific Council on the Developing Child)

Link: <https://developingchild.harvard.edu/wp-content/uploads/2015/05/The-Science-of-Resilience.pdf>

Resource 2: Positive Adult Role Models

Adult mentors and role models are important for positive youth development as existing research suggests there are substantial benefits for youth through meaningful youth-adult relationships (e.g., improved academic achievement, positive identities, and increased community involvement). Youth programs offer ample opportunity for youth to have positive experiences with adults who support their intellectual and social development.

The following learning brief provides an overview of positive adult role models and the assortment of benefits associated with supportive youth-adult relationships.

Managers and staff could:

- Use the resource to understand and strengthen their knowledge on the framework for supporting and mentoring youth
- Use the examples of successes and challenges of positive youth-adult relationships to identify potential areas for development within youth programs

Resource

Title: [K-12 Student Success: Positive Adult Role Models \(Learning brief, The Oregon Community Foundation\)](#)

Link: https://oregoncf.org/Templates/media/files/grants/k12_student_success/2016%20Positive%20Adult%20Role%20Model%20Learning%20Brief.pdf

How can I help my staff in this area?

Resource 1: Establishing Supportive Relationships between Teachers, Staff, and Students

By understanding structure for creating supportive relationships, it allows for effective youth-adult partnerships. Maintaining certain attitudes and beliefs may hold detrimental in creating effective youth-adult partnerships.

This PowerPoint (slides 14-28) contains organizational structure, tips, and models for establishing supportive relationships. It breaks down between each level of existing relationships within a program such as student-student, staff-student, etc.

Managers and Staff could:

- Identify key aspects of models
- Practice phrases used in establishing supportive relationships by role playing
- Print out models in staff training

Resource

Title: [Safe Supportive Learning: Establishing Supportive Relationships between Teachers, Staff, and Students](#)

Link: https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110303_PresentationFINALEstablishingrelationshipsSSSTA21711public.pdf

Resource 2: Relational Strategies

Relational strategies, such as personalized attention, that enhance intentional and stimulating interactions with youth are crucial to forming meaningful youth-adult relationships.

This workshop guide includes activities for youth program staff to practice the various examples of relational strategies described for establishing supportive youth-adult relationships.

Managers could:

- Brainstorm with youth program staff different relational strategies that can be implemented to and commonalities and build rapport with youth
- Model active listening and mutual respect through collaborative group activities with youth program staff
- Ensure that youth program staff understand their role as supportive adults and address questions staff may have

Resource

Title: [Youth Inclusion Workshop Guide: Using Relational Strategies \(Workshop guide, REACH\)](#)

Link: https://reachfamilies.umn.edu/sites/default/files/ext/inclusion/pdf/Workshop_Relational_Strategies.pdf

How can my staff help youth in this area?

Resource 1: Active Listening

Communication is an important aspect of building a supportive youth-adult relationship. One necessary skill associated with effective communication is active listening. Active listening can help build rapport by showing the speaker that their opinions and ideas are valued.

The following resource can serve as a guide for youth program staff to engage in active listening and model positive communication for youth.

Staff could:

- Create a safe and comfortable space for youth to share by being respectful and accepting
- Express that they are available for interaction with youth through appropriate body language and tone
- Demonstrate attentiveness and empathy during active listening by paraphrasing or asking open-ended questions while respecting boundaries

Resource

Title: [Active Listening Guidelines \(Guide, Act for Youth\)](#)

Link: <https://actforyouth.net/resources/yd/sel-active-listen.pdf>

Resource 2: Positive Feedback

Another strategy for supporting youth development is through positive feedback. By providing youth with descriptive and constructive feedback, it challenges them to step out of their comfort zones and encourages self-improvement. In addition, it allows program staff to demonstrate genuine care and interest for the well-being and growth of youth.

The following guide defines positive and corrective feedback and provides examples of each. Practice examples are also provided so that youth program staff may apply their knowledge.

Staff could:

- Demonstrate attention to detail and attentiveness when providing youth with behavior- specific feedback
- Help youth identify and assess possible areas of improvement and provide guidance for future behaviors

Resource

Title: [Positive and Corrective Feedback \(Guide, Act for Youth\)](#)

Link: <https://actforyouth.net/resources/yd/sel-feedback.pdf>

Opportunities to Belong Resources:

Why is this important?

Resource 1: Social Inclusion

The need for social connection is innate. Although, feelings of belonging matter for humans throughout our entire lifespan, they are particularly salient for young people as they negotiate new peer groups and relationships, form new social ties and find their fit within social groups. Supporting youth in feeling accepted and valued as a member of the youth program is linked with a greater sense of social responsibility, engaging in healthy behaviors, and avoiding unhealthy behaviors.

This video provides an overview on how social belonging relates to academic, health and other life outcomes for youth. It also describes some strategies to ensure greater inclusion and a supportive environment for youth.

Managers and Staff could:

- Learn how feelings of belonging relate to youth identity
- Identify how environment, people, experiences, and time can be used to foster feelings of belonging
- Learn strategies to foster feelings of belonging through activities like normalizing belonging uncertainties and struggle stories

Resource

Title: [Social Belonging for Youth: Research and Promising Practices \(Video clip, Forum for Youth Investment\)](#)

Link: https://www.youtube.com/watch?v=ncCvUxN2REk&feature=emb_logo

Resource 2: Social-Emotional Learning

Better social and emotional skills help youth to get along with other youth and adults and can be developed through social-emotional learning (SEL). SEL is the process through which individuals can understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Youth that possess strong social and emotional skills have a greater likelihood for positive engagement and learning.

The short video and web link explains SEL and its core competencies for developing skills that are critical for future success.

Managers and Staff could:

- Expand their understanding of core competencies that constitute social-emotional skills
- Learn practical tips to apply the social-emotional skills in their ongoing youth program
- Understand how these skills impact academic achievement and classroom behaviors, community engagements and overall emotional growth of the youth

Resource

Title: [Social-Emotional Learning: What is SEL and Why SEL Matters \(Video clip, Committee for Children\)](#)

Link: <https://www.youtube.com/watch?v=ikehX9o1Jbl&feature=youtu.be>

Title: [CASEL's Widely Used Framework Identifies Five Core Competencies \(Web Link, Collaborative for Academic, Social, and Emotional Learning\)](#)

Link: <https://casel.org/fundamentals-of-sel/>

How can I help my staff in this area?

Resource 1: Developing a Sense of Belonging

A sense of belonging or fitting in is one of the most pronounced developmental needs of adolescent youth. When the youth program promotes inclusion, connections among youth and adults are strengthened, leading to positive youth outcomes.

This webinar presentation discusses five essential conversations, which are possibility, ownership, dissent, commitment, and gifts. These conversations are instrumental for belonging, ownership and engagement.

Managers could:

- Motivate youth to share ideas during meetings and encourage each other
- Use recommendations from the webinar to evaluate their youth program
- Brainstorm with youth regarding their understanding of inclusion and exclusion within the program settings

Resource

Title: [Engaging Communities: It's all about relationships! \(Webinar, Children, Youth, and Families At-Risk Professional Development and Technical Assistance Center\)](#)

Link: <https://cyfar.org/node/561>

Resource 2: Developing a Sense of Belonging

By creating an environment that fosters belonging, youth can easier build connections with other peers and staff. The supplement to having a sense of belonging is engaging with others to build connections.

This website contains 10 community building activities along with videos to help illustrate how activities should be completed. Each video and activity is labeled with the set age group intended for the activity.

Managers and Staff could:

- Have youth complete the activity appropriate to their age range
- Have youth reflect on what they learned after completing the activity

Title: [Edutopia: 10 Powerful Community Building Ideas](https://www.edutopia.org/article/10-powerful-community-building-ideas)

Link: <https://www.edutopia.org/article/10-powerful-community-building-ideas>

Resource 3: Fostering Connections

Feeling connected with peers and adults can positively affect youth's mental health and academic skills; therefore, it is important to create a physically and emotionally safe space where such connections can occur.

This article describes how youth program staff can play a key role in increasing a sense of belonging by discussing important topics, helping youth understand the impact they have on others, and creating shared set of ground rules.

Managers could:

- Facilitate group discussions around topics such as what membership to the program means to them and how youth can help create a more inclusive environment
- Create an emotionally safe space by having open conversations about microaggressions (indirect, subtle, or unintentional discrimination against members of a marginalized group) and how they can be redirected
- Conduct regular team building activities to strengthen relations among participants of youth program

Title: [Essential elements of 4-H: Belonging \(Article, MSU Extension 4-H Life Skills\)](https://www.canr.msu.edu/news/essential-elements-of-4-h-belonging)

Link: <https://www.canr.msu.edu/news/essential-elements-of-4-h-belonging>

How can my staff help youth in this area?

Resource 1: Introduction Icebreakers

Icebreakers help familiarize youth with each other and create a relaxed atmosphere that can facilitate greater engagement in activities. With icebreakers, staff can encourage youth to take appropriate risks and practice new skills in a safe environment.

The following article is a guide for youth program staff in structuring and implementing icebreakers for successful group interactions. Some examples of introduction type icebreakers can help youth program staff design their own activities.

Staff could:

- Discuss acceptable and unacceptable behavior with participants
- Choose icebreaker activities according to group size and practicality
- Conduct these activities after ensuring that participants see the youth program to be a safe space

Resource

Title: [Icebreakers creating a safe environment \(Article, MSU Extension\)](#)

Link: https://www.canr.msu.edu/news/icebreakers_creating_a_safe_environment_part_1_introduction

Resource 2: Building Empathy

Cultivating empathy in youth programs helps to develop feelings of inclusion and promote diversity. Providing an environment where youth are empathetic towards the needs of other participants makes the youth feel that they belong.

This resource is a booklet consisting of 11 age-specific activities to cultivate youth's empathy skills that will help foster a sense of belonging with other participants and youth program staff.

Staff could:

- Understand different ways through which empathy can be cultivated
- Modify these activities with youth
- Encourage youth to self-assess any change in their empathetic outlook after participating in these activities

Resource

Title: [Empathy in Your Classroom \(Booklet, Teachers Guild\)](#)

Link: <https://www.oakland.edu/Assets/Oakland/galileo/files-and-documents/Empathy%20in%20Your%20Classroom%20Teachers%20Guild.pdf>

Resource 3: Encouraging Participation

Engaging youth in their own development promotes a sense of belonging and is strongly linked with youth's participation and retention in youth programs. Participation is also associated with youth empowerment, which supports positive youth development and leads to outcomes like increased social skills and decreased violent behavior.

This research study examined the difference between 4-H and non 4-H programs in terms of belonging and inclusion. The results found that participants in the 4-H program had a greater sense of belonging and inclusion, as compared to non 4-H program participants and as the degree of 4-H participation increases, the members reported a greater sense of belonging and inclusion.

Staff could:

- Encourage youth to stay enrolled within the program and provide opportunities to participate actively
- Conduct regular activities that promote a sense of belonging to the program and group members
- Allocate activities to youth on the basis of their duration of membership to the program

Title: [Quality 4-H Youth Development Program: Belonging \(Article, Journal of Extension\)](#)

Link: <https://archives.joe.org/joe/2007october/a8.php>

Positive Social Norms Resources:

Why is this important?

Resource 1: Social Cognitive Theory

Healthy youth-adult and peer relationships are crucial to youth for learning appropriate behavior and understanding social expectations. Youth learn positive social norms through the various social interactions and relationships they have with other people.

The following module describes the principles of the social cognitive theory, which suggests that children and youth learn appropriate behavior and skills through observation of behavior modeled by peers and adults.

Managers and staff could:

- Use this module to understand the theoretical foundations of behavior modeling and the learning process behind observation of modeled behavior
- Learn how to apply the principles of social learning theory to integrate into activities and model positive social norms for youth

Title: [The Social Cognitive Theory \(Theory discussion, Boston University School of Public Health\)](#)

Link: <https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html>

Resource 2: Prosocial Behavior

One important outcome of promoting positive social norms is prosocial behavior (behavior that promotes social acceptance and friendships). Prosocial behavior is associated with development of social and cognitive competencies in youth such as collaborative learning and emotional regulation skills.

The following literature review discusses the current areas of research examining prosocial behavior in youth. Research findings about the developmental processes, related outcomes, and implications for promoting prosocial behavior are described in this resource.

Managers and staff could:

- Identify the different factors described in the research findings that influence the development of prosocial behaviors in youth
- Consider the implications of the research findings for promoting prosocial behavior and fostering positive social norms for youth programs

Title: [Prosocial Behavior and Schooling \(Research brief, Encyclopedia on Early Childhood Development\)*](#)

*This title is based on the title of the resource and has information applicable to youth programs.

Link: <https://www.child-encyclopedia.com/prosocial-behaviour/according-experts/prosocial-behaviour-and-schooling>

Resource 3: Positive Social Norms

Positive social norms foster the development of healthy standards and expectations and are associated with positive youth outcomes. It is important to have a strong understanding of the concepts and factors that influence development of positive behaviors when establishing program norms and expectations.

The following resource is a comprehensive module that includes an overview of positive social norms and an interactive case study for application of key concepts.

Managers and staff could:

- Use the following resource to develop and practice skills for conveying and promoting positive social norms
- Improve their understanding of concepts and definitions related to positive social norms

Title: [Positive Social Norms Module \(Training module, REACH\)](#)

Link: <https://reachfamilies.umn.edu/positive-youth-development>

How can I help my staff in this area?

Resource 1: Self-Regulation and Mindfulness

Relationships and social interactions have a significant impact on how youth learn to integrate positive social norms and expectations into their own daily lives. Therefore, it is important for youth program staff to be able to effectively model self-regulation strategies for youth.

The following article describes strategies that adults can use for practicing mindfulness and modeling self-regulation for youth. Youth program staff can use the following resource to practice their own ability for emotional regulation in order to model positive norms for youth.

Managers could:

- Brainstorm with staff activities or strategies that could be used to practice and foster self-regulation in youth
- Provide staff with resources and opportunities to practice different mindfulness and self-reflection skills regularly
- Discuss the importance of self-regulation for fostering and enforcing positive social norms with staff

Resource

Title: [How to Develop and Practice Self-Regulation \(Article, verywellmind.com\)](#)

Link: <https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536>

Resource 2: Positive Role Model

One important factor for fostering positive social norms is for adults to form supportive relationships with youth. Adults who act as positive role models can challenge growth, show care and support, and encourage civic engagement in youth.

The following resource briefly describes the importance of positive role models and qualities that good role models possess.

Managers could:

- Use the resource to help youth program staff understand their role as a positive adult figure in the lives of youth
- Brainstorm with youth program staff the range of qualities that may be important for being a positive role model for youth
- Understand how these qualities can be used to model positive social norms for youth

Resource

Title: [What Is a Role Model? Five Qualities that Matter to Youth \(Article, rootsofaction.com\)](#)

Link: <https://www.rootsofaction.com/role-model/>

How can my staff help youth in this area?**Resource 1: Understanding Diversity**

Discussion of different cultures fosters inclusion in an environment and provides youth with an opportunity to learn about culturally appropriate norms. Helping youth learn and have appropriate conversations about diversity can help foster development of positive peer relationships and integration of positive social norms.

The following resource contains different activities for guiding discussions about diversity among youth and can be used to reduce negative stereotypes and practice mindfulness.

Staff could:

- Facilitate activities about different cultures and backgrounds to ensure positive peer interactions
- Guide youth in identifying and correcting any misperceived stereotypes or norms
- Provide additional resources or materials that portray accurate norms for different groups

Resource

Title: [Diversity Activities for Youth and Adults \(Activities, PennState Extension\)](#)

Link: <https://extension.psu.edu/more-diversity-activities-for-youth-and-adults>

Resource 2: Setting Classroom Rules

One important consideration for fostering positive social norms is creating a secure and inclusive environment for youth to have open conversations about norms and expectations. Providing youth with the opportunity to take initiative in creating rules and boundaries allows them to collaborate with peers in developing in an environment where they feel comfortable and supported.

The following resource provides guidelines and examples of activities for creating classroom expectations.

Staff could:

- Brainstorm with youth different rules and boundaries that could be implemented to promote a safe and inclusive environment
- Discuss the importance of having classroom rules with youth so that they can have a deeper understanding of expectations and norms
- Hold youth accountable for the classroom expectations by publicly displaying the rules

Resource

Title: [Creating Classroom Rules \(Article, The Art of Education University\)](#)

Link: <https://theartofeducation.edu/2017/08/08/3-benefits-creating-classroom-expectations-students/>

Appropriate Structure Resources:

Why is this important?

Resource 1: Understanding Youth Needs

Uncertainties and inconsistencies in youth's lives can limit their willingness to engage in problem solving or take on new challenges. Having a predictable environment with well- defined rules and expectations lays the foundation for a safe environment. Developmentally appropriate structures establish secure interpersonal relationships between youth and adults in the program.

This article highlights appropriate structure strategies identified by the Institute for Youth Success to support learning and youth's sense of belonging and mattering. The article also describes strategies to build appropriate structures and establish clear limits.

Staff and Managers could:

- Understand how young people can feel safer when program implements clear limits and structure
- Brainstorm innovative ways of re-creating program schedule, keeping structure and routine in consideration
- Draw parallels between parenting style and child outcomes from research and apply this information to their own program

Resource

Title: Structure & Clear Limits: Strategies for Creating a Safe and Productive Learning Environment (Article, Education Northwest)

Link: <https://educationnorthwest.org/insights/structure-and-clear-limits-strategies-creating-safe-and-productive-learning-environment>

How can I help my staff in this area?

Resource 1: Guidelines for Boundary Training

Although most behavior between youth and staff may not violate laws or rules, some behaviors may cross personal boundaries. Appropriate staff behavior is important for promoting healthy youth-adult relationships and preventing possible misconduct.

This article provides a summary of the risk factors that can lead to unhealthy boundaries and offers suggestions on how to reduce those risks factors. Staff who establish healthy boundaries will help to create an environment that fosters positive youth development.

Managers could:

- Discuss issues related to power imbalance, poor boundary setting, role confusion, and accountability
- Brainstorm with youth program staff scenarios where boundaries may be unclear and ways to know what to do
- Discuss the program rules around unclear boundaries and why they are in place

Resource

Title: Boundary Training: Promoting Healthy Adult-Student Relationships (Article, United Educators)

Link: <https://www.ue.org/risk-management/enterprise-risk-management/boundary-training-promoting-healthy-adult-student-relationships/>

Resource 2: Hosting Effective Meetings

Meetings between staff and youth are an essential part of any youth program. Meetings aimed to engage youth in meaningful roles enable them to develop leadership qualities and a sense of civic responsibility.

This article offers useful tips for how staff can have more effective meetings with youth and ensure their active engagement in the program

Managers could:

- Develop 'practice' meetings to give staff an opportunity to practice meeting facilitation skills
- Ensure that staff and youth are aware of expected behavior during the meetings
- Model effective time management by setting meeting agendas beforehand

Title: [Ten tips for running effective meetings with youth \(Article, MSU Extension\)](#)

Link: https://www.canr.msu.edu/news/ten_tips_for_running_effective_meetings_with_youth

Resource 3: Facilitate Social Inclusion

Youth programs' activities and structures designed to facilitate positive social interactions lead to improved relationships among the participants. Positive youth interactions become even more relevant if some group members are noticeably different than others. Promoting an environment where positive interactions and social inclusion are encouraged will not only benefit certain individuals, but all participants in the program.

The article discusses principles for structuring program activities for youth engagement to foster positive social interactions. For each of the principles, examples of activities are also provided that can easily be modified and adapted by youth programs.

Managers could:

- Educate staff on the definitions and impacts of bias and values
- Discuss how rules, system, and language support or do not support inclusion
- Ensure protocols are in place to seek and incorporate youth input, leadership, and direction for programs and activities

Title: [Structuring Recreation and Youth Programs to Facilitate Social Inclusion \(Article, Institute on Community Integration\)](#)

Link: <https://publications.ici.umn.edu/impact/24-1/structuring-recreation-and-youth-programs-to-facilitate-social-inclusion>

Resource 4: Positive Youth Development: Inclusion - Program Structure

Clear, consistent, and age-appropriate activities and expectations for roles within the activities help to make sure activities run smoothly. Understanding how to prepare activities on various subjects and areas of interest while tailoring the program activities to be inclusive of all youth will help develop positive peer relationships and interactions which can act as a buffer to negative experiences and undesired youth outcomes.

These two workshops are part of a larger curriculum designed to help youth programs ensure their staff are prepared to support an inclusive program environment. They are intended to be used by program managers to introduce concepts to program staff and can be delivered over a series of lunch seminars or during a professional development workshop.

Managers could:

- Educate staff to help ensure youth program staff understand how to integrate inclusion and support for peer relationships into various activities

- Support staff development of program structure that blends existing groups of youth
- Develop an understanding of the importance of and techniques to support youth working in teams toward a common goal

Resource

Title: [Positive Youth Development: Inclusion - Program Structure \(Workshop, REACH\)](#)

Link: <https://reachfamilies.umn.edu/sites/default/files/ext/inclusion/index.html>

How can my staff help youth in this area?

Resource 1: Understanding Youth Growth and Development

An effective youth program ensures that the participants' experiences are developmentally appropriate. Learning objectives and youth activities that take youth developmental stages into account help to promote positive youth-staff interactions. This article provides a description of how physical, social, emotional, and intellectual development is characterized for each youth developmental stage. Furthermore, it describes how staff can apply that knowledge while setting goals and planning youth activities.

Staff could:

- Understand the developmentally appropriate milestones for different age groups
- Determine programming goals for physical, social, emotional, and intellectual development for youth
- Plan activities with the youth which challenge youth in each of the area of development

Resource

Title: [Understanding and Working With Youth \(Article, NDSU Extension\)](#)

Link: <https://www.ag.ndsu.edu/publications/kids-family/understanding-and-working-with-youth/>

Resource 2: Maintaining Healthy Boundaries

Staff may try to improve youth outcomes by stretching the boundaries in ways staff think may be helpful (example: lending money to youth in financial need or interacting with youth on social media). This may seem especially true for the youth who have more needs or lack interpersonal skills. However, stretching healthy boundaries can impede youth's ability to follow appropriate limits and compromise with positive youth outcomes.

This article provides a description of how some at-risk youth might be unable to set appropriate limits. Identifying different types of boundaries, the article also provides signs of some unhealthy behaviors and tips on how healthy boundaries can be established and maintained.

Staff could:

- Distinguish between different types of unhealthy boundaries and identify the signs when someone has unhealthy boundaries

- Discuss appropriate and inappropriate behavior with the youth to redirect the youth towards appropriate behavior
- Set firm limits and reinforce healthy boundaries

Resource

Title: Maintaining Healthy Boundaries When Working with At-Risk Audiences (Article, Journal of Extension)

Link: <https://archives.joe.org/joe/2004december/iw5.php>

Resource 3: Activities to address appropriate behavior

Youth should understand the appropriate behaviors expected from them in a youth program. They also should have a way to voice their opinions on what behavior they expect from the staff.

These activities are designed to facilitate a discussion of what are appropriate behaviors and promote an atmosphere of inclusion and mutual respect.

Staff could:

- Brainstorm with youth about the expectations staff and youth have from each other
- Help youth to identify their strengths and weaknesses, and the opportunities and obstacles they may come across to reach their goals
- Understand how staff can effectively establish mutually agreed upon ground rules with youth in the program

Resource

Title: Establishing Classroom Rules (Web link, On Course)

Link: <https://oncourseworkshop.com/table-contents/establishing-classroom-rules/>

Title: Engaging Youth: Planning Activities (Handout, Act for Youth)

Link: https://www.actforyouth.net/resources/pyd/pyd_4-3_engaging-planning.pdf

Support for Efficacy and Matterng Resources:

Why is this important?

Resource 1: Ensuring meaningful youth engagement

Meaningful youth engagement requires that youth not only feel belongingness towards the program, but also that their self-efficacy is nurtured. Meaningful youth engagement includes working with youth to determine reasonable responsibilities, providing youth with help in carrying those responsibilities out, helping them analyze how they can improve, and celebrating their achievements with them. This article describes why youth engagement is important and what strategies can be incorporated within youth programs to have more favorable outcomes.

Managers and Staff could:

- Review youth engagement strategies to identify improvement areas

- Understand how the issue of fidelity is addressed while planning youth engagement strategies
- Adapt and apply some of the successful engagement strategies from other programs into their own.

Resource

Title: [Meaningful Youth Engagement \(Article and Toolkit, Office of Population Affairs\)](#)

Link: <https://opa.hhs.gov/adolescent-health/positive-youth-development/meaningful-youth-engagement>

Resource 2: Self Efficacy and Why Believing in Yourself Matters

Self-efficacy in youth plays a role in how they feel about themselves and if they believe they can succeed. Building self-efficacy in youth leads to youth empowerment and engagement. Giving youth the tools they need to be successful and believe in themselves.

This article defines self-efficacy through Albert Bandura’s Social Cognitive Theory. An overview is given along with the role self-efficacy plays in goals and plans. A contrast of self- efficacy vs lack of self-efficacy and their impacts. Throughout the article there are methods provided to develop self-efficacy.

Managers and Staff could:

- Identify roles self-efficacy plays in development
- Create a t-chart of what high vs low self-efficacy looks like
- Print out affirmations within the article to hang around program environment

Resource

Title: [Very Well Mind: Self-Efficacy and Why Believing in Yourself Matters](#)

Link: <https://www.verywellmind.com/what-is-self-efficacy-2795954>

How can I help my staff in this area?

Resource 1: Youth engagement checklist

Youth program staff's behaviors can facilitate self-efficacy and mattering in the youth. It is important that these practices are regular and evaluated to ensure make sure they are effective within the program The checklist contains seven items that program managers can use to assess the quality of youth engagement in their programs.

Managers could:

- Brainstorm the feasibility of using the seven practices in the checklist
- Use the checklist at different times of the program year to evaluate youth engagement over a period of time
- Encourage feedback and suggestions from youth and program staff to get diverse points of views

Resource

Title: [Checklist: Support for Efficacy and Mattering \(Checklist, JCSH Youth Engagement Toolkit\)](#)

Link: http://www.jcsh-cces.ca/ye-book/resources/Checklist_Efficacy.pdf

Resource 2: The How-To-Guide for Effective Practices

Effective youth engagement leads to positive youth outcomes at three levels- the individual level, the social level, and the system level. Integrating youth engagement at these levels requires readiness and change on the part of the program, which can be understood from four stages of Kirby's Institutionalizing Participation Framework, which is explained in this resource. The booklet has two sections; the first section outlines the importance of youth engagement and provides a conceptual model with important key components. The second section provides a hands-on process with tools and evidence-based practices to effectively engage young people at each of the different stages within the program.

Managers could:

- Understand the thought processes involved in genuine youth-adult partnership
- Identify common areas where adults make inaccurate assumptions about youth capabilities
- Realize the importance of addressing the three levels of youth engagement while planning youth engagement activities

Resource

Title: [Youth Engagement Toolkit \(Booklet, Pan-Canadian Joint Consortium for School Health\)](#)

Link: http://www.gov.pe.ca/photos/original/eecd_YETOOL_E.pdf

Resource 3: Self-Efficacy toolkit

Self-efficacy is our belief in our ability to accomplish and succeed in any given situation. It is crucial for youth to believe in themselves and their own ability to succeed. Self-efficacy is different from self-esteem; which is the sense of self-worth youth feel they have. By creating an environment that fosters acceptance of failure, youth can develop a growth mindset that helps them to believe they can grow and change their capabilities.

This toolkit includes handouts, facilitator guide, and presentation for training staff in ways to increase self-efficacy in youth.

Managers could:

- Create a multiple choice quiz for staff to identify the difference between self-esteem, self-efficacy, and growth mindset
- Print and hang encouraging quotes in the youth facility/program
- Practice breathing and mindfulness with staff by starting meetings with stress relieving exercises (on slide 23 of the presentation)
- Lead an activity where staff identify how youth and staff set goals differently (on slide 19 of the presentation)
- Lead feedback roundtables using sandwich method of complimenting and providing feedback (on slide 21 of the presentation)

Resource

Title: [Self-Efficacy: A Key Component of Social-Emotional Learning \(Toolkit, Transforming Education\)](#)

Link: <https://transformingeducation.org/resources/self-efficacy-toolkit/>

How can my staff help youth in this area?

Resource 1: Strengthening Social Skills

Social skills refer to competencies relating to interactions and communication with society.

Some examples of social skills are negotiation, conflict resolution, anger management, and expression of feelings. These skills can be learned and strengthened to help youth have a better understanding of self and improved relations with others.

The booklet provides worksheets that staff can use to record and evaluate youth across various social skills. Staff and youth can work together to identify improvement areas for specific social skills.

Staff could:

- Brainstorm with the youth about the importance of specific social skills for their personal goals
- Facilitate group discussions where youth can set goals, exchange action plans to strengthen particular social skills, and provide support to others in their efforts
- Administer worksheets at different time intervals to review improvement

Resource

Title: [Social Skills Worksheet \(Web Archive, Minneapolis Public Schools\)](#)

Link: https://webcache.googleusercontent.com/search?q=cache:BHljteUxJ60J:https://education.mn.gov/mdeprod/idcplg%3FIdcService%3DGET_FILE%26dDocName%3DMDE071656%26RevisionSelectionMethod%3DlatestReleased%26Rendition%3Dprimary+&cd=22&hl=en&ct=clnk&gl=us

Resource 2: Leadership Skill Development

Involving youth in leadership skill development can benefit youth in numerous ways, like increased sense of control over their lives and better decision making. Leadership skills also foster empowerment and autonomy in youth. These skills can be developed when youth are assisted in making individual goals and plans, involved in formulating learning activities, provided guidance and encouragement, and provide timely evaluations of their outputs.

The manual describes some principles that youth programs can incorporate to have successful youth leadership development projects. It also provides a template for a leadership project plan that can help in setting goals and tentative timeframes and identifying resources. Finally, it describes the techniques that leaders can adopt to nurture leadership skills in youth more effectively.

Staff could:

- Understand the three distinct ways in which adults can relate to young people in leadership roles
- Incorporate needs and characteristics of youth while setting youth leadership goals
- Use the list of teen leadership activities in the booklet with youth to engage them in setting goals at the program, community, county, and state levels

Title: [Teen leadership: A leader's Manual \(Manual, The University of Vermont\)](#)

Link: <https://www.uvm.edu/sites/default/files/media/TeenLeadershipLeaderManual.pdf>

Opportunities for Skill Building Resources:

Why is this important?

Resource 1: Understanding Core Capabilities

The concept of "core capabilities" refers to a range of life skills (e.g., planning, focus, self-control, awareness, and flexibility, etc.) which are used to manage life effectively. While the foundation to develop these skills is built in early childhood, they continue to develop into adolescence and early adulthood. Further, significant and continuous hardships can have negative impacts on the development and execution of these life skills.

This article describes how core capabilities or life skills develop and work together to manifest varied behaviors. It also explains how stressful life events and sustained adversities can negatively impact development of life skills.

Managers and Staff could:

- Understand how self-regulation and executive functioning impact capabilities like self-control, awareness, planning, and flexibility
- Learn the mechanism behind reactive and proactive behaviors
- Increase understanding about factors that impede the ability to use core capabilities or life skills effectively

Title: [The Science of Adult Capabilities \(Article, Center on the Developing Child, Harvard University\)](#)

Link: <https://developingchild.harvard.edu/science/deep-dives/adult-capabilities/>

Resource 2: Fostering Soft Skills in Adolescents and Young Adults

Soft skills are referred to as non-technical skills that relate to how you work and interact with others. Developing soft skills in youth builds their hard skills for future jobs as well as any other future opportunities.

This website has different modules and pdfs to understand core soft skills youth need to develop. In the pdfs are visuals, and charts to help make and build connections to have not only soft skills, but the environment to do so.

Managers and Staff could:

- Use several charts and diagrams in training

- Identify the key soft skills
- Actively build on the skills mentioned with youth

Resource

Title: [Guiding Principles to Foster Soft Skills Among Adolescents and Young Adults \(YouthPower\)](#)

Link: <https://www.youthpower.org/soft-skills-positive-youth-development-guiding-principles-foster-soft-skills-among-adolescents-and-young-adults>

How can I help my staff in this area?

Resource 1: Meaningful youth engagement

Meaningful youth engagement refers to intentional collaboration between youth and the program. When youth are meaningfully engaged, their experiences and ideas are incorporated into program design, and they are actively involved in various parts of the program like goal setting, policy development, and implementation. Meaningful engagement of youth in the program is associated with positive youth outcomes.

The article explains how program managers can create an environment for youth to engage meaningfully. It also offers multiple ways through which youth engagement can take place. Finally, it provides important tips to effectively recruit and retain youth in the program.

Managers could:

- Understand the precursors for making youth engagement meaningful within a program
- Incorporate strategies that convey to youth that their input is valued and critical to the success of the program
- Identify strategies to adopt meaningful youth engagement within the program through examples of other programs

Resource

Title: [Meaningful Youth Engagement: Strengthening Prevention of Substance Use Disorders \(Article, Community Catalyst\)](#)

Link: <https://www.communitycatalyst.org/resources/Meaningful-Youth-Engagement-FINAL.pdf>

Resource 2: Development of Core Skills

Youth need to develop executive functioning and self-regulatory skills to manage social roles and responsibilities effectively. Youth programs can help strengthen these skills but the presence of stress and continuous hardships can have a negative impact on skill building. An effective youth program aims to optimize opportunities for youth to strengthen their skills while also striving to reduce adversities in their lives.

The article explains the roles youth program staff can play in developing and strengthening core life skills. It also describes how stress adversely impacts brain pathways, making it difficult for youth to successfully use their skills. Finally, it provides practical suggestions for program leaders to create opportunities for optimal skill development while lessening unintentional stress from youth's lives.

Managers could:

- Understand how brain pathways develop as a result of core life skills development
- Get tips for developing youth's core skills and delivering services that reduce stress in the program
- Learn how the tips recommended for youth program activities impact development of core life skills

Resource

Title: [Building the Core Skills Youth need for Life \(Article, Center on the Developing Child, Harvard University\)](#)

Link: <https://developingchild.harvard.edu/resources/building-core-skills-youth/>

How can my staff help youth in this area?

Resource 1: Activities for learning life skills

Life skills education refers to developing competencies to increase positive and adaptive behavior by assisting individuals to develop and practice social skills. Developing and improving these skills can increase personal and social competencies of youth.

This resource contains strategies for increasing life skills in youth. The activities are arranged by age groups and topics.

Staff could:

- Tailor activities to the developmental level of the youth
- Develop programs and activities for youth to practice life skills (e.g., practice money management by creating a budget).
- Prepare youth for future jobs or internships by role playing a mock interview with a list of questions to ask youth, and have youth write a list of questions they have for their employer
- Have youth form study groups to build study habits
- Develop youth's interests by having them participate in after school and community clubs, sports, and activities

Resource

Title: [Ideas for Teaching Life Skills \(Idea Worksheet, University of Wisconsin-Madison\)](#)

Link: https://media.wcwpds.wisc.edu/related-training/independent_living/m3/story_content/external_files/Ideas-for-Teaching-Life-Skills.pdf

Integration of Family, School, and Community Efforts Resources:

Why is this important?

Resource 1: Family Involvement

Involving parents is mutually beneficial for youth programs and families. Parents can provide valuable feedback on improving program quality and increase youth attendance at and engagement in youth programs. In return, programs that incorporate parent volunteers can offer a safe space for parents to get closer to their children, which improves parent-child relationships and leads to positive youth development.

This article provides an overview of parent involvement and the benefits and barriers associated with youth programs. Action-steps for youth programs to encourage and sustain family engagement are listed.

Programs could:

- Survey families to learn more about their needs and topics of interest
- Hold meetings, program events, etc. at night or on weekends to increase attendance of parents who work
- Offer incentives for parents to participate, such as transportation vouchers and child care, so they do not have to make additional arrangements
- Provide on-site translators or youth program staff who are of the same race or ethnicity as the participants

Resource

Title: [Building, Engaging, and Supporting Family and Parental Involvement in Out-of-School Time Programs \(Article, Child Trends\)](#)

Link: <https://www.childtrends.org/publications/building-engaging-and-supporting-family-and-parental-involvement-in-out-of-school-time-programs>

Resource 2: Community Partnership

A review of a decade of research has shown that establishing partnership with communities is a critical component in youth program success. Collaborating with communities can improve youth program recruitment and attendance, provide access to a wide pool of monetary or in-kind resources, and increase youth's social responsibility.

This article provides an overview of community involvement, the benefits youth programs can derive from this partnership, and strategies for identifying and leveraging valuable community resources.

Programs could:

- Reach out to businesses for physical and financial resources, and remember to publicize their support.

- Find colleges and universities for student volunteers to engage with youth, and develop a set of expectations for the college students as well as preparing a list of benefits for them to participate in the program.
- Leverage other youth service providers in the community by sharing resources and exchanging referrals.

Resource

Title: [Building Community Partnerships: Tips for Out-of-School Time Programs \(Article, Child Trends\)](#)

Link: <https://www.childtrends.org/publications/building-community-partnerships-tips-for-out-of-school-time-programs>

Resource 3: Youth Academic Achievement

Partnership between youth programs, schools, and the community can improve social and academic outcomes for youth. Youth gain access to community resources and an assortment of enriching and diverse learning opportunities. In addition, youth programs benefit from the resources and expertise offered by schools.

This report details the benefits of partnerships for learning to youth, schools, and out-of-school time programs.

Programs could:

- Hire staff who can work in both the youth program and school settings to increase presence of the partnership in the school.
- Develop partnerships at multiple levels within the school and district; for example, build relationships with classroom teachers, non-teaching staff, and district staff.

Resource

Title: [Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Time Program Supports \(Report, Harvard Family Research Project\)](#)

Link: <https://www.isbe.net/Documents/ost-ptnrsp-for-lrng-report.pdf>

How can I help my staff in this area?

Resource 1: Importance of Sharing

A key strategy to successful collaboration is the sharing of vision, leadership, and information about youth progress among the partners. Having common goals, equal opportunity to govern, and consistent share of data can minimize conflicts and collectively focus on promoting positive youth development.

Although this resource is not specific to youth programs, it details the key elements of successful partnerships for supporting children's learning and provides a guideline for implementing the key elements.

Managers could:

- Create a set of values that encompasses the shared vision with every partner and be mindful of the cultural and racial background of the partner organizations.
- Model collaborative governance by letting go of control and share responsibility with youth program staff.
- Help youth program staff to effectively share information about youth and to develop a system for data-sharing among the partners.

Resource

Title: [Partnerships for Learning: Community Support for Youth Success \(Guide, Harvard Family Research Project\)](#)

Link: <https://archive.globalfrp.org/complementary-learning/publications-resources/partnerships-for-learning-community-support-for-youth-success>

Resources 2: Communication, Involvement, and Opportunities

Quality youth programs should have consistent communication with parents regarding community opportunities and ways to get involved. Understanding that families and communities are assets and partners, youth program staff can effectively foster healthy development of youth.

This evaluation form has indicators and performance levels for program quality for parents, family, and community partnerships in youth programs. It has detailed explanation for each performance level under all indicators, as well as a space to list out plans for improvement in specific areas.

Managers could:

- Brainstorm ideas on how to involve families in advocacy efforts and program events with youth program staff
- Develop adult educational workshops in partnership with community institutions with youth program staff
- Help youth program staff become aware of community resources and events to share with the family of youth participants

Resource

Title: [Parent, Family, & Community Partnerships \(Evaluation Form, New York State Network for Youth Success\)](#)

Link: <https://networkforyouthsuccess.org/wp-content/uploads/2018/09/QSA-Third-Edition-Parent-Family-Community-Partnerships.pdf>

Resource 3: Partnership with Schools

From choosing a school where most of the youth attend to developing a curriculum that reinforces education enrichment, there are many steps involved to establish and maintain a partnership with schools.

This resource offers 15 activities to improve partnerships between schools, after-school youth programs, and families. Every activity has step-by-step action plans including helpful tips for youth program director and staff to form positive relationships with the schools.

Managers could:

- Encourage youth program staff to produce student portfolios in collaboration with the school teacher and their family members to understand each student's needs
- Develop professional development workshops for youth program staff in learning and academic areas
- Brainstorm activities with youth program staff to supplement students' learning at school

Resource

Title: [Connecting School and Afterschool: 15 Ways to Improve Partnerships \(Activities, United Way of Massachusetts Bay and the Nellie Mae Education Foundation\)](#)

Link: [https://www.naesp.org/sites/default/files/resources/1/A New Day for Learning Resources/Building and Sustaining Partnerships/Connecting School and Afterschool 15 Ways to Improve Partnerships.pdf](https://www.naesp.org/sites/default/files/resources/1/A%20New%20Day%20for%20Learning%20Resources/Building%20and%20Sustaining%20Partnerships/Connecting%20School%20and%20Afterschool%2015%20Ways%20to%20Improve%20Partnerships.pdf)

How can my staff help youth in this area?

Resource 1: Civic Engagement and Service

Encouraging youth to become active partners in their community can promote partnership. By collaborating with family and community members, service projects can be initiated based on issues raised in community forums.

On pages 27 and 28 of this paper (Effective Community Partnerships), there are real-life examples of 4-H programs that collaborated with communities and families to encourage youth to become active partners in their community. Specific service activities include cleaning illegal dump sites, planting gardens, etc.

Staff could:

- Brainstorm with youth in identifying local issues and developing strategies to address those issues.
- Support youth in reaching out to community members and their friends and family for collaboration on community projects.

Resource

Title: [Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices \(Paper, Afterschool Alliance\)](#)

Link: [https://www.unitedwayri.org/wp-content/uploads/2016/07/Deeper Dive into Afterschool.pdf](https://www.unitedwayri.org/wp-content/uploads/2016/07/Deeper-Dive-into-Afterschool.pdf)

Resource 2: Parent Engagement Strategies

Another way of encouraging partnerships is by organizing events at the youth program for parents, youth, and community partners to come together, which would build youth's social capital. Youth programs can also partner with school staff to visit parents in their homes to teach them how to help their student succeed in academics.

This brief provides information on different types of parent engagement strategies and identifies the strengths and weaknesses for each.

Staff could:

- Support youth in inviting and encouraging their parents to volunteer at youth program events.
- Provide youth with strategies and activities to engage with their parents and strengthen the bond.

Resource

Title: [Engaging Parents in a Community Youth Development Initiative \(Brief, REACH\)](#)

Link: https://ucanr.edu/sites/UC_CCP/files/125987.pdf