

III. Teens: Teens will demonstrate knowledge, skills, attitudes, and behaviors necessary for fulfilling, contributing lives.

CYFAR Guiding Principles for Teen Outcomes

| Guiding Principles | Descriptors | Strategies for Implementation |
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| <p>Physical and Psychological Safety 1. Program emphasizes safe and health- promoting facilities and practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.</p> | <ul style="list-style-type: none"> ● Programs that teach skills related to conflict resolution, coping, managing feelings, healthy habits, health risk management, etc. | <ul style="list-style-type: none"> ● Protect the safety and security of teens. Training in CPR, First Aid, and other pertinent safety areas is required and provided. ● Screen volunteer staff for prior criminal records, child protective service findings, and other improper conduct. ● Keep emergency contact information on file for each teen. ● Be aware of everyone who comes into the program area. Adults are always present in the program areas. ● Serve nutritious foods, snacks, and beverages as a means of modeling healthy behavior. Basic curricula and materials on health and nutrition best practices are incorporated into the program. ● Practice and teach food safety. ● Incorporate physical activities into programs. ● Meet all health and safety codes in both facilities and activities. ● Promote supportive environments where teens feel safe to express thoughts and feelings. ● Establish environments free from teasing, bullying, and harassment. |
| <p>Appropriate Structure 2. Program encourages limit setting, clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age- appropriate monitoring.</p> | <ul style="list-style-type: none"> ● Programs that provide clear and consistent program structure and appropriate adult supervision. ● Programs that provide consistent monitoring and enforcement of rules and | <ul style="list-style-type: none"> ● With teen input, establish standards of respect, trust, multicultural awareness and respect for differences. ● With teen input, define clear guidelines on appropriate behavior and |

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| | <p>expectations.</p> <ul style="list-style-type: none"> ● Programs that structure staffing patterns according to age appropriateness. ● Programs that screen staff and volunteers according to state guidelines. ● Programs where input from teens is sought on program development. | <p>attire and consequences for not adhering to the guidelines.</p> <ul style="list-style-type: none"> ● Teens and staff establish methods to resolve conflict and are able to use the resolutions as situations arise. ● Orient all newcomers to the behavior guidelines and conflict resolution strategies to be used. ● Hire or enlist enough qualified staff and volunteers to meet all levels of responsibility. ● Maintain an appropriate ratio of qualified staff to teens to facilitate relationship building with individuals, personal goal planning, and coaching. ● Arrange space and design activities to support positive behavior and program goals. |
| <p>Supportive Relationships 3. Program encourages and models warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.</p> | <ul style="list-style-type: none"> ● Programs where staff and volunteers have appropriate backgrounds and experiences related to the children with whom they will work. ● Programs that utilize strategies to assure staff stability (low turnover). | <ul style="list-style-type: none"> ● Provide relevant training, appropriate support system, and recognition of staff. ● Relate to teens and their families in positive ways by respecting, responding with acceptance, and relating to culture and language. ● Establish close staff–participant relationships. ● Help teens learn by supporting creativity, experiential learning, and teamwork. |
| <p>Opportunities to Belong 4. Program integrates opportunities for meaningful inclusion regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion; social engagement and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.</p> | <ul style="list-style-type: none"> ● Programs that are designed to allow all teens to participate. ● Programs that are easily adapted to special needs or diverse audiences. ● Programs that fit the needs/interests of the target audience. ● Programs that provide opportunities to recognize teens for accomplishments. | <ul style="list-style-type: none"> ● Engage teens in creating a shared understanding of program philosophy, goals, and anticipated outcomes. ● Make the program affordable to all teens by using all possible community resources and sources of subsidies. ● Teach and model respect for individual differences and family structure and |

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| | <ul style="list-style-type: none"> ● Programs that contain culturally appropriate activities and involve parents and community groups in programming. | <p>circumstances.</p> <ul style="list-style-type: none"> ● Provide multiple methods of recognition. ● Engage all teens, including those with special needs. ● Create and provide bilingual resources, materials, and information if needed. ● Regularly solicit information and feedback from teens and their families. ● Involve all teens and their families in long-term planning and decision-making. ● Foster special interests and talents of individuals. ● Recognize the developmental range of participants' skills and abilities; cluster teens by developmental level to learn from each other and best meet their potential. |
| <p>Positive Social Norms 5. Program provides rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.</p> | <ul style="list-style-type: none"> ● Programs designed to allow for appropriate interaction between staff and teens and between teens and group. ● Programs in which activities are not stand-alone but fused with program outcomes. ● Programs that offer service learning/civic engagement activities. ● Programs that offer intergenerational activities. | <ul style="list-style-type: none"> ● Incorporate cultural diversity activities across the program agenda such as field trips; guest speakers; and hands-on experiences with cultural arts, foods, clothing, festivals, and customs. ● Engage community members from various cultures. ● Include all teens in activities regardless of skill level, gender, etc. ● Engage teens in the development of ground rules and program expectations. ● Provide opportunities for service learning/civic engagement. ● Provide opportunities for intergenerational experiences. |

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| <p>Support for Efficacy and Matterng 6. Program emphasizes support for efficacy and matterng: youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Program practices empower, enhance responsibility, and promote meaningful challenge.</p> | <ul style="list-style-type: none"> ● Programs that provide opportunities for teens to be self-directing, autonomous, empowered, or demonstrate self-worth. ● Programs that include opportunities for self-selecting activities and events in which to participate. ● Programs that provide opportunities for leadership in planning and conducting an event. ● Programs that encourage youth- adult partnerships. ● Programs that offer service learning/civic engagement activities. | <p>Provide learning activities that</p> <ul style="list-style-type: none"> ● Develop strong relationships between teens, caring adults, and their community. ● Provide opportunities for authentic decision making by participants. ● Allow the potential for teen leadership in the activity. <p>Teens will</p> <ul style="list-style-type: none"> ● Play an integral and expanding role in planning and implementing the program and the activities. ● Work with staff to develop mechanisms whereby they regularly contribute to ideas that are accepted and acted upon. ● Rotate positions of leadership and responsibilities. |
| <p>Opportunities for Skill Building 7. Program provides opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural and media literacy; communication skills; preparation for employment; and opportunities to be active citizens in the community.</p> | <ul style="list-style-type: none"> ● Programs that focus on developing life skills in teens and infusing diversity across the program. ● Programs that provide opportunities for service learning and civic engagement that are teen directed. | <ul style="list-style-type: none"> ● Use experiential learning as the preferred teaching method. ● Focus activities on specific life skills development. ● Present activities in a variety of ways to meet all learning styles. ● Integrate service learning and civic engagement activities into the program to meet community needs. |
| <p>Targeted Audiences 8. Program customizes efforts to target audiences based on community demographics, needs, and assets.</p> | <ul style="list-style-type: none"> ● Programs that target high-priority community needs and audiences. ● Programs that are initiated and developed on specific, identified community needs and assets. | <ul style="list-style-type: none"> ● Engage in needs assessment and community asset mapping. ● Develop program delivery methods or strategies based on identified priorities. ● Modify curriculum and activities to specific program audiences. |

These are examples of programmatic resources that will aid the proposal development process:

Resources such as:

- Eccles, J., & Gootman, J.A. (2002). *Community programs to promote youth development*. The National Academies Press. <https://nap.nationalacademies.org/catalog/10022/community-programs-to-promote-youth-development>. This book outlines from the current research base the features of youth programs that promote positive developmental outcomes for youth. It is rapidly emerging as the prevailing paradigm for positive youth development programming.
- Bonnie, R. J., & Backes, E. P. (Eds.). (2019). *The promise of adolescence: Realizing opportunity for all youth*. The National Academies Press. <https://nap.nationalacademies.org/catalog/25388/the-promise-of-adolescence-realizing-opportunity-for-all-youth> This resource takes a positive approach, focusing on opportunities rather than risks and suggesting policies and practices for use in promoting positive development of adolescents. “This report examines adolescent development and shares application strategies to promote adolescent well-being, resilience, and development. It also investigates structural barriers and inequalities.
- Sales, P. C., Roehlkepartain, E. C., & Houlberg, B. J. (2022). *The elements of Developmental Relationships: A review of selected research underlying the framework*. Search Institute. <https://www.search-institute.org/wp-content/uploads/2022/09/ElementsofDevelopmentalRelationships-FINAL.pdf> A report on the research supporting the use of the Developmental Relationships Framework for helping youth develop supportive and positive relationships.

Programs such as:

Many organizations have worked to build lists of quality teen programs. Although “teen” implies a focus on the high school years, most of these programs encompass the ages of 12 to 18. These programs vary in scope, budget, and duration; however, they offer many potential strategies for CYFAR teen projects. You should consider your programs’ needs and resources when reviewing this information.

- SAMHSA Model Programs. <https://www.samhsa.gov/programs> Information on promising, effective, and model SAMHSA programs can be accessed on this site; all attempt to address substance use issues, often in combination with other objectives.
- Office of Juvenile Justice and Delinquency Prevention Model Programs Guide. <https://ojjdp.ojp.gov/model-programs-guide/home>
- diplomas2Degrees is an example of one of the teen-focused programs implemented by the Boys & Girls Clubs of America to help teens secure financial aid and develop supportive relationships toward postsecondary education goals: <https://www.bgca.org/programs/education/diplomas2degrees>. More examples of teen-focused programs run by the Boys & Girls Clubs can be found here: <https://www.bgca.org/programs/teens-young-adults>.

Web sites such as:

- The Forum for Youth Investment. <https://forumfyi.org/> Out-of School time, youth development, and policy issues relating to youth programming are featured on this site. Resources on youth voice, education, and programming can be accessed.
- National Youth Development Information Center. <http://nydic.org>. This site offers up to date information relating to youth development issues, funding, resources, training, and programming.
- Youth.gov (<https://youth.gov/>) has resources on many topics relevant to teen outcomes including adolescent health, civic engagement, mental health, pregnancy prevention, substance use/misuse, and transition and aging out, to name a few.