

# Birth-to-Work: A Transformational Framework for Community Change

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- Individual
- Family
- Community
- Region

TRANSFORMATION BEGINS WITH



# The Global, Knowledge Economy Environment of Birth-to-Work

- The emergent economy:
  - not the old manufacturing economy
  - innovation and creativity
  - creates new products and processes
  - individual and collective entrepreneurship



# The Global, Knowledge Economy Environment of Birth-to-Work

- In innovative, creative, entrepreneurial environments, the knowledge component in all jobs at all levels increases:
  - Adapting to challenges & innovation
  - Relating and connecting
  - Actions for community or economic benefit
- In innovative, creative, entrepreneurial environments, communities take the responsibility to help grow knowledge skills to support innovation (ideas to action)



# The Global, Knowledge Economy Environment of the Birth-to-Work Framework

- Everyone experiences natural challenges to healthy development during the journey from birth to adulthood
- The journey is even more difficult for those without the proper supports
- Even harder still for those facing poverty, discrimination and other risk factors
- It's no longer about charity, it's about investment in our collective well-being



# Factors Highly Related to Negative Early Organizational Processes

**Exposure to multiple, inter-related, and cumulative risk factors imposes heavy developmental burdens during early childhood and induces, facilitates, and/or maintains development of dysfunctional behavior patterns.**

*From Neurons to Neighborhoods*

National Research Council, Institute of Medicine, 2000



# Systemic Sources of Risk Development

- **Through Family Characteristics**
  - Children of alcoholic and other drug abusing parents
  - Children of parents with antisocial personality disorder
  - Children of parents with clinical depression
  - Children of parents in conflict
  - Child of parents with low family resources
- **Through Individual Characteristics**
  - Externalizing behavior, aggression, undercontrol, oppositional defiant disorder
  - Negative emotionality, depression
  - Attention problems, ADHD
  - Shyness, social withdrawal, social phobias
  - Biological diathesis (genetic, congenital, perinatal)
- **Through Social Environments**
  - High drug use environments
  - High stress environments (violence, poverty, unemployment)

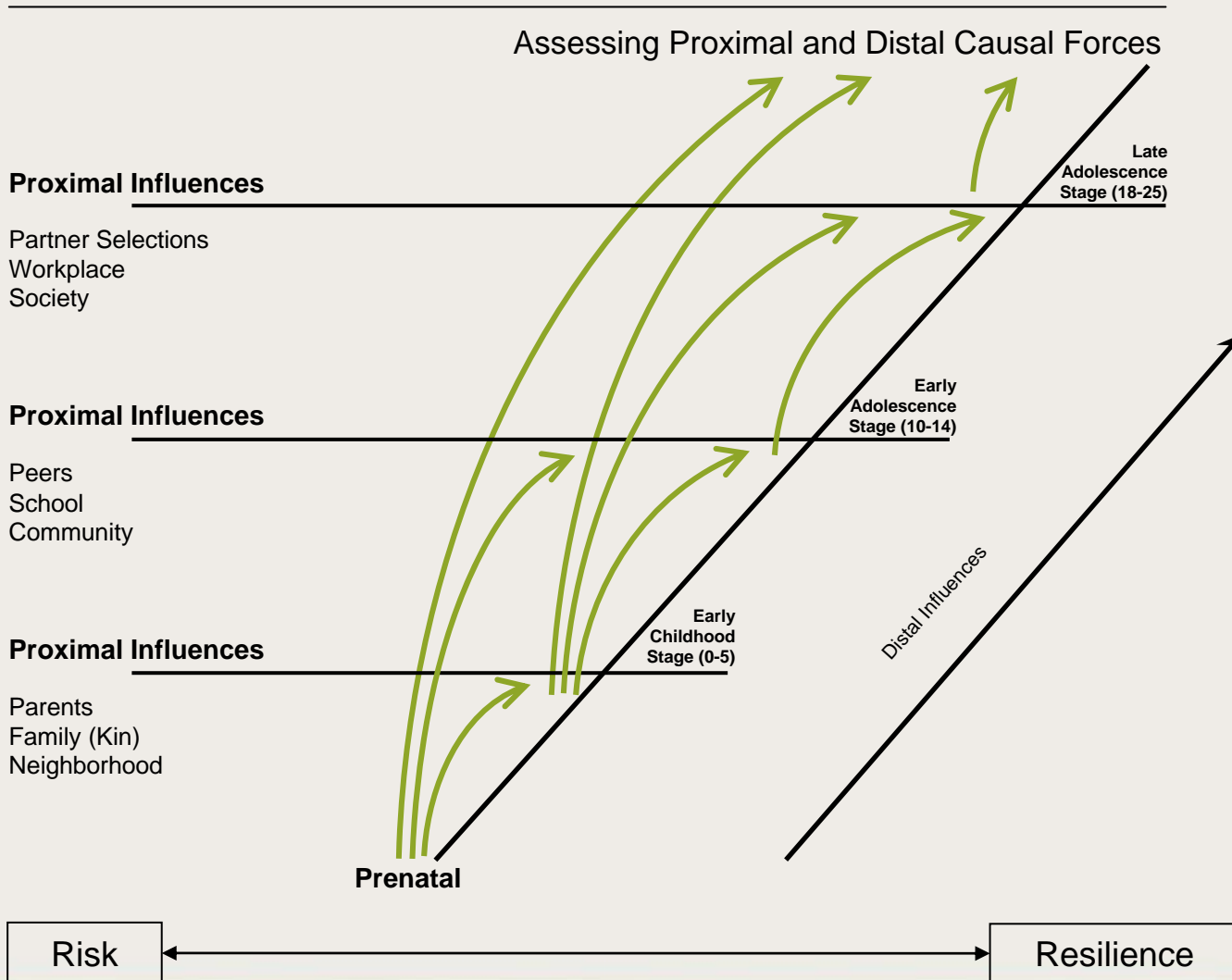


# Programmatic to Systemic Approach

- **Programmatic Approach**
  - Current way of thinking
    - Looks at component parts in isolation
    - Looks at risk and supportive factors only in the immediate domain
    - Looks for individual outcomes rather than key levers of influence
- **System Approach**
  - Incorporates “Big Picture” idea
    - Strive to understand the supportive and risk factors
    - Looks for the key levers of influence.
    - Consciously avoid shifting problems
    - Looks for interrelationships across systems
    - Geared toward the long-term



# Transitional State, Relationship Impacts



# Critical Development Transitions

- **Prenatal through Early Childhood (0 to 5 years)**
  - Rapid physical, cognitive and socio-emotional development
  - Foundation established for transition from home to school
- **Middle Childhood/Early Adolescence (10 to 15 years)**
  - Rapid biological and psychological changes
  - More autonomy and skill development but increased exposure to risk
  - Sets trajectory for success in high school
- **Late Adolescence/Early Adulthood (18 to 25 years)**
  - Transition from home and school to post-secondary education, employment, and self-sufficiency
  - Must acquire skills and attitudes to be successful in rapidly changing workplace



# Factors Highly Related to Early Developmental Success

1. Ongoing nurturing relationships with the same adults
2. Physical protection, safety, and regulation of daily routine
3. Experiences responsive to individual differences in such characteristics as temperament
4. Developmentally appropriate practices related to perceptual-motor, cognitive, social stimulation, and language exposure
5. Limit-setting (discipline), structure (rules and routines), and expectations (for positive outcomes)
6. Stable, supportive communities (violence free) and culture (a sense of rootedness and connectedness)



# Factors Highly Related to Middle Developmental Success

- **Adult role models and supportive and mentoring relationships with adults**
- **Positive peer influence**
- **Constructive use of time and acquisition of skills through creative activities, sports, cultural and community activities/future orientation**
- **Acquisitions of academic and social competencies related to planning and decision making, interpersonal relationships, personal safety and conflict resolution**
- **Limit-setting (discipline), structure (rules and routines), and positive expectations**
- **Stable, supportive communities and culture (a sense of rootedness and connectedness)**

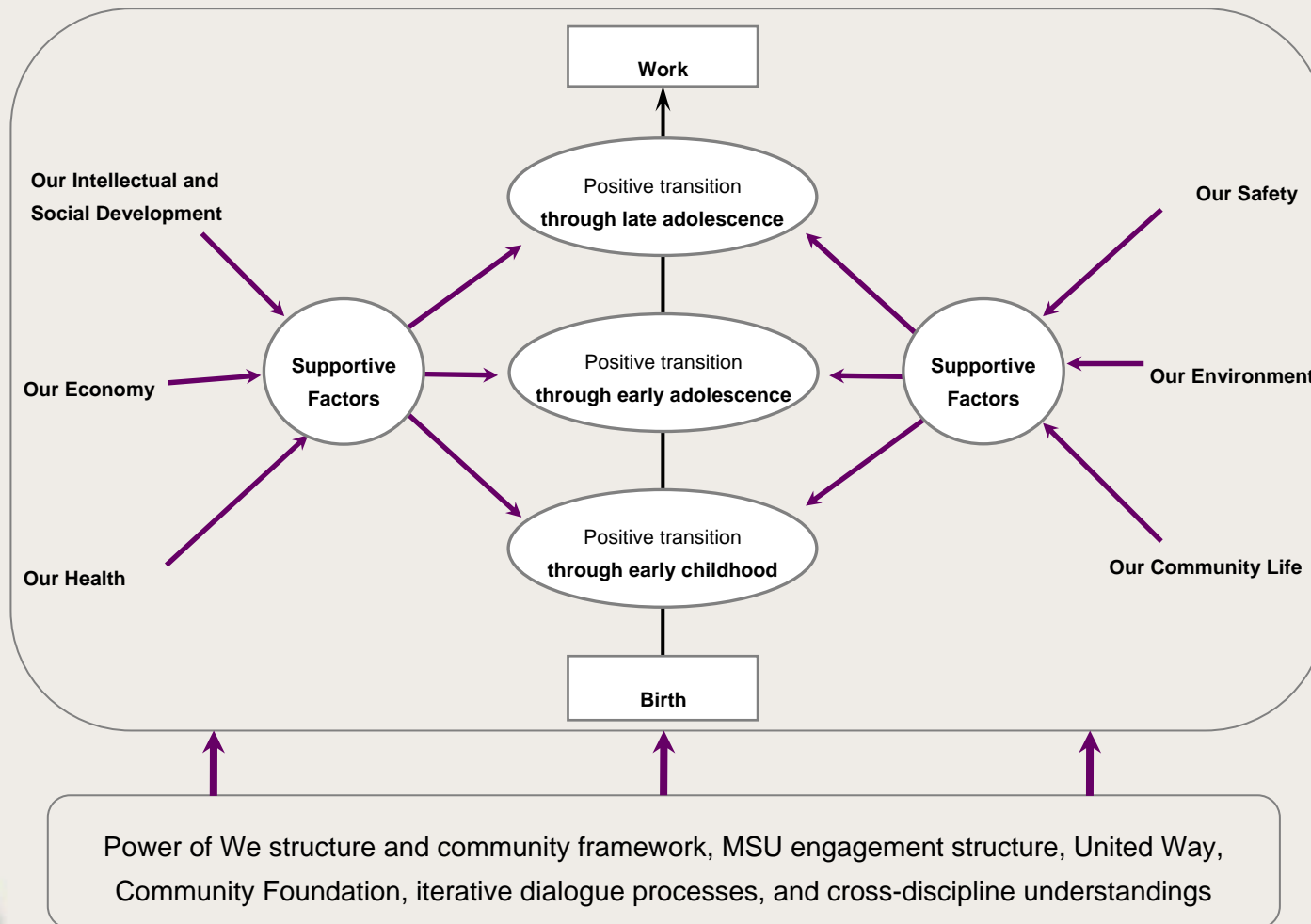


# Factors Highly Related to Later Developmental Success

- Positive interpersonal relationships
- Adult role models and facilitators
- Opportunities for apprenticeships, training, and post-secondary education/career planning and job shadowing during high school
- Academic competencies appropriate to career goals /financial literacy and future planning
- Interpersonal competencies for the workplace
- Stable, supportive communities and culture (a sense of rootedness and connectedness)



# Systemic Perspective on Birth-to-Work Developmental Pathway



# Preparation (Ready By 21): What's Needed?

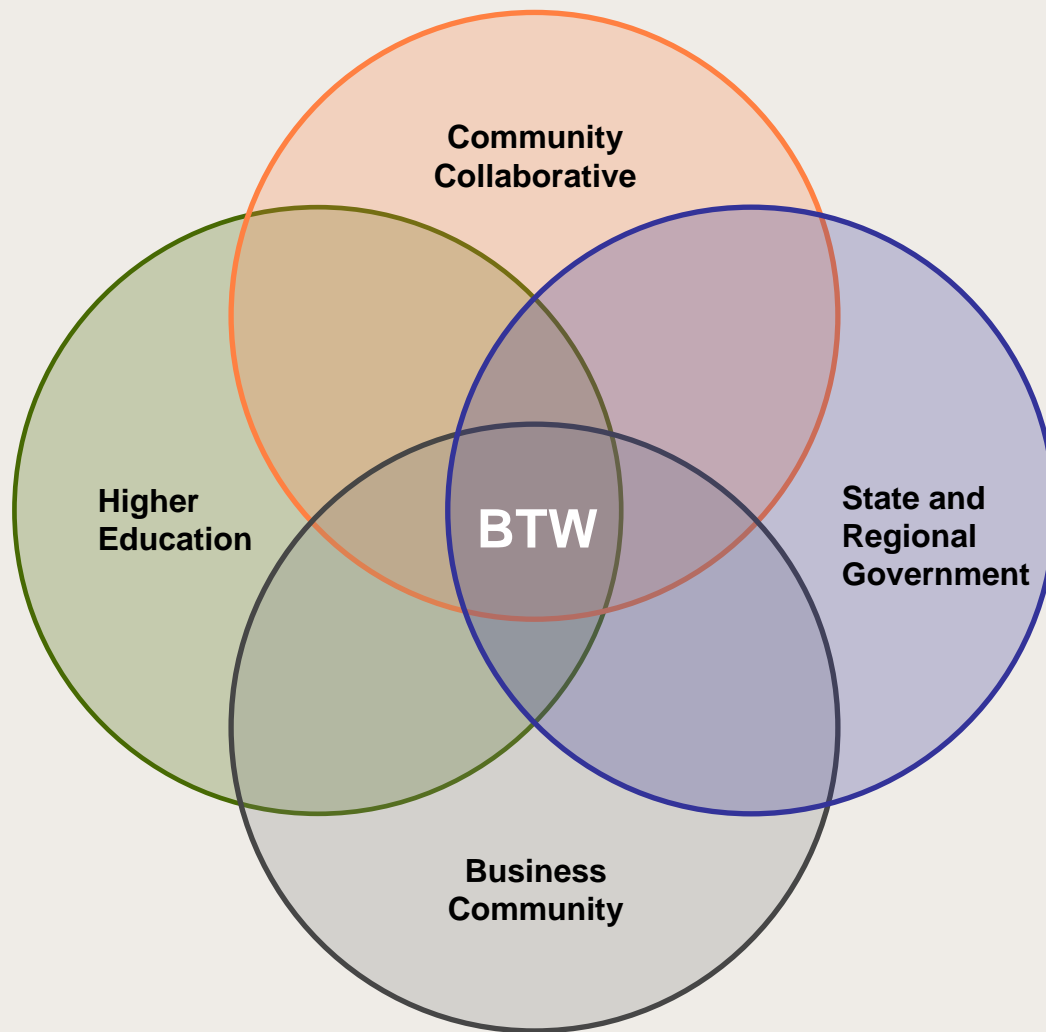
Information & Media Literacy  
Communication  
Critical & Systems Thinking  
Problem Solving  
Creativity, Intellectual Curiosity  
Interpersonal Skills  
Self-Direction  
Accountability and Adaptability  
Social Responsibility  
Financial Literacy  
Global Awareness  
Civic Literacy

+ Subject Matter Knowledge = **Ready for College**

+ Specific Vocational Knowledge & Skills = **Ready for Work**

+ Cultural & Behavioral Health Skills = **Ready for Life**





# The Journey Towards Systemic

<b>Singular, Non-Developmental Approach</b>	<b>Singular but Developmental Approach</b>	<b>Systemic and Developmental Approach</b>
Focus on single individual representative from the community agency in the partnership	Involve multiple individuals from a single level of influence (all managers or all case workers) in the partnership	Involve multiple individuals from multiple levels of influence in the partnership
Focus on single community agency	Focus on single community agency while involving in periphery other community agency	Focus on multiple community agency as equal partners
Focus on single community sector/university department	Focus on single community sector/university department while involving in periphery influencing sectors/departments	Focus on multiple community sectors/university departments as primary in partnership
Focus on primary outcome only	Focus on primary outcome while including other variables in model as “extraneous	Focus on primary and other variables to more fully understand the complexity of promoting the primary outcome



# Principles of Community Development

We value innovation and entrepreneurship in seeking new ways to respond to the challenges of distressed communities. We are dedicated to a set of principles that:

- *Promote active and representative citizen participation so that community members can meaningfully influence decisions that affect them.*
- *Engage community members in issue identification so that those affected may adequately understand the factors that contribute to their situation.*
- *Help community members understand the economic, social, political, environmental, and psychological impacts associated with alternative solutions to the issue.*
- *Assist community members in designing and implementing plans that build upon community assets by emphasizing shared leadership and active citizen participation.*
- *Seek alternatives to any effort that is likely to adversely affect the disadvantaged segments of a community.*
- *Actively work to increase leadership capacity, skills, confidence, and aspirations in the community development process.*



# The Bottom Line

- Regions are the most significant unit of organization in a knowledge economy
- Regions who leave no one behind thrive in a knowledge economy
- The Lansing area, as a region, has high levels of disparities (as does all of Michigan)

BUT



# How to Reach Us

## **Birth-to-Work Framework**

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