

IN THIS ISSUE

The development of families and the development of youth/adolescents are separate but complementary fields of study, parallel, but not always relating well to each other. One tends to emphasize youth development independent from families, and the other tends to emphasize youth development as

a part of family development. Both perspectives are important to the healthy, positive development of young people and the families and communities that support and receive support from them. This newsletter will look specifically at issues related to youth development in the context of families.

Families Play A Vital Role in Youth Development

W. Andrew Collins, Morse-Alumni Distinguished Teaching Professor
Institute of Child Development, University of Minnesota

Youth face expanding opportunities, obstacles, and demands that shape both their current and future lives. Relationships within the family play a vital role in how youth meet the challenges of this expanding social world. As researchers and practitioners accumulate and systematize information about the role of families, at least two pathways of influence are emerging as significant for youth development.

One pathway is familiar from undergraduate textbooks, workshops, and popular magazine and newspaper articles: parents' behaviors and the amount and kind of guidance and support they provide are linked to the behavior and adjustment of youth. The findings leave little doubt that positive youth development is most likely in families in which young persons experience support, communication, and engagement with parents, combined with clearly communicated expectations for mature, responsible behavior. Youth from such families are more likely than youth with less positive family experiences to be psychosocially mature, to show regard and sensitivity for others, to be socially responsible, and to form positive relationships beyond the family. These links between families and youth development have been continually reaffirmed in samples of families and youth from varied cultural and sub-cultural groups in North America and in other parts of the world, as well.

As researchers have looked beneath the surface of this first pathway, two refinements in our understanding of these direct influences have become clearer. One is that the impact of families is not just a matter of skillful parental behavior, but of the quality of relationships that parents and youth are able to establish and maintain. In fact, one expert recently summed up the essential quality of effective parenting as forming relationships in which youth can be initiated into a world of reciprocal, interdependent relationships with others. In the rapidly expanding world of youth, abilities for participating responsibly with others are perhaps the key requirements, and experiences in familial relationships are the bedrock of these abilities.

A second refinement is that conflict and disagreements, as well as two-way communication and support, are both normative and essential ingredients in these relationships. To be sure, researchers have provided clear evidence that continually high levels of fighting, arguing, and mutual disrespect undermine healthy individual development. However, a closer look at the impact of conflict has revealed that the periodic mild to moderate levels of disagreements that occur in most families provide important opportunities for parents and youth to gradually adjust their relationships to the new behaviors, interests, attitudes, and abilities that emerge in youth development. Whether conflict is detrimental or advantageous depends on how effectively family members manage the inevitable disagreements that arise in their relationships.

The Children, Youth & Family Consortium was established in fall 1991 in an effort to bring together the varied competencies of the University of Minnesota and the vital resources of Minnesota's communities to enhance the ability of individuals and organizations to address critical health, education, and social policy concerns in ways that improve the well-being of Minnesota children, youth, and families.

CONSORTIUM CONNECTIONS

Adolescence – More of a Crisis for Parents?

The passage through adolescence is a time of great stress and turmoil for youth, right? Well, maybe not as much as we might think, according to Dr. Larry Steinberg. It may, in fact, be a time of greater turmoil for parents than it is for the youth themselves.

In his book “Crossing Paths: How Your Child’s Adolescence Triggers Your Own Crisis” (a must read for parents of children approaching adolescence), Steinberg reports on a study he conducted with families whose children were approaching adolescence.

In extensive multiple interviews with parents and children over a three-year period, Steinberg expected to find the stereotypical tumultuous upheaval in youth. Instead, he heard story after story from mothers and fathers about the crisis they were experiencing. The youth themselves seemed to be weathering adolescence with a surprising degree of calm.

There appear to be several reasons for the impact on parents.

Parents are often at the point of mid-life when their children become adolescents. Young adults often begin to challenge and reject the values and actions of their parents. This can intensify mid-life feelings of insecurity, rejection, frustration and powerlessness. Adolescence can also be a “trigger” that gets mid-life issues going for some parents.

Bickering with teenagers about things like dirty bedrooms, tattoos, and curfews can be an annoyance for parents, but far more difficult for many of them is the reality that their child is becoming an adult, with all that entails: physical size, puberty, sexual development, desires for their independence, and their own opinions on issues. This isn’t just a “phase” children go through. It is real and permanent change.

Parents of adolescents may experience loss of their “child” and their identity as young parents. Jealousy of things their child can



Part of the mission of UCAM's youth program is to increase a sense in youth of community and pride in their cultural heritage. One way they do that is through a simulation of the Killing Fields of Cambodia, illustrated here. Leading the exercise is Tuoch Chhim, youth case manager with the program.

The photographs in this issue are graciously provided by the youth program at the United Cambodian Association of Minnesota. UCAM is a non-profit, mutual assistance association serving the Cambodian community in Minnesota. Its mission is to support the adjustment of Cambodians to American society, to strengthen Cambodian families and provide opportunities for

CONSORTIUM CONNECTIONS

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Prevention-Promotion: Either/Or or Both/And?

By Madge Alberts

Prevention of problems and promotion of positive development - these two very different philosophies are the subject of considerable discussion in the family and youth fields.

A prevention approach to youth and family development tends to emphasize “treating those with problems, modifying the attitudes and habits of those whose behaviors place them at risk of developing problems, and educating those not yet engaged in risky behaviors,” according to Karen Pittman of the Forum for Youth Investment. While this is important, looking at behavior largely as problems to be solved, or potential problems to be prevented, is very limited view of human potential, Pittman suggests.

The other approach, promotion of optimal development, focuses on helping young people learn and grow to their full potential in every developmental domain – cognitive, social, moral, civic, vocational, cultural and physical. Ideally, this perspective considers promotion of positive characteristics across the developmental span.

Both philosophies are an important part of parenting education and youth development, but the prevention approach has tended to be more predominant. “Too often, parenting education is framed as prevention instead of promoting development,” says Jodi Dworkin, assistant professor with the University of Minnesota’s College of Human Ecology and family specialist with the University of Minnesota Extension Service. “It tends to focus on how to prevent the bad things that kids can get into, instead of emphasizing parenting in a way that allows youth to develop to their full potential and make good decisions about their lives all along their developmental path.”

There are several reasons for the lack of emphasis on promoting development.

- There is not agreement among researchers, policymakers, and the public on what constitutes positive development. Differences among and within cultural, racial, religious, gender and other groups make consensus even more difficult.
- There is a significant lack of research on how promoting positive behaviors in early and middle childhood may predict positive outcomes along the developmental path. Most research focuses on the absence of negative behaviors.
- The communication between researchers and practitioners, as well as among disciplines such as youth development, child development, adolescent development, and family development has been minimal.
- The measurement of negative factors such as chemical use and teen pregnancy is much easier and more objective than the measurement of social/emotional factors.
- Funding and evaluation have tended to focus on problem prevention rather than promotion of development.
- Social indicators have focused largely on preventing or reducing problem behavior rather than promoting or increasing positive behavior.

In a recent book featuring essays on child well-being, two authors from Child Trends suggest several social/emotional indicators that could be used as a part of assessing positive development. They include: character, civility, parent-child relationships and activities, sibling relationships, peer relationships, social capacity, religiosity/spirituality, tolerance, extracurricular activities, sports and exercise, participation in cultural and literary activities, environmentally conscious behaviors, and volunteer involvement. Pittman adds civic engagement and vocational development to this list. The bottom line is that a critical precursor for the emergence of a more promotion-oriented approach to youth and family development is the creation of a set of universal and reliable social indicators that can be measured.

In addition to preventing problems and promoting development, Pittman adds a third

For further reading...

The following recent books and papers are rich sources of further reading on the topic of families and youth development. Several of them were used as sources for articles in this newsletter.

Eccles, Jacquelynne and Gootman, Jennifer Appleton, eds. Community Programs To Promote Youth Development. 2002: National Academy Press, Washington DC. Available from the National Academy Press or its website: www.nap.edu.

Hotterth, Sandra L. and Owens, Timothy J., eds. Children At The Millennium: Where Have We Come From, Where Are We Going? 2001: JAI (Elsievier Science Ltd), Oxford. This volume is the sixth in a series titled Advances in Life Course Research., and is a collection of articles on various aspects of child, youth and family development. It is difficult to find, but is available from the University of Minnesota library system.

Larson, Reed, Brown, B. Bradford and Mortimer, Jeylan, eds. Adolescents' Preparation for the Future: Perils and Promise. 2002: Society for Research on Adolescence, Ann Arbor. This volume is a report of the Study Group on Adolescence in the 21st Century.

Steinberg, Laurence. Crossing Paths: How Your Child's Adolescence Triggers Your Own Crisis. 1994: Simon and Schuster, New York. This book by a well known researchers and author in the youth development

Raising Healthy Teens: A Study of Parents of Teens

By Rose Allen, Regional Extension Educator
University of Minnesota Extension Service

Parents matter in the lives of teens. When parents raise their teens with nurturance, high expectations about behavior and an underlying foundation of respect, young people are less likely to engage in risk taking behaviors and more likely to grow up healthier.

What do parents of teens in the Twin Cities area believe about their role and influence in the lives of their teens? A recent study yielded some interesting findings about their values, behaviors, needs and opinions regarding their parenting roles.

Commissioned by a unique partnership that makes up the Positive Parenting for Adolescent Health Consortium (PPAH*), the study involved a series of 19 focus groups in the Fall of 2002, with a total of 159 parents participating.

Parents were honest and open about the joys and challenges of raising adolescents. The report provides many perspectives based on the wide representation of cultural and socio-economic backgrounds of the respondents. The following points were universally expressed across all groups:

- Parents said communication is key. They identified good communication as a strategy that works best in promoting teen health. However, it is one of their biggest challenges, and something they want to improve on.
- Parents view teen health broadly and see it as much more than the absence of risk factors. Nearly all parents described “healthy teens” in terms of positive emotional assets, like high self-esteem, positive mental health, happiness and self confidence. In fact, some parents were offended at the portrayal of healthy teens as being free of problems, such as drug and alcohol use or teen pregnancy, instead of in terms of their strengths.
- Parents believe they can motivate teens to be healthy and stay healthy. They named a number of ways they promote positive health: open and frequent communication, monitoring their teens activities, monitoring their friends, and encourage activities based on their interests. Not surprisingly, these behaviors are also identified as cornerstones of effective parenting.
- Modeling the behaviors they want in their teens is important. Parents feel they need to counter the negative messages teens get from the community and the media. By being a positive role model, parents can be more effective in holding their children accountable for the behaviors they expect.
- Parents expressed feelings of isolation and insecurity and the need for support from other parents. They said parenting teens was emotional, exhausting and wonderful – all at the same time. As they deal with the ups and downs of adolescence, parents said they want advice and support from experienced parents. Expert help is important in some situations, but support, reassurance and mentoring from other parents was even more important.
- Parents need support in their own communities. While the views of parents were quite similar across the variety of backgrounds represented, they also said they had different needs depending on their income levels and race/ethnicity. Again, their preferred source of information is natural leaders within their own communities.
- There is no “best” way to reach parents with education about parenting teens. Some liked learning through the media, others talked about the effectiveness of a grass roots

Immigrant Families Youth Development

Tuoch Chhim, Case Manager
United Cambodian Association of Minnesota

Immigrant families are constantly facing the challenges of integrating themselves into the American culture. America's fast-paced life style and easy access to information and knowledge hinder immigrant parents to have credibility with their children. Most families with adolescents raised in this country have difficulties understanding the American culture and parenting responsibilities, often causing them to lose control and authority over their children.

Immigrant youth raised in American society are able to adapt faster than their parents to the culture and customs.

Youth have an easier time learning English than their parents because they have more exposure to the American way of life. They are able to attend American schools at an earlier age, which gives them the proper foundation to build on their English skills. Plus, they have English-speaking peers. Even the mass media caters toward youth more than adults.

On the other hand, parents are left with very few options. First of all, their friends are non-English speaking people. Secondly, there aren't many programs around that help immigrant parents learn English. Programs that are available often do not work with parents' schedules because they are only operational at certain hours. Also, transportation to and from school is unattainable for many parents due to financial reasons. Some parents are afraid to leave their home because they don't know their way around and they cannot always read street signs. Therefore, most parents get little to no English training and are left with a severe handicap.

The responsibility of trying to raise a family in a culture they have little understanding of will continue to fall on the parents. On top of that, they must

Health Development

Face Unique Challenges

Engaging adolescents in the family

Jodi Dworkin, Ph.D., Assistant Professor,
Department of Family Social Science and University of Minnesota Extension Service



Teamwork and leadership development are a part of UCAM's youth program. Here, Cambodian girls participate in a ropes exercise, where the goal is to move a ball from one box to another.

For families, the teenage years can sometimes be challenging, but they can also be an exciting time filled with countless opportunities for growth and change. Adolescence is a period during which both youth and parents are going through many wonderful changes. How families respond to these changes helps determine whether the challenges outnumber the opportunities. Engaging adolescents in the family means celebrating and enjoying the changes all family members are going through and responding to the changes by transforming the family to meet everyone's new needs.

Developmental tasks of adolescence

The tasks of adolescence include: adjusting to the physical and emotional changes of puberty, dealing with emerging sexuality, acquiring interpersonal skills for dealing with members of the opposite sex and intimate relationships, gaining education and other experiences needed for adult work roles, resolving issues of identity and values, improve complex reasoning ability, expanding knowledge of self and the world, gaining more control over how and with whom

they spend time, increasing independence.

Adolescence is a time of growth for youth, parents and the family

In the past, the teen years have gotten a bad reputation, being described as a period of storm and stress and suggesting parents should be prepared for high levels of conflict and fighting. More recently we have discovered that that's not true. Parents and teens fight, typically over mundane issues, and the majority of fighting is not intense. Only a small proportion of families experience dramatic deterioration in the parent-child relationship during adolescence. The family is critical in helping youth successfully achieve their developmental tasks. Minor conflict, disagreements, and rich discussions are some of the ways that happens.

How do you engage youth in families in a way that supports their developmental needs and allows them to achieve their developmental goals? Healthy adolescent development is facilitated by a strong parent-child relationship that allows for disagreement and allows the young person to express his or her growing sense of individuality. Parents and teens must be willing to engage in an active process of redefining the parent-child relationship during which close ties are maintained without putting the youth's individuality in danger. A mutual and reciprocal process of redefining the relationship is critical. While adolescents are learning to understand their interdependence within the family, they are also de-idealizing parents.

Engaging youth in the family means:

- Valuing and enjoying the changes youth are going through. They are growing up to be free thinking individuals, learning to express their opinions, and learning to be in positive relationships with others. Enjoy this time as a family.
- Acknowledging the changes other family members may be going through – parents, siblings, grandparents

uth are adopting more American values
t don't necessarily match.

ost youth are embarrassed by their
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cool; you're an outsider. They are
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ck, and they spit when they chew it.

other generational challenge that
curs in immigrant families is regarding
mily values. To the parents, family
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CONSORTIUM CALENDAR

May 2 and continuing...

First Fridays at Andersen Library, will be held on the first Fridays of several months from noon to 1:00 pm in the Givens Conference Suite, 120 Elmer L. Andersen Library, U of MN. For more information, call Karen Nelson Hoyle at (612) 624-4576 or e-mail at clrc@tc.umn.edu.

May 14-16

2003 Children, Youth and Families At Risk Annual Conference, held at the Hyatt Regency in Minneapolis. Visit www.reeusda.gov/4h/cyfar/cyfar.htm for more information.

May 15

2003 Harris Forum, held at the MN History Center, featuring Visiting Scholar Sam Meisels. For more information contact the U of MN's Irving B. Harris Training Center for Infant and Toddler Development at (612) 626-8625 or visit icd.coled.umn.edu/HarrisCenter.

May 22

The U of MN College of Human Ecology's 2003 Scholarship Dialogue, Homeland Insecurities: Families and Communities in Uncertain Times, will be held at the U of MN St. Paul Campus. Visit <http://www.che.umn.edu/s-dialogue/> or call Yvonne Everling at 612-625-7272 for more information.

May 27 – June 13

2003 Public Health Institute offers a variety of courses for attendees on the most current developments in a host of public health fields. Sponsored by the U of MN's School of Public Health, visit <http://www.cpheo.umn.edu/institute/> for more information.

May 30

Starting Strong. To engage both University and community leaders from throughout Minnesota in sustained partnerships for the benefit of Minnesota children, President Bruininks will convene a series of three yearly Children's Summits. The first, to be held May 30, 2003, will focus on "Starting Strong," with an emphasis on the early foundations of healthy development and learning — and the programs, policies, practices, and conditions that enable children and their families to thrive and succeed. For more information, visit www.childrensummit.umn.edu.

June 5-6

National Conference on Domestic Violence in the African American Community, sponsored by the U of MN's Institute on Domestic Violence in the African American Community, co-sponsored by

CYFC Advisory Council Focuses On Families and Youth Development

Bringing together the disciplines of family development and youth development for examination and discussion was the goal of the spring meeting of the Children, Youth and Family Consortium Advisory Council. Two seasoned professionals set the stage by sharing their perspectives.

Dr. Hal Grotevant, professor and department head in Family Social Science, discussed three cornerstones of the family perspective on youth development. These are:

- 1) The developmental cornerstone, which sees adolescence as a process of transforming relationships, with the family providing "training ground" for youth to develop identity, connections and skills they need as they move toward adulthood.
- 2) The systemic cornerstone, which understands families as the meeting ground of multiple realities, with years of research showing that influence within the family moves in all directions - parent to child, child to parent, child to child. Changes in one part of the family, such as those that occur in adolescence, can trigger changes in the entire family.
- 3) The ecological cornerstone, which recognizes the contexts in which adolescents develop. In addition to the family, these include neighborhoods, informal organizations, schools, and societal influences such as culture and ethnicity.

Grotevant said one of the critical gaps in youth and family development research is in the area of diversity of youth's experiences both in the United States and globally. He wondered what it might be like for an Iraqi adolescent coming of age at this time in their history? We just don't have a good handle on the experience of youth and families from various cultural and ethnic backgrounds, he observed.

Dr. Dale Blyth, director of the Center for 4-H/Youth Development with the University of Minnesota Extension Service, observed that youth development as a field does not yet have a clear systemic approach, nor does it have a clear theoretical base. Instead, he offered three

- 3) A programmatic approach, which is a process of creating positive, intentional environments for youth.

Common elements of the youth development field include: youth and their development are at the center; the field is informed by many other fields; and the field is largely applied, emerging from practice more than academic study.

Community youth development, a common phrase in the field, refers to an approach that places the voices and contributions of youth at the center of how communities can become more intentional places for development.

Subsequent discussion yielded a number of salient observations:

- People in these two fields don't work or talk together. Funding and research lines encourage silos, not cross-fertilization. This is one reason for the lack of programs that integrate families and youth development.
- Health promotion, which uses a holistic approach, could be a strong analogy for a theory of youth development. Currently, health and public health are not well understood by youth practitioners.
- How does the genetic influence from parents to children affect adolescence? And is there solid intervention research that shows to what extent we can influence adolescents by intervening with their parents? Can you change families by intervening with parents?
- Parent education systems and youth development systems must be better integrated. Faith communities have found that youth ministry programs are ineffective when they are separated from the work of the larger faith community. Communities matter. They can either help or hinder the development of adolescents and parents.
- We need to change the norms of parents, other adults and communities to acknowledge that adolescents want and need substantial relationships with adults.
- Some youth have had to redefine family for themselves and create new

CONNECTION CORNER

New Civic Engagement newsletter

Ideas For Action/Civic Engagement News is a new e-mail newsletter from the Council on Public Engagement at the University of Minnesota and edited by Harry Boyte, senior fellow and co-director of the Center for Democracy and Citizenship at the University's Humphrey

Institute. It is available at no charge to those interested in civic engagement ideas and developments, especially in higher education. To add your name to the list, contact Harry Boyte at hboyte@hhh.umn.edu.

Search Institute Report on Parents of Teens

The Search Institute and the YMCA of the USA recently released "Building Strong Families," highlights from a preliminary survey on what parents need to succeed. Over 1000 parents nationwide were interviewed for the study. Among the findings is that a majority of the parents surveyed are going it alone in the

vital and challenging task of raising children and teenagers, and most say they don't often turn to their extended family, friends, and community resources for support in parenting. Copies of the full report and the highlights are available online at <http://www.abundantassets.org>.

CHE/Extension resources for difficult economic times

"Getting Through Tough Times" is the title of a series of 17 publications produced by the College of Human Ecology and the University of Minnesota Extension Service. The publications are intended to assist people who have lost their jobs or have experienced some other action that has greatly reduced their income. Reviewed,

written and/or updated by Sharon Danes, University of Minnesota Extension Specialist in Family Resource Management, the publications are available in PDF format on the College of Human Ecology website: <http://outreach.che.umn.edu/toughtimes.html>.

CONSORTIUM UPDATE

Minnesota Children's Summit: Starting Strong



As a part of his Presidential Initiative on Children, Youth and Families, University of Minnesota president Robert H. Bruininks will host the Minnesota Children's Summit on May 30. This will be the first in a series of Children's Summits that will focus on investing in and promoting good outcomes for children 0-18 and their families and communities. The first summit will concentrate on the importance of a strong start in the early years of a child's development. The summit will be webcast on the Internet. Visit the summit website at: www.childrenssummit.umn.edu

Parenting and Mental Health Briefing Paper

The fourth in a series of public policy briefing papers on Families and Mental Health. "Mental Health and Parenting" is now available in print or electronic copy from CYFC. For a print copy, e-mail cyfc@umn.edu. For an electronic copy, visit CYFC's policy website at: <http://www.cyfc.umn.edu/policy/issues/health.html>

Capitol Conversations

A dialogue about research and public policy between legislators and University of Minnesota faculty took place in January at the Minnesota Justice Center near the Capitol. Designed by an advisory committee of legislators and faculty and CYFC's policy work group, the series of three Capitol Conversations focused on these topics: "Creating the Conversation: Policy Relevant Research on Children, Youth and Family

celebrates local community leaders and examines the effects of their work on the city of Minneapolis and its neighborhoods. Free and open to the public, call 612-339-3480 for registration and more information.

June 19

Dollar Works, Brooklyn Park - Dollar Works is an educational package developed by faculty at the U of MN that equips service providers in agencies, faith communities, schools and trained volunteers to teach basic money management skills. For more information, call Cindy M. Petersen at 320-587-0770.

June 19-20

STEEP/Seeing Is Believing Networking Conference, co-sponsored by CYFC and the Institute of Child Development at the U of MN. Call 612-624-4510 or email IBHarris@umn.edu for more information.

June 26 - 28

Educators for Community Engagement National Gathering, held at the U of MN and sponsored by U of MN Service Learning. For more information contact Laurel Hirt at 612- 626-2044 or lhirt@class.umn.edu.

June 26 - 27

Strategies For Assessing and Addressing Health Disparities, sponsored by Maternal & Child Health at the School of Public Health, U of MN. To be held at the Earle Brown Center on the University of Minnesota, St. Paul Campus. For more information, contact Jan Pearson at (612) 626-8644 or pearson@epi.umn.edu.

June 28 - July 1

94th Annual American Association of Family and Consumer Sciences Convention & Exposition, held in Washington D.C. For more information, visit www.aafcs.org/meetings.

July 14-16

National Maternal Nutrition Intensive Course, sponsored by the U of MN's School of Public Health. To be held at the Cowles Auditorium at the HHH Institute at the U of MN, visit <http://www.cpheo.umn.edu/nutrition/> for more information.

July 16

Rentwise, Lino Lakes - RentWise is a University of Minnesota Extension Service research-based tenant education program. For more information, call Cindy M. Petersen at 320-587-0770.

August 6 - 9

Nurturing Connections for Children, Families, and

Michael Brott, Community Partnerships and Communications Coordinator

Following are some youth development web references that either focus on the family's role in youth development or contain articles that are related to families and youth development.

“The Role of the Family in Adolescent Development”

<http://www.cyfernet.org/keynote2001.html>

This invited keynote presentation by Dr. Laurence Steinberg, Temple University, for the Children, Youth and Families at Risk Program Initiative, Cooperative Extension Service, in March of 2001 focuses on major findings that have emerged over the past several decades from research on adolescent development in the family context and examines the implications of the research for working with and developing programs for families at risk.

Forum for Youth Investment

<http://www.forumforyouthinvestment.org/>

The Forum for Youth Investment aims to increase the quality and quantity of youth investment and youth involvement by promoting a big-picture approach to planning, research, advocacy and policy development among the broad range of organizations that help constituents and communities invest in children, youth and families.

“Raising Teens: A Synthesis of Research and a Foundation for Action”

<http://www.hsph.harvard.edu/chc/parenting/raising.html>

Prepared by A. Rae Simpson, Ph.D., Raising Teens is the culmination of a groundbreaking initiative within the Harvard School Of Public Health's Center For Health Communication to pull together current research on the parenting of adolescents and to distill from it key messages for the media, policy makers, practitioners, and parents.

In creating Raising Teens, the Parenting Project put particular emphasis on identifying those conclusions about the parenting of adolescents about which there is widespread agreement among researchers and practitioners. The project found that, contrary to popular perception, there is significant agreement within research findings about important basic principles for raising teenagers in the United States today.

Minnesota Student Survey

<http://cfl.state.mn.us/studentsurvey/>

The Minnesota Student Survey is compiled every three years. It remains a leading foundation for identifying trends and attitudes among the State's sixth, ninth and twelfth graders. Policy-makers, practitioners and parents all will find this a valuable resource.

Who's The Consortium?

Tuoch Chhim is Youth Case Manager with the youth program at United Cambodian Association of Minnesota that offers a variety of services and programs to support the adjustment of Cambodians to American society. Tuoch is involved in several programs that help Cambodian youth preserve their Cambodian heritage and develop skills and leadership abilities to help them with adapting to American culture.

Hal Grotevant, Family Social Science professor and longtime partner in CYFC's work, has been named to the first group of Senior Fellows with the Evan B. Donaldson Adoption Institute in New York City. The Institute is a think tank on a wide range of adoption policy, practice and legal issues, and a leading education and research organization in the adoption field. Hal was one of the presenters on Families and Youth Development for CYFC's recent Advisory Council meeting.

Pauline Nickel is the director of the University of Minnesota's Southwest Research and Outreach Center in Lamberton, Minnesota. In the past, the ROC's have focused largely on agricultural issues. But recognizing that children, youth and family professionals in this very rural part of Minnesota have limited access to training resources, Pauline and colleagues conducted a needs assessment and have been providing programming through the ROC for about two years. They plan to host a webcast of the upcoming Children's Summit and follow it with community discussion and planning.

Jason Yost, a U of MN senior in computer science, has been working with CYFC as our Web Associate since 2001. His work in assisting with the redesign of CYFC's website and enhancing many technical aspects of it has been indispensable. Jason will be graduating in May and plans to pursue a career in java and web development. We thank him for his great work, and wish him well.

And the Consortium is YOU!