

INVENTORY OF CURRENT SUPPORTS FOR SUCCESSFUL YOUTH DEVELOPMENT

This inventory is a summary of all the current programs, policies, and practices within a community, which address specific background or immediate influences as identified in the Creating Nurturing Environments Model. By identifying current strategies and understanding how they affect specific influences, neighborhoods can better identify community strengths, resources, gaps, needs, and barriers, and begin to develop a more informed plan of action. This assessment might be done in a series of group activities with a community coalition/group, or completed individually (using more guided individual (web-based?) assessment form which will be developed). The following summarizes the type of information gathered through various activities. We would need to develop tools and/or processes to gather this information.

BACKGROUND INFLUENCES	CURRENT SUPPORTIVE STRATEGIES Existing Programs, Policies, Practices within community which are working well in addressing the specific influence <i>(please include information on reach of each strategy if possible)</i>	ADDITIONAL STRATEGIES NEEDED General Types of Programs, Policies, Practices within community which are needed (or need to be improved and/or expanded) which address the specific influence	POSSIBLE SOLUTIONS Specific ideas for new or modified Programs, Policies, Practices within community which could enhance influence <i>(This is an area that several neighborhoods have indicated they would welcome assistance. It might be especially helpful if, for each strategy, we had information on cost, reach, and speed/ease of implementation of different strategies)</i>
<u><i>Access to Capital, Resources and Health Services</i></u> <ul style="list-style-type: none"> - Absence of neighborhood poverty - Absence of family poverty - Access to health care - Social justice and equity 	Programs: Policies: Practices:	Programs: Policies: Practices:	Programs: Policies: Practices:
<u><i>Socially Cohesive Neighborhood</i></u> <ul style="list-style-type: none"> - Prosocial norms, informal social control - Socially supportive neighborhood - Healthy community norms 	Programs: Policies: Practices:	Programs: Policies: Practices:	Programs: Policies: Practices:

<ul style="list-style-type: none"> - Inclusive, non-discriminating community 			
<p><u><i>Safe and Healthy Physical Environment and Nutrition</i></u></p> <ul style="list-style-type: none"> - Quality housing, absence of abandoned building - Good neighborhood design and land use - Access to nutritious foods - Inaccessibility of alcohol and drugs for underage youth - Lack of toxic influences in neighborhoods 	<p>Programs: Policies: Practices:</p>	<p>Programs: Policies: Practices:</p>	<p>Programs: Policies: Practices:</p>

Programs, Policies and Practices for PRENATAL – EARLY CHILDHOOD Period

IMMEDIATE INFLUENCES	CURRENT SUPPORTIVE STRATEGIES	ADDITIONAL STRATEGIES NEEDED	POSSIBLE SOLUTIONS
<p><u>Caring Parents</u></p> <ul style="list-style-type: none"> - Parents are teachers - Involved monitoring - Non-harsh limit setting - Reinforcing interactions - Positive role modeling - Helping maintain healthy eating and activities 			
<p><u>Quality Education and Care</u></p> <ul style="list-style-type: none"> - Affordable, quality daycare - Affordable, quality preschool - Positive behavior supports - Health education/prevention curriculum - Effective reading and math instruction 			
<p><u>Positive Peer Influences</u></p> <ul style="list-style-type: none"> - Prosocial peers, role models - Access to health food, physical activities, and entertainment - Little exposure to violence, drug use, crime 			

Programs, Policies and Practices for CHILDHOOD Period

IMMEDIATE INFLUENCES	CURRENT SUPPORTIVE STRATEGIES	ADDITIONAL STRATEGIES NEEDED	POSSIBLE SOLUTIONS
<p><u>Caring Parents</u></p> <ul style="list-style-type: none"> - Parents are teachers - Involved monitoring - Non-harsh limit setting - Reinforcing interactions - Positive role modeling - Encouragement of healthy eating and activities 			
<p><u>Quality Education and Care</u></p> <ul style="list-style-type: none"> - Effective Schools - Affordable, quality before/after school education and activities - Positive behavior supports - Regular school attendance - Health education/prevention curriculum 			
<p><u>Positive Peer Influences</u></p> <ul style="list-style-type: none"> - Prosocial peers, role models - Access to healthy food, physical activities, and entertainment - Little exposure to violence, drug use, crime 			

Programs, Policies and Practices for EARLY ADOLESCENCE Period

IMMEDIATE INFLUENCES	CURRENT SUPPORTIVE STRATEGIES	ADDITIONAL STRATEGIES NEEDED	POSSIBLE SOLUTIONS
<p><u>Caring Parents (and other adults?)</u></p> <ul style="list-style-type: none"> - Parents are teachers - Involved monitoring - Non-harsh limit setting - Reinforcing interactions - Positive role modeling - Encouragement of healthy eating and activities 			
<p><u>Quality Education and Prosocial Activities</u></p> <ul style="list-style-type: none"> - Effective Schools - Affordable, quality before/after school education and activities - Positive behavior supports - Regular school attendance - Health education/prevention curriculum 			
<p><u>Positive Peer Influences</u></p> <ul style="list-style-type: none"> - Prosocial peers, role models - Access to healthy food, physical activities, and entertainment - Little exposure to violence, drug use, crime 			

Programs, Policies and Practices for ADOLESCENCE Period

IMMEDIATE INFLUENCES	CURRENT SUPPORTIVE STRATEGIES	ADDITIONAL STRATEGIES NEEDED	POSSIBLE SOLUTIONS
<p><u>Caring Parents(and other adults?)</u></p> <ul style="list-style-type: none"> - Parents are teachers - Involved monitoring - Non-harsh limit setting - Reinforcing interactions - Positive role modeling - Encouragement of healthy eating and activities 			
<p><u>Quality Education and Prosocial Activities</u></p> <ul style="list-style-type: none"> - Effective Schools - Affordable, quality before/after school education and activities - Positive behavior supports - Regular school attendance - Health education/prevention curriculum 			
<p><u>Positive Peer Influences</u></p> <ul style="list-style-type: none"> - Prosocial peers, role models - Access to healthy food, physical activities, and entertainment - Little exposure to violence, drug use, crime 			

Programs, Policies and Practices for EMERGING ADULTHOOD Period

IMMEDIATE INFLUENCES	CURRENT SUPPORTIVE STRATEGIES	ADDITIONAL STRATEGIES NEEDED	POSSIBLE SOLUTIONS
<p><u><i>Caring Parents and Adults</i></u></p> <ul style="list-style-type: none"> - Non-harsh limit setting - Reinforcing interactions - Positive role modeling - Encouragement of healthy eating and activities 			
<p><u><i>Quality Education and Prosocial Activities</i></u></p> <ul style="list-style-type: none"> - Effective Schools - Affordable, quality education, job training, and recreational activities - Positive behavior supports - Health education/prevention curriculum 			
<p><u><i>Positive Peer Influences</i></u></p> <ul style="list-style-type: none"> - Prosocial peers, role models - Access to healthy food, physical activities, and entertainment - Little exposure to violence, drug use, crime 			