



Harnessing the Power of Youth

*The Experience of the Community Clinics Initiative's
Networking for Community Health Projects*

PREPARED FOR:

Community Clinics Initiative
A project of Tides and The California Endowment

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Preface

ABOUT BTW *informing change*

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ABOUT THE COMMUNITY CLINICS INITIATIVE

The Community Clinics Initiative (CCI), a joint project of Tides and The California Endowment, began in 1999 as a one-time grantmaking program and has since grown into a \$113 million initiative to enhance the capacity of California community clinics to provide high quality health care for underserved populations. Through programs and grants in technology, capacity building, leadership and networking, CCI ensures that clinics remain vital partners in building healthier communities.

To find out more about CCI or the Networking for Community Health program, contact Jane Stafford, CCI Managing Director, at jstafford@tides.org or visit www.communityclinics.org.

INTRODUCTION

When listing strategies to improve community health, youth engagement may not immediately come to mind. For some grantees of the Community Clinics Initiative (CCI)'s Networking for Community Health (NCH) program, youth engagement is proving to be an effective, albeit nontraditional, approach to building capacity for community health.

First, the well-known facts: a healthy community needs youth who will grow into healthy, caring and productive adults. To create a healthy community one must address issues that stymie youth development and health—poor nutrition, substance abuse, neighborhood violence and a lack of opportunities—not only through direct services but also through systems-level change. Further, deflecting such negative aspects of their environment requires individual youth to develop their own abilities, including knowledge and self confidence, to navigate their paths successfully.

When designing the NCH program, CCI intentionally did not impose a great deal of structure on the grants, encouraging the 32 grantees to think creatively about how to promote health given the needs of their communities. As a result, the projects address a spectrum of issues, such as uncoordinated systems of care, poor health outcomes, limited voice in decisions that impact health care, lack of access to nutritious food and poor physical environments. Working from their knowledge of the communities' needs, some grantees decided to involve youth in their projects.

In this brief we describe the different ways that seven NCH projects (the projects) have engaged youth as a strategy to improve community health, as well as the resulting impacts on the youth, participating organizations and their communities. We also briefly discuss youth engagement frameworks and their relevance to community health. To illustrate how clinics can integrate youth into community health improvement efforts, we highlight three NCH projects with particularly strong youth engagement activities. The brief closes with lessons learned, which may be of interest to those who support, design or implement similar projects.¹

To read more about the NCH program's [first two years](#), including how projects engage [community health promoters](#), visit www.btw.informingchange.com.

THE NETWORKING FOR COMMUNITY HEALTH PROGRAM

CCI launched the NCH program in 2008 to support clinics' core mission of improving community health by enhancing networking efforts.² Building on clinics' expertise in providing clinical care and their long-standing connections to the communities they serve, the NCH program supports clinics in partnering with other organizations (e.g., social service agencies, schools, neighborhood associations) to tap into external expertise and resources, build and strengthen connections with local residents and empower the community to take action for community health.

¹ Data collected for this report include a review of 7 grant proposals and progress reports, 4 project staff interviews, 1 project staff focus group with 7 participants, 7 partner agency staff interviews, 3 focus groups with 20 youth participants, 3 site visits, a brief survey, as well as a review of external publications and resources.

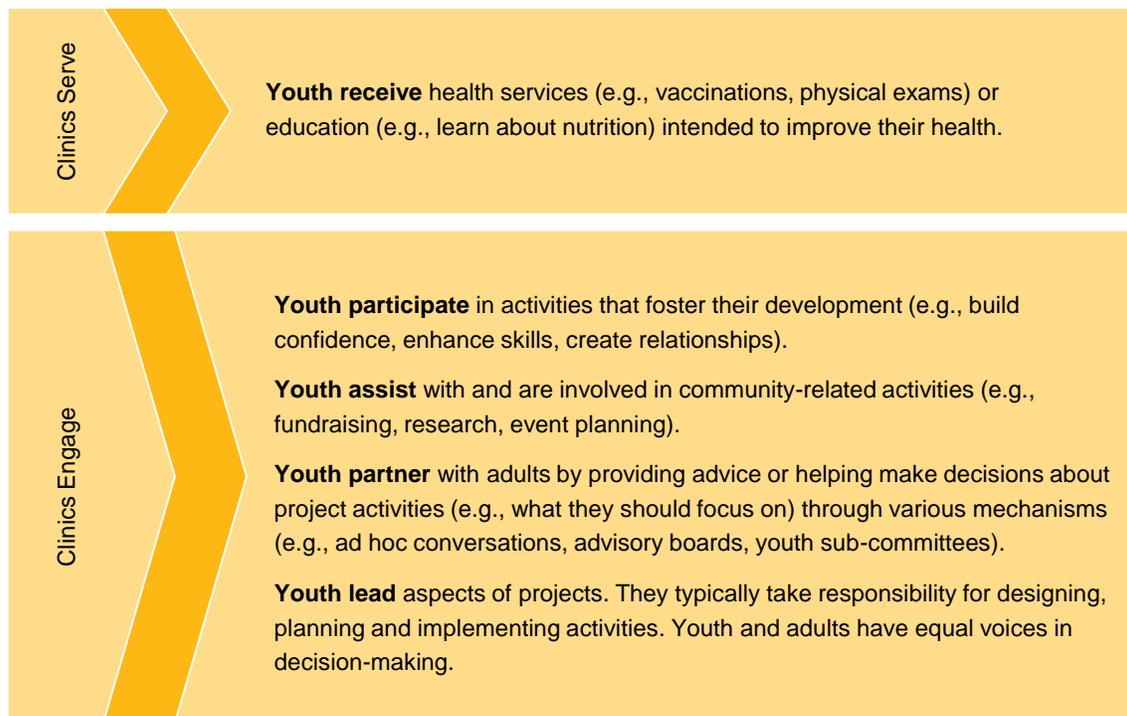
² The first NCH grant cohort launched in 2008 and ran through 2010; the second cohort launched in 2010 and continues through 2012. Three of the seven grantees examined for this brief received grants in both the first and second cohorts.

YOUTH ENGAGEMENT AS A HEALTH STRATEGY

A growing number of health institutions are looking at youth engagement as a strategy to improve the health of individuals and communities. One of the largest of these is The California Endowment, which along with its support of CCI has recently launched the [Building Healthy Communities](#) initiative—a 10 year, \$1 billion effort that supports 14 California “places” to improve their communities. The initiative highlights healthy youth development as one of its key outcomes that contributes to community health, stating that “mobilizing youth as leaders and change agents and supporting kids to stay in school, find meaningful work and connect with caring adults helps the next generation to thrive.”³

Terms to describe youth engagement vary: youth *development*, youth *involvement*, youth *inclusion* and youth *participation*; all describe similar types of activities and outcomes but have slightly different meanings. In this brief, we use the term “youth engagement” to refer to clinic or partnership activities that go beyond *servicing* youth with health services or health education to *engaging* them in community health promotion (Exhibit 1).

Exhibit 1
Types of Youth Engagement



Efforts to engage youth often draw upon a variety of frameworks developed by scholars and experts in the youth development field (see resource box on page 10). One common framework for understanding and supporting youth, the Youth Development Framework for Practice, identifies five core youth development practices—safety, supportive relationships, meaningful involvement, skill building and community involvement—as critical for promoting youth’s development and helping them achieve positive outcomes.⁴ These practices closely mirror strategies used at NCH clinics and other health care organizations to promote healthy communities.

³ The California Endowment. *Building healthy communities: Ten outcomes for community health*. <http://www.calendow.org/healthycommunities/pdfs/Ten%20Outcomes.pdf>

⁴ Community Network for Youth Development. “Our Approach: Framework.” <http://www.cnyd.org/framework/index.php>

PROVIDING HOPE OUT OF ISOLATION

Round Mountain, California, a town about 30 miles outside of Redding, has a sparse population, approximately 6 people per square mile. Located in an idyllic setting surrounded by mountain forests, Hill Country Community Clinic provides comprehensive health services for local residents. While the environment is beautiful, it also conceals some of the problems faced by such an isolated community. Tammy Allan, a licensed clinical social worker who arrived in Round Mountain in 2006 to accept a job at the clinic, saw these problems first hand. She immediately noticed teens showing up to the clinic with issues of aggression, depression, isolation and drug abuse. "My impression when I talked to these kids was that these issues stemmed from not having positive things to do, not being able to connect with other teens and being stuck in family dysfunction."



Hill Country Community Clinic CEO, Lynn Dorroh, recognized the lack of opportunities for youth over many years. After co-founding the clinic in 1982, Dorroh and her husband started a local group home for neglected youth and launched Acorn Community Enterprises, a family and youth resource and economic development organization. As the clinic has always been a supportive partner in local youth development activities, Dorroh fully supported Allan's ambition to examine the social factors surrounding the teen issues that were presenting at the clinic. As Dorroh explains, "We've always been committed to making life better for our kids, recognizing that education and hope for the future are essential ingredients for physical health."

Allan's first order of business was to create a mechanism to hear directly from youth. She formed the Youth Advisory Board to identify how the community could help address the issues that clinic staff were seeing. The Youth Advisory Board's chosen priority was to find a central place for teens to hang out and make their own. Ideally timed, the clinic was able to incorporate the youth's request into their major clinic renovation. In 2010, the Teen Center opened in a separate building on the clinic's property. The common area has space for youth to work on homework and hold meetings, its kitchen provides a place where teens learn about healthy cooking and the lounge room is ideal for chatting with friends. An outside covered patio is full of games, including ping pong, pool and foosball tables. On the Teen Center's second floor, Acorn Community Enterprises recently launched the local radio station KKRN, where teens learn about radio production and broadcasting.

The Networking for Community Health program supports the aspirations of the Youth Advisory Board through funding of the [DEPTH \(Discovery, Exploration, Purpose, Training and Hope\) program](#). Started in 2008, DEPTH offers a wide variety of supports for youth to gain skills and form supportive relationships with adults and their peers. The clinic partners with Acorn Community Enterprises and Mountain Valley Health Center, another community clinic that runs a DEPTH program on the other side of the Shasta mountains. DEPTH takes youth on college tours, helps them find employment and offers a variety of volunteer experiences. Dolores Navarro, DEPTH Program Coordinator, notes how "the program broadens youth's horizons. They are able to meet people, travel to different places and have new experiences." DEPTH's fun activities (e.g., rafting, rigorous hikes, camping) are designed to challenge youth and deepen relationships. As one youth notes, "DEPTH activities get youth to come out and get involved at different levels and interest points." In situations where youth lack adequate parental or guardian support, DEPTH informally matches youth with adult mentors. One long-time mentor and clinic board member, Beth Messick, reflects on a successful approach to working with the youth. "We have learned to give youth extra space to try things and make mistakes in a safe environment. I think of [the mentors] as spotters around a trampoline. We are always ready to catch them if they need us."

Youth agree that the DEPTH project has taught them how to set their own goals and work toward them. One youth notes, "Before DEPTH I was really withdrawn and shy and didn't even think of going to college. DEPTH changed my life.... I have grown from a scared, defenseless teenager to someone who is well-known in the community for my volunteering and life improvements." Ultimately, the DEPTH project is working to improve community health through its offerings of constructive activities that will help youth remain on a positive path in the future.

NCH STRATEGIES FOR YOUTH ENGAGEMENT IN COMMUNITY HEALTH PROJECTS

Projects differ in how they apply youth engagement strategies to promote healthy communities. Some have a specific goal of supporting youth and empowering them to resist negative influences (e.g., substance abuse, unemployment) and lead healthy lives; others primarily focus on achieving community change (e.g., improved access to services, increased health knowledge) and involve youth in certain activities. In this way, projects contribute to youth development even if it is not an explicit or primary goal.

While clinics hold the position of primary grantees in the NCH program, they play different roles in these projects. Some clinics have staff on site to lead youth projects and work with partner organizations. Other clinics are part of community coalitions that sponsor youth engagement activities to address various community issues. Clinics report that their partner organizations often help recruit youth, provide venues or resources, conduct trainings and offer activities for youth participation.

Drawing on the Youth Development Framework for Practice mentioned earlier in this brief, we describe the strategies projects undertake to help youth move toward positive outcomes and contribute to healthy communities. For example, projects are:

- **Engaging youth in a variety of health-related community activities.** Youth learn about community health issues and take on public leadership roles in their communities. Project activities are often both fun and constructive ways to help steer youth away from negative influences in the community. Most commonly, projects engage youth in community health efforts through the following roles⁵:
 - **Peer educators** (also known as community health promoters or promotores). Youth learn about health issues themselves, and then educate their peers. They often provide information informally (e.g., in school hallways, through text messages, at the dinner table), as well as through formal events (e.g., clinic health fairs, farmers markets, house parties, community theater).
 - **Data collectors.** Youth collect data for different purposes, depending on the focus and scope of the clinic's project and related partnerships. For example, in one project, information gathered by youth will become part of a community assessment about access to healthy food. In another project, youth collect data after conducting health information sessions to help the clinic understand the effectiveness of each session.
 - **Community advocates.** A few projects support youth to advocate for community issues that resonate with them (e.g., voting power on the school board, environmental issues in the community). Others encourage youth to participate on community advisory boards, voice their opinions in public forums or attend trainings (e.g., public speaking, organizing, social media) to prepare them for these endeavors.
- **Providing a safe and reliable environment for youth to learn and grow.** Projects provide a consistent space (e.g., regular meetings, standard rules, dedicated staff) for youth to learn new information and discuss challenges they encounter (e.g., difficulty reaching their goals, encountering resistance while voicing opinions). This environment is especially important for youth who need a place to escape tumultuous family or neighborhood situations.

⁵ Some projects support youth to take on other community roles, such as volunteering at local organizations or clinics, planning and organizing fundraising events, planting and maintaining school gardens or working at farmers markets.

- **Connecting youth with supportive adults who provide critical input and guidance.** Often projects develop adult-youth connections, although their approaches to developing these relationships differ. Some projects request that adults team up with youth on specific community project activities, while others pair youth with adult mentors when personal connections organically evolve. Youth also view project staff, who work closely with them, as mentors and role models.
- **Developing peer relationships.** Many projects include time for youth to participate in fun activities with each other (e.g., dances, field trips, socializing during meetings). These activities allow youth time to get to know each other and foster peer relationships, a critical part of their support networks.
- **Giving youth a meaningful voice in project decisions.** In most cases, youth are given some decision-making authority. Typically they make decisions about the types of activities they want to pursue and how to do so—frequently they are presented with a variety of options from which to choose. They also lead various aspects of projects (e.g., Web site development, event planning). In some projects, a separate youth group provides recommendations; other times youth regularly attend and participate in meetings with adults. While some grantees are beginning to think about how to better incorporate youth into project decision-making, others already have a youth-advisory mechanism.
- **Building knowledge and skills.** Most projects educate youth about relevant health issues (e.g., teen pregnancy, sexually transmitted infections, self esteem, healthy relationships, nutrition) and provide various trainings (e.g., public speaking, health confidentiality, interviewing, surveying). These activities prepare youth to take part in the project and other community activities while also building a knowledge and skill base that they can draw upon in the future. The trainings are often essential parts of the projects that boost youth’s confidence and help ensure high quality standards in project activities.
- **Exposing youth to new experiences, cultures and people.** Some projects provide opportunities for youth to participate in new and “eye-opening” experiences that broaden their exposure to different perspectives, enlarge their thinking and provide role models. This includes taking youth on college tours, visiting state and national capitals and attending regional or national conferences. These experiences are especially impactful for rural youth, given the lack of local opportunities and remote environments.

“Youth are meeting other individuals in the public health sector. They are learning more about and gaining exposure to careers.”

—Project staff

HARNESSING YOUTH POWER TO PROMOTE REPRODUCTIVE HEALTH

Parents and children form a snake-like line that curves around the parking lot at the “Back to School” event held at Planned Parenthood of the Pacific Southwest’s Coachella clinic. At the event, one of many that the clinic holds with partner agencies in the area, youth and adult promotores (or community health promoters) distribute school supplies, nutritious food and health brochures. For the past few years, youth promotores have been absent from events like these due to federal funding cuts. However, in 2010, with support from the Networking for Community Health program, the clinic was able to revive the youth component of their Pro Salud promotores program.



Sylvia Barron, the clinic’s Senior Director of Community Engagement for East Riverside County, spent part of her youth in the Coachella Valley. Reflecting on the region, she notes that the city of Coachella is surrounded by wealthy communities, such as Palm Desert and Indian Wells, places where movie stars vacation and presidents visit. In contrast to its surroundings, Coachella remains an underserved home for many migrant farm workers. The community faces numerous challenges, such as substandard housing conditions, poor reproductive health outcomes, arsenic-contaminated water and unreliable public transportation. The Pro Salud youth promotores are trained and deployed to tackle one of these issues: reproductive health.

Clinic staff train youth promotores on four core health topics—*anatomy and physiology, birth control methods, sexually transmitted infections and early cancer detection*—as well as communication skills. A youth promoter notes the importance of having adult trainers who connect with and show patience with youth: “Sometimes people just explain things and then get frustrated when you don’t get it. Our trainers make sure that we understand everything and they let us ask questions.” Once the youth are trained, they reach out to their peers, classmates and families in a variety of ways—talking with their moms at the dinner table, chatting with peers at school and hosting house parties where friends can get tested for sexually transmitted infections. Jacqueline Vargas, Community Based Health Initiative Coordinator, says the clinic relies on youth promotores for important outreach to teens. “Since the youth promotores are reaching a different age group, we’ve seen more youth coming to our clinic.”

The program also offers youth opportunities to apply their communication and leadership skills in situations outside the Coachella Valley, including advocacy visits with state and federal officials. One youth promotora who attended the Young Leaders Summit in Washington, D.C. explained how her eyes were opened to the politics surrounding reproductive health. “I had never been on an airplane before and suddenly I was across the country in our nation’s capital when the decision about federal funding for Planned Parenthood was being made. It was an amazing experience.” Another youth promotora who participated in [Teen Capitol Day](#) in Sacramento said, “We learned really great communication skills [through the Pro Salud youth promotores program] and used these skills to talk to legislators. I figure if we can talk to them about sex and the human body, we can be comfortable talking to anyone about anything.”

Looking forward, the Pro Salud youth promotores program hopes to continue increasing the number of youth who access clinic services, improving youth’s awareness about reproductive health and developing promotores’ leadership skills. The youth participants are proud of their work and want to see it continue. As one youth promotora reflects: “I can really see the change that we are making in our community.”

IMPACTS OF THE YOUTH ENGAGEMENT STRATEGY

Project staff, partners and youth report various impacts of the youth engagement strategy—on youth themselves, their organizations and the broader community. The following section focuses on the key impacts of youth engagement strategies; additional impacts may have occurred if projects use a youth engagement strategy in conjunction with other strategies (e.g., engaging adult community health promoters, building community coalitions, promoting healthy living and eating). Since many youth engagement activities are intended to impact youth now as well as in the future, additional benefits should be realized over time.

Youth Impacts

- **Youth participants feel empowered to make change in their communities.** Participating in project activities builds skills, connects youth to peers and provides them with a meaningful role in their communities—put together, this builds youth’s self confidence. As a result of their new abilities, they take on “adult” roles and work with others to improve the community.
- **Youth participants envision a more positive and productive future for themselves.** New knowledge and skills have positioned youth for future employment and college attendance. Youth have learned new information about health issues, such as nutrition, physical activity and reproductive health and strengthened their communication and inter-personal skills. Some youth gain work experience through the projects; many receive training in building resumes, applying to colleges and submitting forms for financial aid. As one project staff notes, the project helps youth “think beyond the barriers [in our community].”
- **A strong network of peers and adults supports youth participants as they grow and change.** Through the projects, youth meet new people, both peers and adults, and develop close relationships. These relationships support youth as they deal with existing challenges in their lives and face new ones. One youth participant, in describing her experience running for student council, says “It is good to know that people [who I met through the project] are behind you.”

“Since I was a kid who didn’t really have people helping me, I joined [this project] to help out other youth in order to make the future.”

—Youth

Organizational Impacts

- **Some clinics and partner organizations report an increase in youth participating in services and accessing resources.** Through the projects, more community members recognize the clinic and partner organizations as “teen friendly.” Project staff acknowledge the power of teen networks and how “teens bring in other teens” to receive health care services (e.g., sexually transmitted infection tests) or attend community events (e.g., health fairs, volunteer days).

“We talk to people in the community [about health issues] and I can really see the difference we are making. The more people we reach, the bigger the impact.”

—Youth

- **Project staff at clinics and partner organizations gain new knowledge.** Through the project, staff have increased their understanding of how to work with youth and their age-specific needs. In some cases, they have developed greater expertise in a particular subject (e.g., school gardens), which they can apply to other aspects of their community work.
- **Organizational relationships are stronger.** Prior to the project, clinics had varying levels of relationships with other community organizations. Staff report that the projects have further strengthened relationships, and in some cases, led to new relationships. For example, staff report that they now

receive partnership requests from other agencies that serve the same population. These agencies often want to partner with clinics in order to collect data, disseminate information or provide community activities for youth.

Community Impacts

- **Youth enhance community members' knowledge about health issues.** Youth are excited to share their newly acquired knowledge with others in the community. Often the greatest impact is on youth's families and peers. They bring home health-related information to share with their families (e.g., about healthy eating), they are seen as "go-to" people about health issues and are perceived by other youth as positive role models.
- **Some community members have a better perception of youth.** Projects help youth get out into the community and visibly make positive contributions. Project staff note how this can counter some community members' preconceived notion that teens are up to trouble. The projects present youth as leaders and sources of important information for the community.

HEALTHY EATING HEROES

West Sacramento, a vibrant and culturally diverse community, is located just across the river from California's state capitol. The city offers all the services of other major metropolitan cities including a recently renovated library, a city college and a new state-of-the-art community center. However, it also suffers from common urban problems such as poor access to affordable healthy foods and high student drop-out rates. In 2006, a group of nonprofit and government agencies came together to form the [West Sacramento Youth Resource Coalition](#) to ensure that the city's youth are safe, have opportunities for healthy development and are able to realize their full potential. CommuniCare Health Center is a co-founder of the Coalition and served as the fiscal agent until a recent decision to enhance the Coalition's capacity (e.g., expand staffing, move to a permanent location) through incorporation. The 2010 Networking for Community Health (NCH) grant came at a critical time to help in this transition.



A key component of the Coalition is the Sactown Heroes, a youth leadership group which ensures a youth voice in Coalition decision-making. The NCH grant also allowed the Sactown Heroes to embark on the Refresh: Think Before You Eat project. Through this project, the Sactown Heroes develop leadership skills, learn about nutrition, participate in physical activities and then pursue efforts to promote healthy living among other community members. Jim Rodgers, Coalition Co-Coordinator, explains: "We bring opportunities to the Sactown Heroes and they discuss them and choose what they want to pursue. They form project teams and we support them. Every decision is youth-driven. We stay true to that principle."

Many project opportunities come through the Coalition's partnerships with other organizations. For example, youth participated in the Yolo County Public Health Department's operation of California's Communities of Excellence neighborhood assessment of fresh food accessibility. According to Coalition Co-Coordinator, Yaminah Bailey, "The youth surveyed stores in certain zip codes and census tracts. They used an interview and observation sheet to assess food at each store (e.g., quality, signage, placement)." With the data they collected, the youth plan to make recommendations to store owners about improving access to nutritious foods. Based on the positive reputation of the program, the local Chamber of Commerce invited the youth to hone their entrepreneurial skills at the West Sacramento Farmers Market, where they manage a food stall selling baked goods. The Sactown Heroes also developed an Urban Farm Stand where youth sell produce and teach residents about composting. A Sactown Hero explains the farm stand's value: "The farm stand is close to neighborhoods and introduces new ideas about active and healthy living by selling produce. It gives people more options for eating nutritious foods."

Youth remain excited to have opportunities to not only improve their community, but also to form deep connections with their peers and provide input that is valued by adults. As one Sactown Hero puts it, "We showed our community that youth can step up to the plate. We can make our community a better place for us and our children in the future."

LESSONS LEARNED

While youth engagement isn't always the right strategy to improve community health, the projects have shown that it can be a useful way to teach the next generation about community health issues and empower youth to lead productive lives. Based on grantees' experiences to date, we offer the following considerations for others who design, implement and support youth engagement strategies as part of community health promotion efforts:

- **Allow adequate time and resources to recruit youth for the project.** Recognize that a good portion of staff time will be spent recruiting youth into the program as turnover is constant. To help with recruitment:
 - **Leverage youth's networks for recruitment efforts.** Projects have had success reaching out to friends and siblings of participants. Also consider nontraditional (e.g., public transportation) or online venues (e.g., Facebook, Twitter) to promote projects and recruit youth. Look into local school or peer groups that have similar project foci (e.g., health or environmental clubs).
 - **Recruit youth during natural transition stages.** As youth start high school or move to new communities they are often looking for opportunities to make new friends and participate in activities. Recruiting youth toward the end of their high school careers can present challenges as they tend to become busier with school-related activities, jobs and college preparations.
- **Prepare for youth transitions by undertaking "succession planning."** Consider involving youth-turned-adults in the project as peer role models and encourage them to transition their knowledge to younger youth. Prepare them to continue imparting learnings after leaving the program as they move on to new phases of their lives.

"My friends invited me [into this project]. I came, I got interested and I wanted to stay involved."

—Youth

- **Provide incentives to motivate and recognize youth efforts.** Think about offering stipends or awards (e.g., an iPod when youth reach 100 volunteer hours) for youth's involvement in community projects, especially when youth are from low-income areas. Project staff note that some youth may only be involved for these awards, but that the majority of the group often has broader motivations. Also, treating the community project as an internship where youth gain valuable work skills can help youth build resumes that highlight their project experiences.

- **Make sure that adults are adequately prepared to work with youth.** Allowing youth and adults enough time to meet in groups is important to build connections and establish trust. Adults may also need training on how to work with youth, particularly in the areas of active listening, having patience and respecting opinions.
- **Engender youth ownership and responsibility in a deliberate manner.** Give youth ownership over decisions to empower them and teach them responsibility. This could mean providing youth with options from which to choose (e.g., project activities, presentation topics) or determining formal leadership roles for youth (e.g., facilitating meetings, mentoring younger youth).

"We give the youth leadership and decision-making roles. They have ownership and I see this as a key factor that has influenced the [success of the project]."

—Project staff

- **Don't steer away from opportunities for youth to learn from failures.** Youth are resilient. They often bounce back from disappointments, so don't shy away from difficult project endeavors. Failed attempts at achieving goals in a safe and supportive environment provide valuable opportunities to learn and position youth to overcome challenges in future endeavors.
- **Be selective when deciding to partner with other community organizations.** Clinics should evaluate their strengths when it comes to youth engagement (e.g., dedicated staff to work with youth, accessible space, ability to share resources) and determine when and where partner organizations can contribute and add value to a project. Where possible, avoid duplication among partners; partnering with different types of organizations can facilitate cross-referrals and resource sharing, especially in small communities.
- **Take advantage of pre-existing supports and resources to assist with youth engagement.** Youth engagement isn't a new concept, so it's beneficial to take advantage of available information and supports. Look to other organizations that have developed and use youth engagement frameworks or who may be able to provide trainings on specific topics (e.g., social media tools, how to form advisory boards) or other resources. Provide opportunities where youth can connect with youth from other communities (e.g., conferences or activities).

A FEW USEFUL RESOURCES FOR ENGAGING YOUTH

- The Community Network for Youth Development, an organization based in the San Francisco Bay Area, provides support, training and capacity-building resources for youth-serving organizations and programs. The Youth Development Framework for Practice provides a road map for long-term youth outcomes and practices. For more information visit: www.cnyd.org
- The Sierra Health Foundation REACH Youth Program supports Sacramento area youth in their successful transition to adulthood. In 2010, they released a series of issue briefs that examine six aspects of engaging youth in community change: building a community coalition, developing community-school partnerships, engaging parents in initiatives, using a camp to bolster youth-driven community change and engaging under-represented youth populations. For more information visit: www.sierrahealth.org
- The California Endowment's Building Healthy Communities initiative promotes youth development as a key to community health. The Endowment's resource guide, *Building Healthy Communities: Communities Support Healthy Youth Development*, provides promising practices, key resources and case studies. For more information visit: www.calendow.org
- The John W. Gardner Center for Youth and Their Communities at Stanford University partners with local communities to support their efforts to develop well-rounded youth who contribute to their communities. They research, develop and disseminate effective practices and models. For more information visit: www.gardnercenter.stanford.edu
- Youth Radio promotes youth's intellectual, creative and professional growth through education and access to media. They connect youth with their communities through media literacy and professional development and promote civic engagement. For more information visit: www.youthradio.org



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