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**Stratford Youth and Family Advisory Board (YAFAB)  
Room 110-Birdseye Municipal Complex  
Minutes-January 12, 2015**

**In attendance:** Jocelyn Ault, Beth Benson, Darrin Bosco, Greta Broneill, Chris Brown, Jackie Carlino, Lauren Cavalli, Nina Chanana, Doreen Chiccarello, Amanda Cotella, Jack Cratty, John Daviau, Brianni Davillier, Paul DosSantos, Madelyn Dragone, Lucretia Duwel, Winnie Etienne, Anna Gasinski, Angelo Giannitelli, Patty Hines, Bill Hoey, Denise Keegan, Sean Kennedy, Zach Kenney, Lindsey Mazzarella, James Olsen, Dudley Orr, Prez Palmer, Peg Pancak, Kristi Peña, Lou Perno, Sandy Sarmiento, Jodi Palmieri- Schumann, Ty Sims, Mary Tiernan, Shannon Tripodi, Tammy Trojanowski, Kate Venison, Bob Wargo, Denique Weidema- Lewis

**Call to Order**

Winnie Etienne called the meeting to order at 4:05 p.m. Board members and guests introduced themselves.

**Approval of November 17, 2014 Meeting Minutes**

Dudley Orr made a motion to approve the November 17, 2014 meeting minutes. Paul DosSantos seconded the motion. It passed unanimously.

**Youth Committee Report**

Darrin Bosco reported the MONEY grant recommendations (attached). Dudley Orr made a motion to approve the report. Sean Kennedy seconded the motion. It passed unanimously.

**Strategic Prevention Framework(SPF) and Environmental Strategies**

John Daviau, John Daviau Consulting presented the Strategic Prevention Framework (SPF) and Environmental Strategies with an interactive, match game.

**40 Developmental Assets**

Denique Weidema- Lewis, RYASAP Director of Prevention, presented the Search Institute's 40 Developmental Assets. The PowerPoint slides from the presentation and discussion are attached.

**DFC Funding Requirements (Do's & Don't's)**

Tammy Trojanowski, DFC Program Director, presented on the DFC funding requirements as outlined in the terms and conditions. Anna Gasinski, DFC Project Coordinator, explained to Coalition members how to log their "in-kind" time. In addition, next steps were discussed.

## Plusses and Wishes

Plusses	Wishes
<ul style="list-style-type: none"> <li>• Food</li> <li>• Large and diverse group</li> <li>• Community and group share</li> <li>• Safe place to share</li> <li>• No pressure</li> <li>• Name Ice Breaker</li> </ul>	<ul style="list-style-type: none"> <li>• Coffee</li> <li>• Interactive, round table</li> <li>• Share contact information (name and organization)</li> <li>• Look into alternate meeting times (especially youth members)</li> <li>• Hear voices of youth members (critical)</li> <li>• Use microphone</li> </ul>

## Community Up-dates & Announcements

- The South End Community Center (SECC) VITA (Volunteer Income Tax Assistance) Program begins in January 2015. The program operates Mondays 4 to 8 p.m. at Franklin and at the SECC Thursdays from 5 to 9 p.m. and Saturdays from 9 a.m. to 12 p.m. Volunteers for tax assistance need to be 18 years or older.
- The SECC in collaboration with Stratford Library are sponsoring a Black History Month Essay Contest for Stratford youth. The SECC is accepting essay entries for grades K-5. Essays must be returned by Friday, January 28, 2015. Essay entries for grades 6-8 must be returned to the Stratford Library Teen Services Department by Monday, January 26, 2015. Prizes will be distributed at the Square One Theatre on Saturday, February 7, 2015 at 11:00 a.m.
- SECC and Sterling House Community Center's Food Pantry are accepting donations.
- Sterling House Community Center Spring sports registration has begun.
- Bunnell High School vs. Masuk High School Girls Basketball Home Game is on January 13, 2015 at 5:15 p.m.
- Stratford High School Post Prom volunteers are needed for May 29, 2015. Work sessions are held each week. Donations of food and bottled water are accepted, contact Peg Pancak or Sandy Sarmiento.
- Stratford Public Schools, in cooperation with the Town of Stratford Community Services, was awarded the 21<sup>st</sup> Century Community Learning Center Grant, which will operate 21<sup>st</sup> Century Creative Learning After School Program CLASP at Wooster Middle School and FLASH at Flood Middle School. The after school programs are scheduled to begin in February.
- MEDALS Awards are scheduled for June 15, 2015 at 7:00 p.m. at Town Hall Council Chambers. The Youth Committee is currently accepting MEDALS Award nominations for local youth, adults, businesses and community organizations who make a positive impact on the quality of life in Stratford and demonstrate leadership. All nominations are due by Monday, March 23, 2015.
- The 2015 Stratford Street Sculpture Share-A-Chair Open House is on January 15, 2015 at Paradise Pizza from 6:00 -8:00 p.m. Additional information can be found on Town of Stratford webpage under Arts Commission—Stratford Street Sculpture, or you may contact: [Stratfordstreetsculpture@gmail.com](mailto:Stratfordstreetsculpture@gmail.com).

**Adjournment**

The meeting adjourned at 7:40 p.m.

Respectfully submitted,

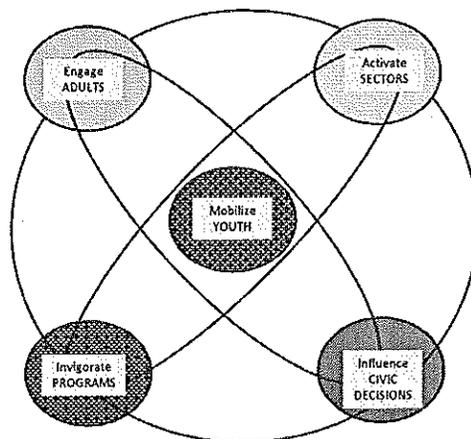
*Anna Gasinski*

Anna Gasinski

Proposed Program		Youth Leaders	Description	Recommendations
Rising Stars @ SLA	Colin Townsend, Chris Higgins, Shannon Dugan		The Creative Writing Workshop of Teen Services of Stratford Library is planning a performance event to be held in May. The Rising Stars @ SLA event will allow teens in Stratford to showcase their creativity through poetry, prose, screenplays, musical talent, dance, artwork through various mediums and photography. This year's event will continue to stage Stratford youth's writing, music, artwork, acting, dance and videos.	\$250
Unlearn	Rachel Merritt		Students at Bunnell High School would like to continue their <u>Unlearn</u> program. <u>Unlearn</u> is a literary magazine at Bunnell High School that addresses numerous teen issues, such as substance abuse, eating disorders, emotional issues, depression teen pregnancy and bullying. <u>Unlearn</u> helps Bunnell students to develop positive attitudes about these issues, and it offers students a safe way to express themselves through creative expression, writing and artwork without judgment.	\$250
Play Matters	Kayla Hughes, Lena Cleary		The Sterling House Youth Volunteer group, STROBE, is planning to have a "Play Matters" kid fair event in the middle of May. The event will provide an opportunity for elementary kids to learn new ways (using demonstrations) they could engage in physical activity. Also, the fair will allow businesses, such as Rock-In Jump and Bounce U, to set up a table or booth. The goal of the event is to stress the importance of physical activity to youth and families and promote the new Sterling House KaBoom playground.	\$250
Kick Start Youth Soccer Camp	Michelle Buzzanca, Grace Belpoit, Julia Barksdale		Kick Start Soccer Camp is planning to continue their program for Summer 2015, which is a youth led community program that introduces young players to the game of soccer. It is geared for students in grades 3-6, teaching campers the fundamentals of soccer and learning to work and play as a team.	\$250
Teen Volunteers	Billy Lang		The Town of Stratford Recreation Department offers summer volunteer opportunities for approximately 100 Stratford teens. The Teen Volunteer Program allows teens to be positive role models for others, while gaining responsibility, leadership skills and experience.	\$250
SHS Diversity Dream Team	Zane Carey		The Stratford High School Diversity Dream Team is a student initiated effort to improve the school environment and climate for teens. Their mission is to make Stratford High School a safer community, where all students feel free to be themselves and learn in an empathetic environment. The SHS Diversity Dream Team plans to spread the message of diversity as ambassadors to a better school climate, and coordinate a diversity poster campaign and "Diversity Day".	\$250

# Building an Asset-Rich Community

## What an Asset-Rich Community Looks Like



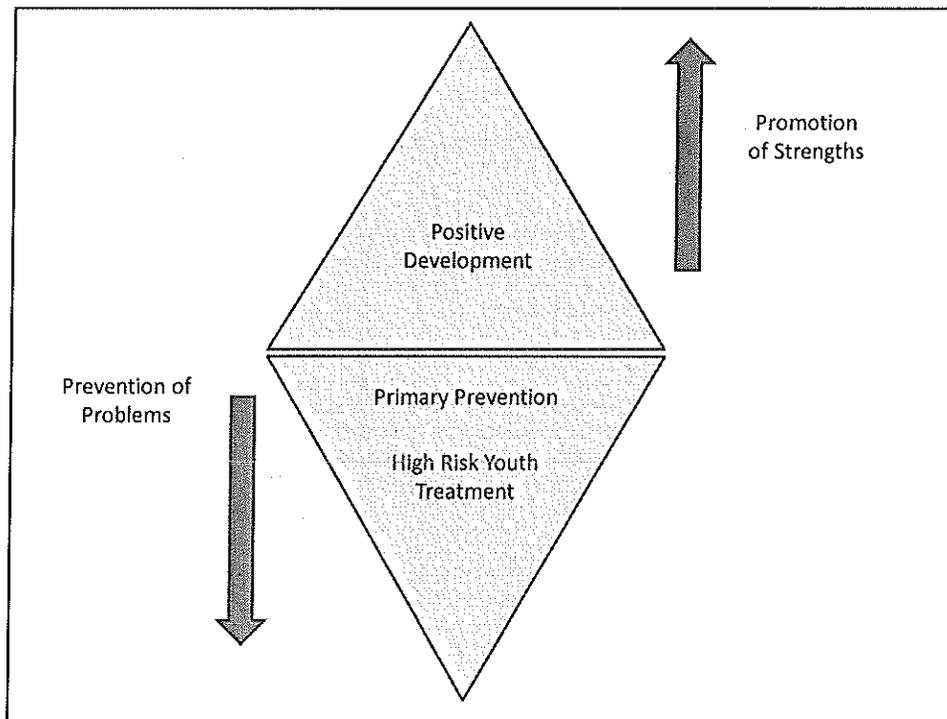
## **What are Stratford's strengths?**

Please stand and partner with someone that you are **NOT** that familiar with. During the next 2 minutes please share the following:

- Your name
- Your role in the community (Youth, parent, professional etc)
- The name and description of one thing currently happening in the community that has had a positive impact on children and youth.

## **40 Developmental Assets? What's that?**

Based in youth development, resiliency, and prevention research, the Developmental Assets are 40 research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults.



## Two Types of Assets

### EXTERNAL

Relationships and opportunities that young people experience in their families, schools and communities

- Support
- Empowerment
- Boundaries and Expectations
- Constructive use of Time

### INTERNAL

Competencies and values that youth develop internally to guide behaviors and choices

- Commitment to learning
- Positive values
- Social Competencies
- Positive Identity

## DEVELOPMENTAL ASSETS

### EXTERNAL ASSETS

POSITIVE EXPERIENCES AND SUPPORT A YOUNG PERSON RECEIVES FROM FORMAL AND INFORMAL CONNECTIONS TO THE COMMUNITY

#### SUPPORT

1. **Family Support** Family life provides high levels of love & support
2. **Positive Family Communication** Young person & parents communicate positively and youth seeks parental advice
3. **Other Adult Relationships** Young person receives support from 3+ nonparent adults
4. **Caring neighborhood** Young person experiences caring neighbors
5. **Caring School Climate** School provides a caring, encouraging environment
6. **Parent involvement in Schooling** Parent(s) actively involved in helping young person succeed in school

#### EMPOWERMENT

1. **Community Values Youth** Young person perceives that adults values youth
2. **Youth as Resources** Young people are given useful roles in the community
3. **Service to Others** Young person serves in the community one (1) hour or more per week
4. **Safety** Young feels safe at home, school and in the neighborhood

## EXTERNAL ASSETS *continued*

### BOUNDARIES & EXPECTATIONS

1. **Family Boundaries** Family has clear rules & consequences and monitors young person's whereabouts
2. **School Boundaries** School provides clear rules & consequences
3. **Neighborhood Boundaries** Neighbors take responsibility for monitoring youth behavior
4. **Adult Role Models** Parent(s) and other adults model positive, responsible behavior
5. **Positive peer influence** Young person's friends model responsible behavior
6. **High Expectations** Both parent(s) and teachers encourage the young person to do well

### CONSTRUCTIVE USE OF TIME

1. **Creative Activities** Young person spends 3+ hours/week in lessons or practice of music, theater or other arts.
2. **Youth Programs** Young person spends 3+ hours/week in sports, clubs or organizations and school and/or community
3. **Religious Community** Young person spends 1+ hours/week in activities in a religious institution.
4. **Time at Home** Young person is out with friends "with nothing special to do" 2 or fewer nights/week

## DEVELOPMENTAL ASSETS

### INTERNAL ASSETS

THINGS A COMMUNITY AND FAMILY NURTURE WITHIN YOUTH SO THEY CAN CONTRIBUTE TO THEIR OWN DEVELOPMENT

#### COMMITMENT TO LEARNING

1. **Achievement motivation** Young person is motivated to do well in school
2. **School engagement** Young person is actively engaged in learning
3. **Homework** Young person reports doing at least one (1) hour of homework every school day
4. **Bonding to school** Young person cares about his/her school
5. **Reading for pleasure** Young person reads for pleasure 3+ hours/week

#### POSITIVE VALUES

1. **Caring** Young person places high value on helping others
2. **Equality & School Justice** Young person places high value on promoting equality and reducing hunger & poverty
3. **Integrity** Young person acts on convictions and stands up for his/her beliefs
4. **Honesty** Young person tells the truth even when it is not easy
5. **Responsibility** Young person accepts and takes personal responsibility
6. **Restraint** Young person believes it is important not to be sexually active or to use alcohol/other drugs

## INTERNAL ASSETS *continued*

#### SOCIAL COMPETENCIES

1. **Planning & Decision Making** Young person knows how to plan ahead & make choices
2. **Interpersonal Competence** Young person has empathy, sensitivity, and friendship skills
3. **Cultural Competence** Young person has knowledge of/comfort with people of different cultural/racial/ethnic backgrounds
4. **Resistance skills** Young person can resist negative peer pressure & dangerous situations
5. **Peaceful conflict resolution** Young person seeks to resolve conflict nonviolently

#### POSITIVE IDENTITY

1. **Personal Power** Young person feels he/she has control over "things that happen to me"
2. **Self-esteem** Young person reports having a high self-esteem
3. **Sense of purpose** Young person reports that "my life has a purpose"
4. **Positive view of personal future** Young person is optimistic about his or her personal future

## Principles of Asset Building

All young people need assets.

**Everyone** can build assets.

**Relationships** are key.

Asset building is an **ongoing** process.

**Consistent** messages are crucial.

**Repetition** is important.

## Everyone Can Build Assets!

### As a Neighbor or Caring Adult, You Can . . .

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, "I'm thinking of you" notes, or e-messages to a child or adolescent with whom you have a connection.

### As a Young Person, You Can . . .

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, curricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

## Everyone Can Build Assets!

### **As a Parent or Family Member, You Can . . .**

- Consistently model—and talk about—your family’s values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.
- Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.

### **As an Organization Member and/or Businessperson, You Can . . .**

- Highlight, develop, expand, and support programs designed to build assets, such as one-on-one mentoring, peer helping, service learning, and parent education.
- Provide meaningful opportunities for young people to contribute to the lives of others, in and through your organization.
- Develop employee policies that encourage asset building in youth, including flexible work schedules for parents and other employees that allow them to volunteer in youth development programs.