

Building Staff Capacity to Support All Youth: Mapping Developmental Practices

***Youth Thrive 2019 National Convening
November 13, 2019***

The Forum for Youth Investment

Welcome!

Opening Reflection:

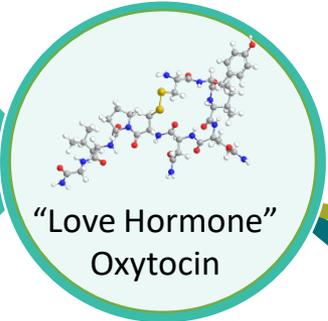
Think about a personal experience in or with an agency or program – one you observed or one you heard about – that was developmentally supportive. Think about why it felt developmentally supportive.

Session Objectives

- 1. To understand the science of learning and development.**
- 2. To build understanding of the definitions of developmental practice used as the basis for this cross system conversation.**
- 3. To experience use of a tool to explore questions on how important and how well practices developmental practices are in your community.**
- 4. To explore use of a rubric to review documents describing programs, policies and practices on how well they support developmental practices.**

Why Youth Development Works

You are safe.
You belong.
You matter.

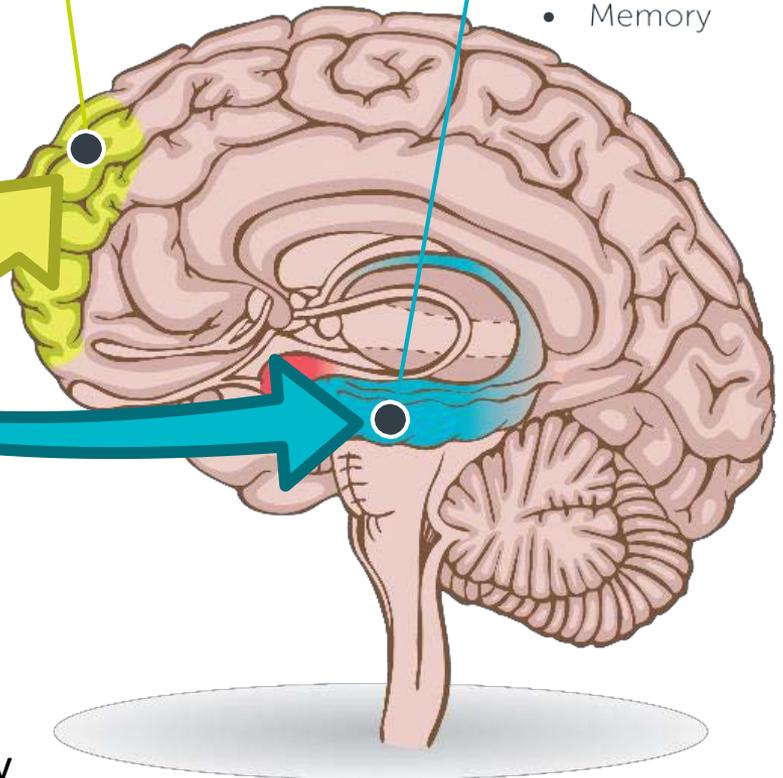


PREFRONTAL CORTEX

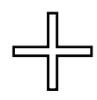
- Executive Function
- Self-Regulation
- Attention

HIPPOCAMPUS

- Learning
- Memory



Your brain is now primed to pay attention, learn and remember!



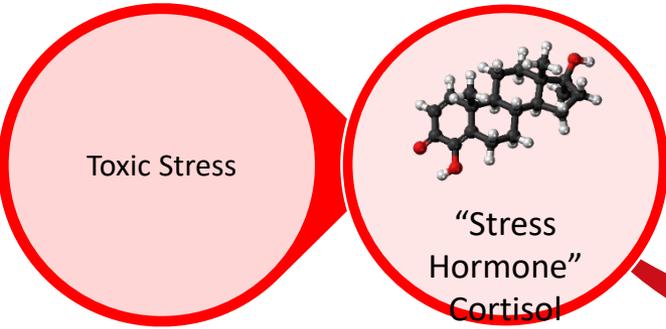
High quality, individualized instructional experiences



Optimal development that drives equity

Adapted from:  TURNAROUND FOR CHILDREN

Why “Learning While Scared” is So Hard



PREFRONTAL CORTEX

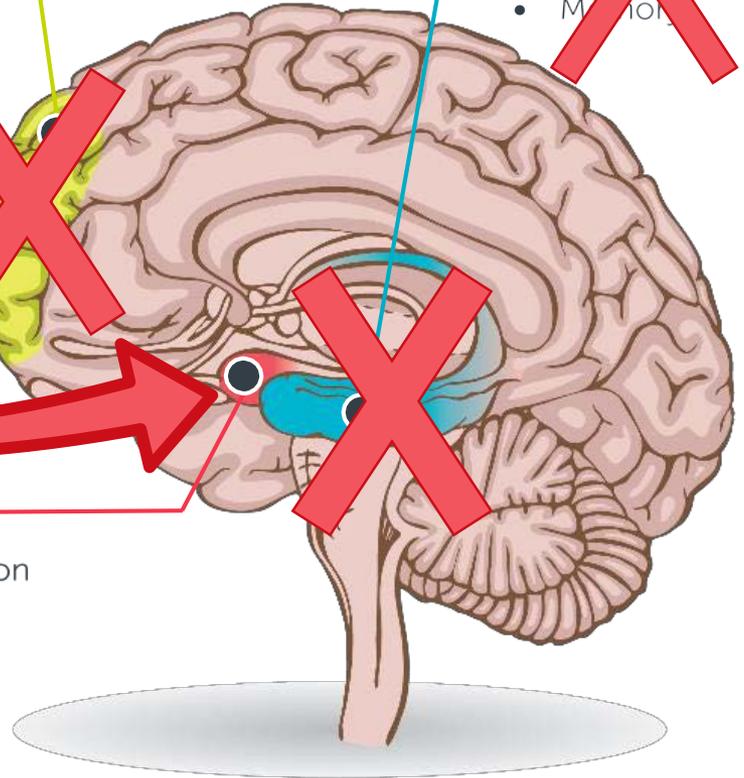
- Executive Function
- Self-Regulation
- Attention

HIPPOCAMPUS

- Learning
- Memory

AMYGDALA

- Emotional Regulation
- Reactivity



Your brain is primed only for flight, fight or freeze. Paying attention, learning, remembering and controlling your behavior are very hard.

Adapted from: TURNAROUND FOR CHILDREN

SoLD:

THE SCIENCE OF LEARNING AND DEVELOPMENT INITIATIVE

WHOLE CHILD
PERSONALIZATION
OF LEARNING



Relationships, environments with safety & belonging, rich instruction, individualized supports and intentional development of skills, mindsets & habits – it is this combination of things that we are talking about with Whole Child Personalization. - Dr. Pamela Cantor

SoLD Alliance Initial Findings

Initial Findings that can Transform Education Systems



POTENTIAL

Each young person has significant potential to learn and thrive.



MALLEABILITY

Brains are remarkably malleable and resilient throughout life.



INDIVIDUALITY

Every young person learns and develops differently.



CONTEXT

Experiences, environments, and cultures are *the* defining influence on development.



RELATIONSHIPS

Strong, trusting relationships are essential to learning and development.



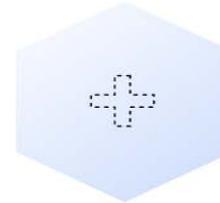
INTEGRATION

Cognitive, academic, social, and emotional development are inextricably linked.

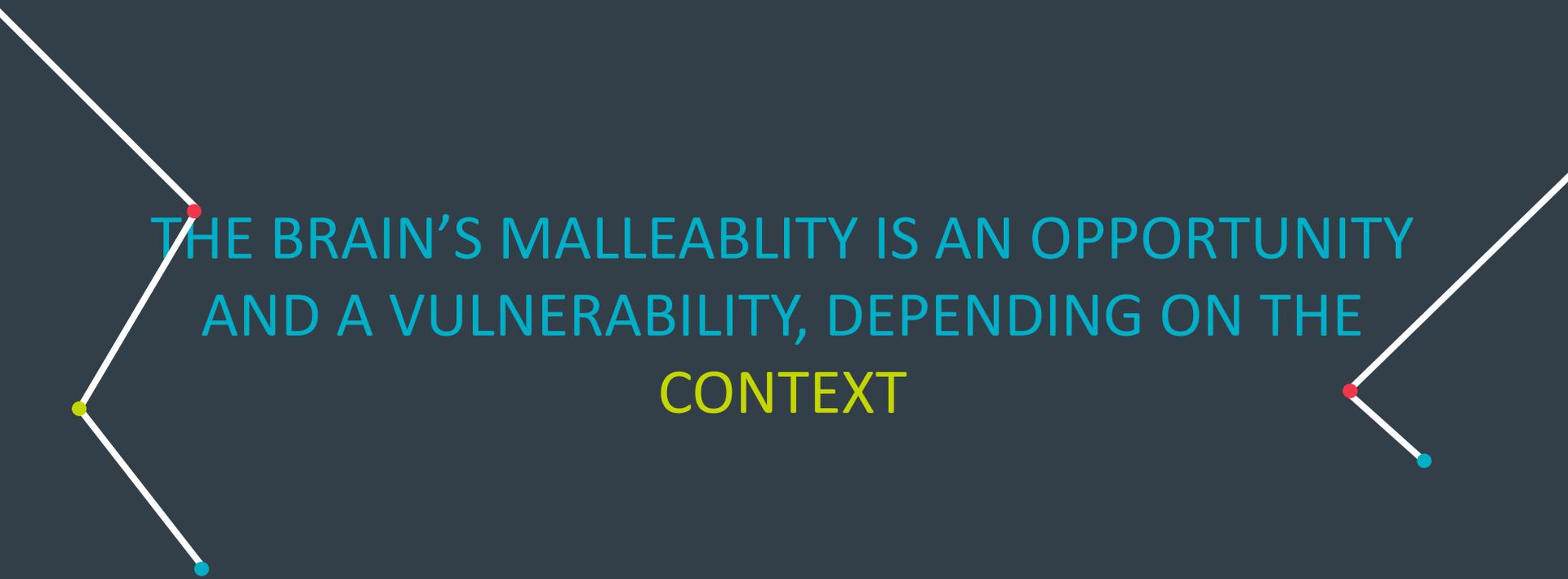


CONTINUUM

Human development is a progression, but not a linear one.



MORE TO COME



THE BRAIN'S MALLEABILITY IS AN OPPORTUNITY
AND A VULNERABILITY, DEPENDING ON THE
CONTEXT

Developmental Practices

Developmental practices are the dynamic supports young people need, in different ways and from different people, throughout their lives.

Adults can learn these practices, and develop strategies for putting them in place, whenever they engage with young people

Definitions of Practices

- Trust & Respect
- Continuity

- Caring, culturally responsive
- Consistency in practices
- Predictability in routines



- Meaningful work
- Inquiry as a major learning strategy
- Well-designed, collaborative
- Ongoing feedback
- Opportunities to develop metacognitive skills

- Identification of barriers
- Integrated services

- Explicit instruction in social, emotional, and cognitive skills
- Infusion of opportunities to use social emotional skills
- Educative & restorative approaches to group management

Readiness requires systematic efforts to ensure that there is room within official practice to support developmental practices that acknowledge life differences



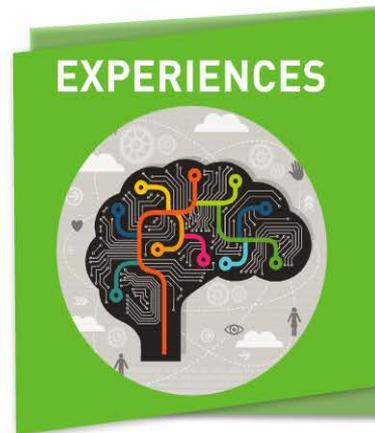
THAT ARE

- community-oriented
- relational
- resourced
- safe and structured
- socially and culturally responsive
- strengths-based
- youth-centered



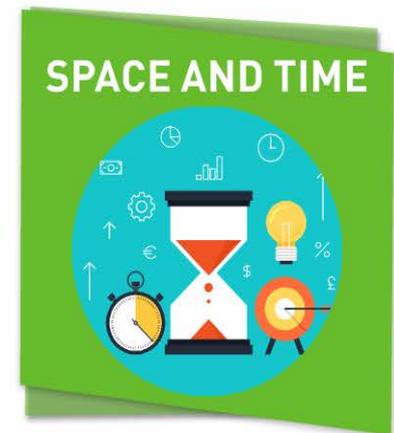
WHO

- coach and care
- equip and empower
- skillfully plan and execute
- train and assess



THAT

- are stage and age appropriate
- build skills and mastery
- challenge and engage
- connect to real life
- encourage agency and choice
- promote group work



TO

- observe and explore
- practice and demonstrate
- apply and connect
- reflect and refine

Features of Development Settings

The National Research Council

	Harmful	Minimal	Optimal
Physical and Psychological Safety	Physical and health dangers, fear, feeling of insecurity, sexual and physical harassment, verbal abuse.	↔	Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.
Appropriate Structure	Chaotic, disorganized, laissez-faire, rigid, overcontrolled, autocratic.	↔	Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.
Supportive Relationships	Cold, distant, overcontrolling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, rejecting	↔	Warmth, closeness, connectedness, good communications, caring, support, guidance, secure attachment, responsiveness
Opportunities to Belong	Exclusion, marginalization, intergroup conflict	↔	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.
Positive Social Norms	Normless, anomie, laissez-faire practices, antisocial and amoral norms, norms that encourage violence, reckless behavior consumerism, poor health practices; conformity	↔	Rules of behavior, expectations, injunctions, ways of doing things, values and morals, obligations for service
Support for Efficacy and Matterng	Unchallenging, overcontrolling, disempowering, disabling. Practices that undermine includes motivation and desire to learn, such a excessive focus on current relative performance level rather than improvement	↔	Youth-based, empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Practice that is enabling, responsibility granting, meaningful challenges. Practice that focus on improvement rather than on relative current levels
Opportunities for Skill Building	Practice that promotes bad physical habits and habits of mind; practice that undermines school and learning.	↔	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural.
Integration of Family, School, and Community Efforts	Discordance, lack of communication, conflict	↔	Concordance, coordination, and synergy among family, school, and community

Institutional Realities Matters

Different systems have different restrictions or opportunities based on their history, community expectations and regulatory demands.

- ❑ Think about juvenile justice settings, afterschool setting and K-12 schools, each with their own set of circumstances.
- ❑ Expectations and restrictions are imposed not only by official policy, but statutes, regulations administrative directives, organizational policies and the informal practices that exist in many places.
- ❑ Research has shown that federal grantees tend to be risk-averse and only take actions that are explicitly stated as allowable.

Readiness Gaps

Achievement Gap

Differences in academic standing between young people, often connected to race, class or gender.

Expectations Gap

Differences between what young people and their families expect will happen from investing time and resources into a system, and what actually results.

Opportunity Gap

Differences in the quality and quantity of opportunities and supports available to young people, often because of their families or where they live.

Skills Gap

Differences between what young people can do and the skills they need to carry out a role or responsibility.

Readiness Traps

Age as Proxy for Stage

- Social Promotion
- Aging-Out

Time as Proxy for Progress

- Seat-Time
- Doing Time

Completion as Proxy for Competence

- Completing School
- Completing Treatment

Access as Proxy for Quality

- Resources
- Talent

Definitions of Developmental Practices Questionnaire

Instructions:

Using the columns on the right, please rate each category from 1 (low) to 5 (high) on

- how important you feel the statement is to the learning and development of youth and
- how well it is currently being practiced across your sphere of influence or work [program, site, agency, system, etc.]

Reflections on Official Practices Being Developmentally Supportive

INDIVIDUALLY

- ❑ First, think about your organization, your system or a system and identify 1-2 practices that influence the learning and development of youth. Write them down next to the item from the Definitions of Developmental Practices Questionnaire you think the practices you chose relate to as you see it.

How do your “official” practices align with “developmental” practices?



Prohibitive policies and practices. Limit or cut-off opportunities to foster youth readiness.



Not Prohibitive policies and practices. Do not actively prohibit or promote youth readiness.



Promotional policies and practices. Encourage opportunities and pathways to promote youth readiness.



Incentivizing policies and practices. Enable the promotion of youth readiness through funding and other incentives.



Relationships

Environments

Instructional Experiences

Individual Supports

Building Skills & Mindsets

Reflections on Official Practices Being Developmentally Supportive

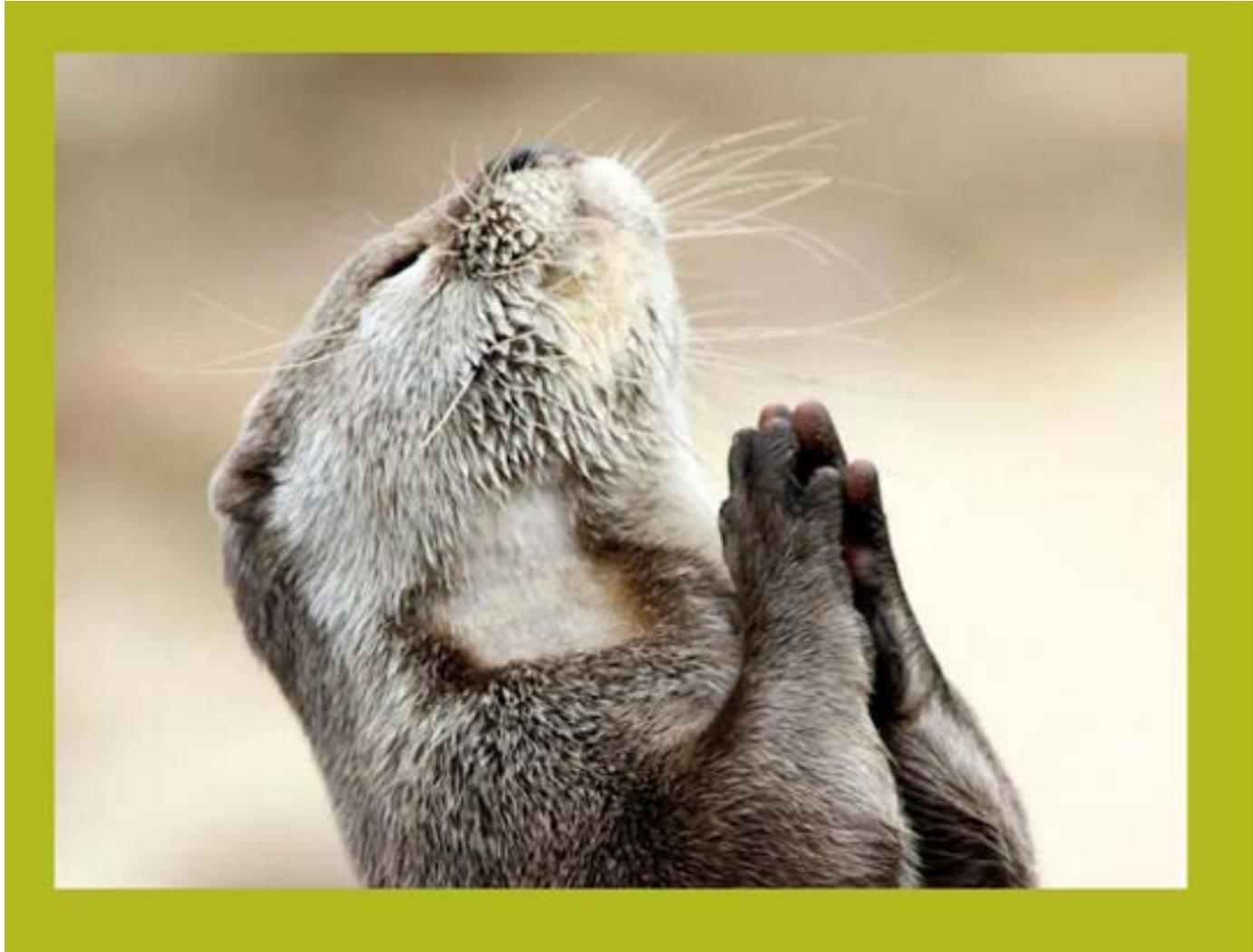
INDIVIDUALLY:

- Do some self reflection and assess where along the continuum of “official practice” support for developmental practices each practice fits.

AS A TABLE:

- Each person, share a practice, where it fits and their rationale for why it fits there.
- Then, take one practice from the table and discuss ways you might move it towards a more developmental practice considering the context of where the practice exists.

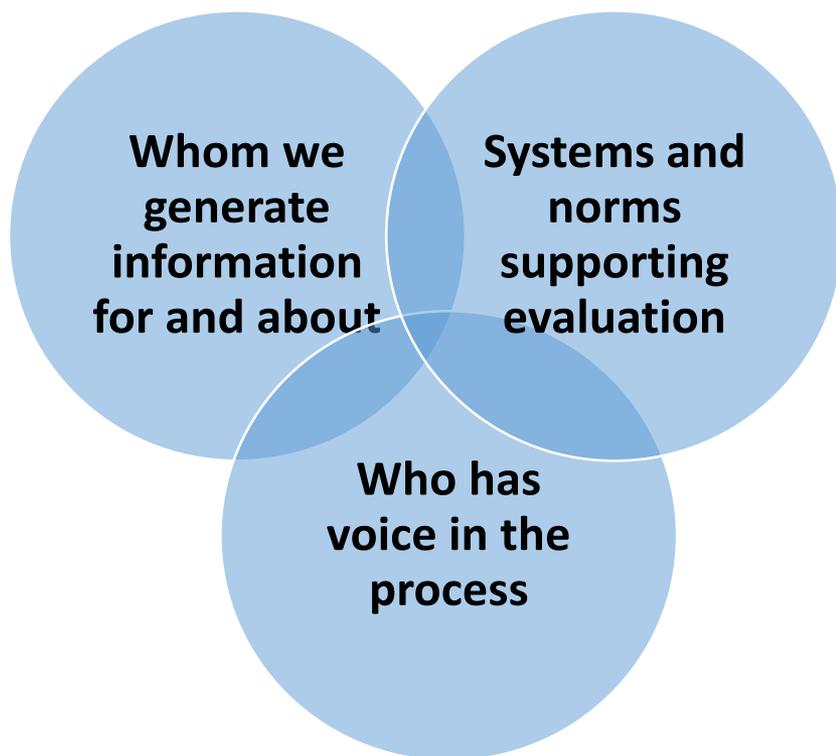
Hope is not a Strategy



I. What counts as Evidence

- **Random Control Trials**
- **Quasi-Experimental Research**
- **Program Performance Measures**
- **Community Indicator Data**
- **Return on Investment – Cost Benefit Analysis**
- **Community Experiences and Expectations**
- **Science and Research**

Things “equity and evaluation” might address



Questions:

- What’s missing?
- How should we think about this in the context of your broader work?
- Where can you best add to this discussion/how does this fit into your work?

The prevailing definition of an evidence-based program: A certified “model” program

The *program* part: A ‘brand name’ program, e.g.,

- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Aggression Replacement Training (ART)

The *evidence-based* part: Credible research supporting that specific program certified by, e.g.,

- Blueprints for Healthy Youth Development
- OJJDP Model Programs Guide
- CrimeSolutions.gov
- NREPP (National Registry of EB Programs & Practices)

The *implementation* part: Fidelity– strict adherence to the program protocol.

Evidence-Based Program “Types”

Standardized Program Evaluation Protocol

- Interventions with research on effectiveness can be described by the *types* of programs they represent rather than their brand names, e.g.,
 - *Family therapy*
 - *Mentoring*
 - *Cognitive behavioral therapy*
- These types include the brand name programs, but also many ‘home grown’ programs as well
- Viewed this way, there are many evidence-based program types familiar to practitioners

Kernels of Practice for SEL

- **Evidence-based prevention kernels**
- **Represent the essential “active ingredients”**
- **Target a specific behavior and can be taught quickly**
- **They are (a) more potent, and (b) more feasible to implement than comprehensive programs**

Hexagon Tool

Think about a new program, practice or policy your organization, initiative or community is preparing to implement or one you have recently started.

Using that selection, start to complete the tool by rating it on each of the six categories:

- 1. Need**
- 2. Fit**
- 3. Resources/Supports**
- 4. Evidence**
- 5. Readiness/Usability**
- 6. Capacity**

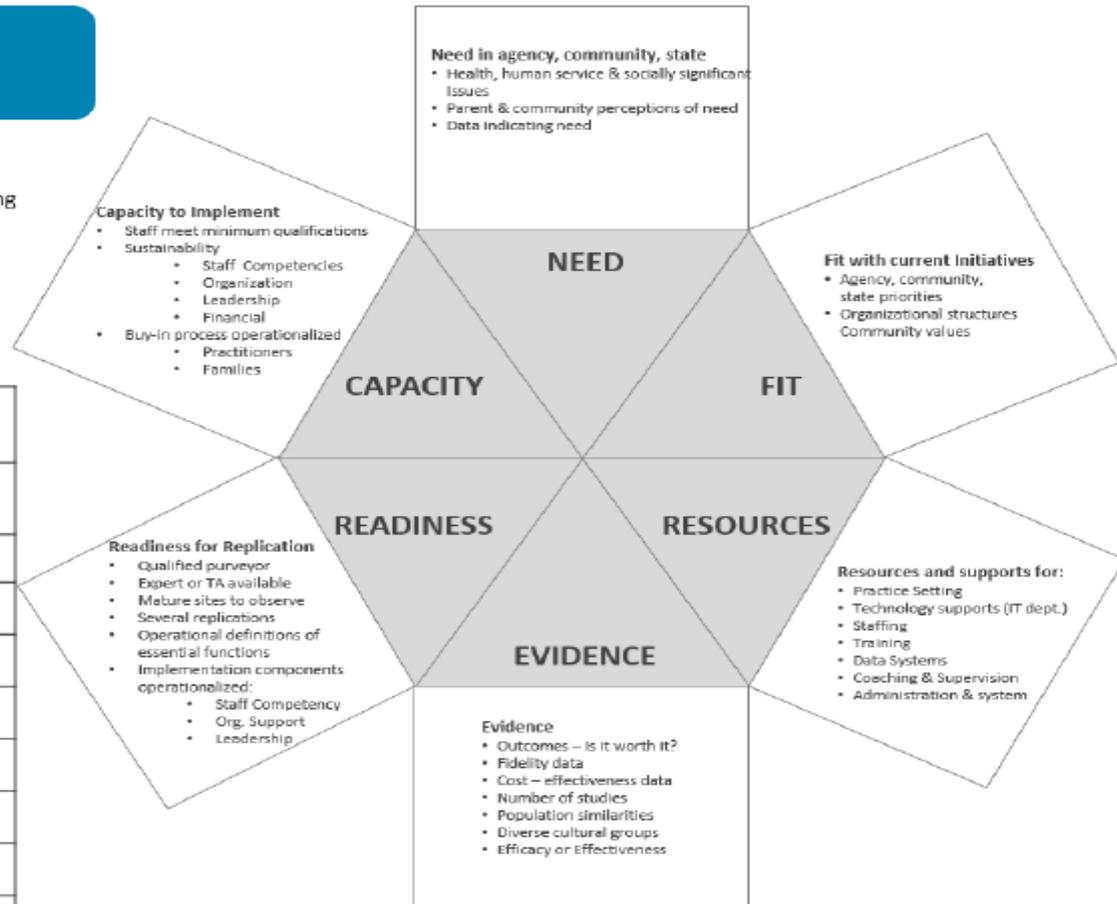
Hexagon Tool

The Hexagon Tool Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



Questions?

References & Citations

- **Advancing Evidence-Based Practices: List of Resources**
 - <http://forumfyi.org/advancing-evidence-based-pract>
- **Standardized Program Evaluation Protocol (OJJDP)**
 - <https://my.vanderbilt.edu/spep/spep-information/>
 - <http://nirn.fpg.unc.edu/>
- **Kernels of Practice – The Wallace Foundation**
 - <http://www.wallacefoundation.org/knowledge-center/pages/kernels-of-practice-for-sel-low-cost-low-burden-strategies.aspx>
- **The Readiness Project**
 - https://sparkaction.org/readiness/science-paper?utm_source=Ready+News+April1+16&utm_campaign=Ready+News&utm_medium=email
- **Washington State Institute for Public Policy**
 - <http://www.wsipp.wa.gov/BenefitCost?topicId=9>
- **Turnaround for Children**
 - <https://www.turnaroundusa.org/>



Improving & Aligning
Policies



Planning and Partnering
for Impact



Strengthening Practices
and Programs

About the Forum

The Forum is committed to changing the odds that all children and youth are ready for college, work and life.

We connect leaders to ideas, services and networks that can help them make more intentional decisions that are good for young people, even in the face of limited resources.

We help leaders who are trying to improve & align policies, plan & partner for impact, and/or strengthen programs & adult practice.

is the proud home of...



Helps leadership groups build broader partnerships, set bigger goals, use data better and implement bolder strategies.



Builds quality improvement systems to strengthen practices and programs serving young people



CHILDREN'S CABINET
NETWORKS
The Forum for Youth Investment

Supports state and local policy leaders.



Mobilizes action by and for young people.



Works to expand economic mobility and close the opportunity gap in America.



Keep in touch!

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www.forumfyi.org

www.readyby21.org

Features of Developmental Settings

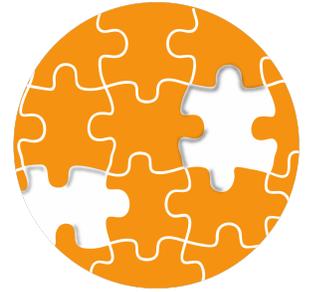
The National Research Council

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WHAT ARE READINESS GAPS?

Readiness Gaps are harmful differences between young people in achievement, expectations, opportunities and skills.

Across the country, practitioners, policymakers, researchers and writers are recognizing and working to close these gaps. Their strategies and solutions, although thoughtful, are often fragmented and insufficient.



COMMON READINESS GAPS

Achievement Gap

Differences in academic standing between young people, often connected to race, class or gender.

Learn More

- [*Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress, Statistical Analysis Report*](#)
- [*Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress, Statistical Analysis Report*](#)
- [*Cities in Crisis 2009: Closing the Graduation Gap*](#)
- [*The 2015 Brown Center Report on American Education: How well are American Students Learning?*](#)
- [*The Educational Experience of Young Men of Color A Review of Research, Pathways and Progress*](#)
- [*The Schott 50 State Report on Education and Black Males*](#)
- [*The Shame of the Nation: The Restoration of Apartheid Schooling in America*](#)

Expectations Gap

Differences between what young people and their families expect will happen from investing time and resources into a system, and what actually results. Also, the differences in what we expect from certain groups of young people, particularly youth of color or living in poverty.

Learn More

- [*Closing the Expectations Gap 2014 Annual Report on the Alignment of State K-12 Policies and Practice with the Demands of College and Careers*](#)
- [*Academically Adrift: Limited Learning on College Campuses*](#)
- [*Aspiring Adults Adrift: Tentative Transitions of College Graduates*](#)
- [*Savage Inequalities: Children in America's Schools*](#)

Opportunity Gap

Differences in the quality and quantity of opportunities and supports available to young people, often because of their families or where they live.

Learn More

- [Black Girls Matter: Pushed Out, Overpoliced and Underprotected](#)
- [National Equity Atlas](#)
- [2014 Opportunity Index](#)
- [One Nation, Underprivileged: Why American Poverty Affects Us All](#)
- [Our Kids: The American Dream in Crisis](#)
- [America's Youngest Outcasts: A Report Card on Child Homelessness](#)
- [Reconnecting Disadvantaged Young Men](#)
- [2014 KidsCount Data Book: Trends in Child Well-Being](#)

Skills Gap

Differences between what young people can do and the skills and mindsets they need to carry out a role or responsibility.

Learn More

- [America's Skills Challenge: Millennials and the Future](#)
- [Beyond the Skills Gap: Making Education Work for Students, Employers, and Communities](#)
- [Boiling point? The skills gap in U.S. manufacturing](#)
- [Time for the US to Reskill? What the Adult Skills Survey Says](#)

THOSE MOST AFFECTED BY READINESS GAPS

Some groups of young people are disproportionately impacted by readiness gaps. This includes young men and women of color, children and youth living in poverty and under-resourced communities, and young people connected to multiple public systems, such as child welfare and juvenile justice. Many youth fall into more than one – if not all – of these groups.

WHAT THE READINESS PROJECT IS DOING ABOUT READINESS GAPS

We are working to equip those working to make a readiness a right for all youth by supplying information to stay informed and make the case for readiness as a right. Our free online library is continuously updated with news and reports highlighting readiness gaps. Our Dispatches blog provides short, informative commentary on related and trending news and media.

Check out our news and resources at <http://sparkaction.org/readiness/news>.

Follow us on Twitter: #ReadinessGaps, #ReadinessProject, #ReadinessARight.



The Hexagon Tool: Exploring Context

Based on the work of
Kiser, Zabel, Zachik, & Smith (2007)

National Implementation Science Network (NIRN)

Frank Porter Graham Child Development Institute
UNIVERSITY OF NORTH CAROLINA CHAPEL HILL

Citation and Copyright

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This document is based on the work of Kiser, Zabel, Zachik, & Smith (2007) and the National Implementation Research Network (NIRN).

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About

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

email: nirn@unc.edu

web: <http://nirn.fpg.unc.edu>

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting individuals, especially those with disabilities.

email: sisep@unc.edu

web: <http://www.scalingup.org>



The Hexagon Tool helps states, communities, and agencies systematically evaluate new and existing interventions via six broad factors: needs, fit, resource availability, evidence, readiness for replication and capacity to implement.

Broad factors to consider when doing early stage exploration of Evidence-Based Practices (EBP)/Evidence Informed Innovations (EII) include:

- **Needs** of individuals; how well the program or practice might meet identified needs.
- **Fit** with current initiatives, priorities, structures and supports, and parent/community values.
- **Resource Availability** for training, staffing, technology supports, data systems and administration.
- **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well.
- **Readiness for Replication** of the program, including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized
- **Capacity to Implement** as intended and to sustain and improve implementation over time.

A thorough exploration process focused on the proposed program or practice will help your Implementation Team(s) have a productive discussion related to the six areas listed above, and to arrive at a decision to move forward (or not) grounded in solid information from multiple sources. That information will assist you in communicating with stakeholders and in developing an Implementation Plan.

There are a number of discussion prompts listed under each area of the hexagon. These prompts are not exhaustive, and you may decide that additional prompts need to be added. The prompts direct you to relevant dimensions that your team may want to discuss before rating the factor.

For example, under the area labeled **Fit**, you are reminded to consider:

- How the proposed intervention or framework ‘fits’ with other existing initiatives and whether implementation and outcomes are likely to be enhanced or diminished as a result of interactions with other relevant interventions
- How does it fit with the priorities of your state, community, or agency?
- How does it fit with current state, community, or regional organizational structures?
- How does it fit with community values, including the values of diverse cultural groups?

Recommendations for Using the Hexagon Tool

The following are SISEP recommendations for using the tool:

1. Assign team members to gather information related to the six factors and to present the information to the decision-making group or relevant Implementation Team. Following report-outs related to each area and/or review of written documents, team members can individually rate each area on a 1 to 5 scale, where 1 indicates a low level of acceptability or feasibility, 3 a moderate level and 5 indicates a high level for the factor. Midpoints can be used and scored as 2 or 4.
2. You can average scores for each area across individuals and arrive at an overall average score, with a higher score indicating more favorable conditions for implementation and impact. However, cut-off scores should not be used to make the decision.
3. The scoring process is primarily designed to generate discussion and to help arrive at consensus for each factor as well as overall consensus related to moving forward or not. The numbers do not make the decision, the team does. Team discussions and consensus decision-making are required because different factors may be more or less important for a given program or practice and the context in which it is to be implemented. There also will be trade-offs among the factors. For example, a program or practice may have a high level of evidence with rigorous research and strong effect size (Evidence), but may not yet have been implemented widely outside of the research trials¹. This should lead to a team discussion of how ready you are to be the “first” to implement in typical educational settings in your area. Or the team may discover that excellent help is available from a developer, purveyor, or expert Training or Technical Assistance, but that ongoing costs (Resource Availability) may be a concern.
4. We recommend that after reviewing information related to each factor, individually scoring each factor, summarizing ratings, and discussing the strengths and challenges related to each factor of the proposed intervention, that the team members decide on a process for arriving at consensus (for instance, private voting or round-robin opinions followed by public voting

¹ Usable Interventions - To be usable, it's necessary to have sufficient detail about an intervention. With detail, you can train educators to implement it with fidelity, replicate it across multiple settings and measure the use of the intervention. So, an intervention needs to be teachable, learnable, doable, and be readily assessed in practice.

The Hexagon Tool

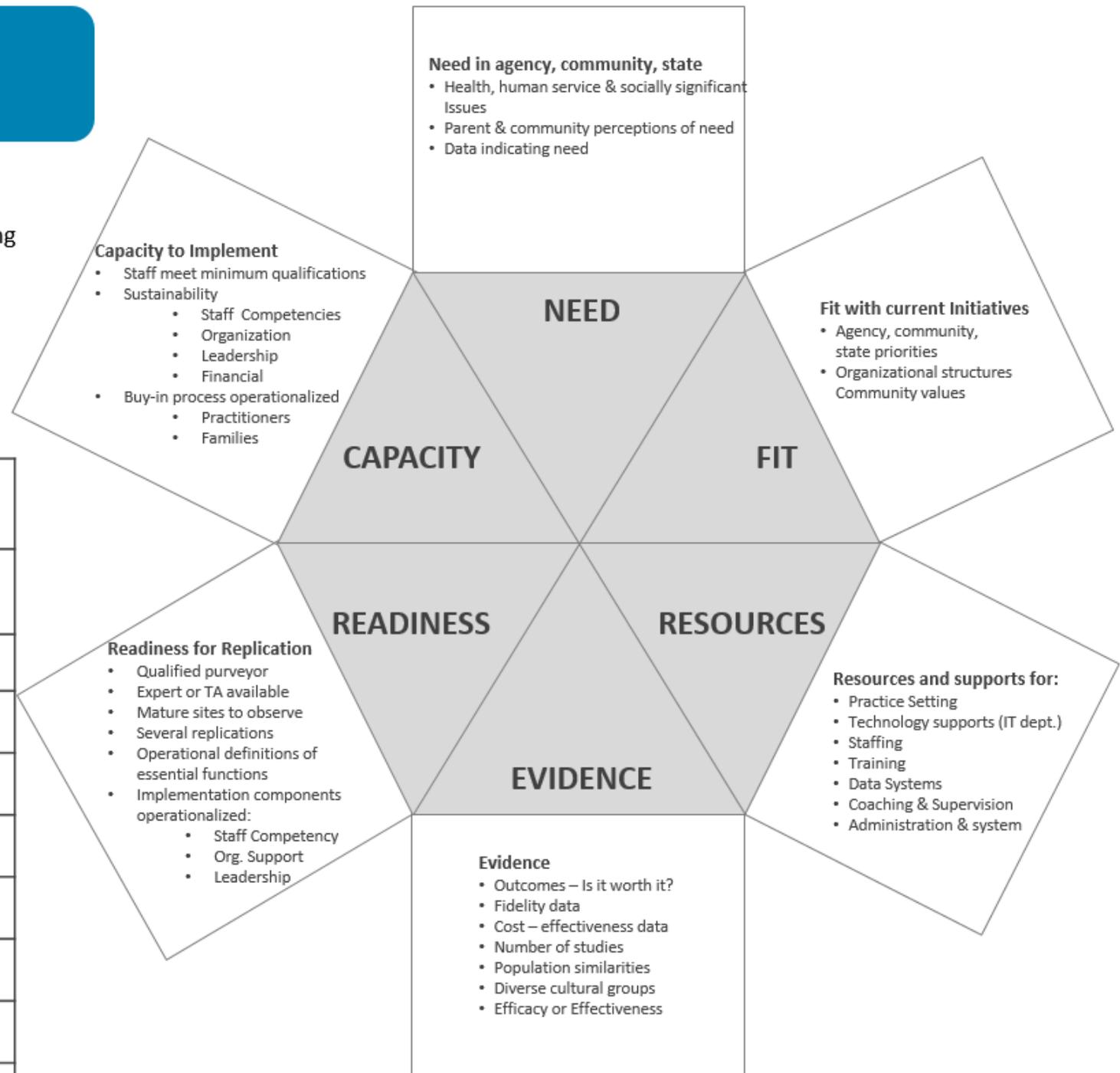
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	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



WHAT ARE READINESS TRAPS?

Readiness Traps are serious, often unintended, traps in systems and settings that affect some young people disproportionately, narrowing or cutting off their paths forward. The most common traps occur when age, time, completion and access are used as proxies for young people’s readiness or system performance. Readiness traps create and fuel readiness gaps.



Across the country, policymakers and practitioners, researchers and writers, are naming and addressing these traps. Their strategies and solutions, although thoughtful, are often insufficient.

COMMON TRAPS

Age as Proxy for Stage

Most systems and settings assign a young person to a program, group or class based on age, not stage of learning, development or behavior. Two examples:

- **Social Promotion:** using age as the deciding factor for placing or passing a young person into a setting, like academic grade.
- **Aging-Out:** denying young people services because they have reached the set age of adulthood, as defined by a system or setting.

Time as Proxy for Progress

Time spent in a system or setting often triggers when a young person moves on, or is used as a way to measure a young person’s growth. Two examples:

- **“Seat-Time”** when a young person earns course credit based on time spent in class.
- **“Doing Time”** when a young person is held in a juvenile justice facility until a court hearing or judicial decision, or issued a time-based sentence.

Completion as Proxy for Competence

Program completion or earning a credential should mean completion with one setting and readiness for the next. Instead, many move on even if they are not ready; others are ready, but not able to complete. Two examples:

- **Completing School:** a diploma means a young person has met one school’s graduation requirements. It does not guarantee readiness for college or a job.
- **Completing Treatment:** completing a treatment program for addictions or mental health struggles does not guarantee that a young person is or will remain sober, stable or healthy.

Access as Proxy for Quality

Too often, a young person's residence determines access to quality schooling, services and programs. Two examples:

- **Resources:** systems and settings may have resources, but that does not mean they are sufficient, stable, sustainable, or used in the best ways.
- **Talent:** systems and settings may have staff, but that does not mean staff are sufficient, skilled, or working in the most effective and supportive ways.

SYSTEM STRATEGIES AND SOLUTIONS

Child Welfare

- **[Extended Services for Youth Aging-Out of Foster Care:](#)** since 2010, 18 to 21-year-olds who age-out of foster care can to continue to receive select services and support.
- **[Child Well-Being Frameworks:](#)** child welfare leaders issued a call for a system shift from child protection to child well-being.

Education

- **[Seat-Time Waivers and Performance-Based Graduation:](#)** 39 states offer exemptions to seat-time and time-based graduation requirements.
- **[Competency-Based Education:](#)** increasingly, schools allow students to move on based on demonstrated competencies, rather than time spent in class.
- **[Statewide Transfer and Articulation:](#)** some states allow students to transfer between public higher education institutions without financial or credit penalty.

Juvenile Justice

- **["Raise the Age" Campaign:](#)** advocates want to stop the practice of trying young people under age 18 as adults.
- **[Funders' Blueprint for Juvenile Justice Reform:](#)** these universal principles for juvenile justice reform provide actionable strategies for any state or setting.
- **[Reauthorization of JJDP:](#)** if reauthorized, the *Juvenile Justice and Delinquency Prevention Act* will require the use of more evidence-based strategies and make it harder to try a juvenile as an adult.
- **[Peace Courts:](#)** these innovative alternatives to traditional juvenile courts apply a less punitive, more restorative youth justice model.

Mental Health and Prevention

- **[SAMHSA Focus on Transitions and Wellness:](#)** the Substance Abuse and Mental Health Services Administrations (SAMHSA) prioritizes prevention, access, use of effective services and the promotion of health and well-being.

WHAT [THE READINESS PROJECT](#) IS DOING ABOUT READINESS TRAPS

We want to educate and equip those on the frontlines working to make a readiness a right for all youth. One way is to provide continuous fodder for people to educate themselves and use for making the case for this work. Our free online library is continuously updated with credible news and reports highlighting readiness traps. Our Dispatches blog provides short, informative commentary on related topics and recently published pieces or events. Check out our news and resources webpage at <http://sparkaction.org/readiness/news>. Follow us on Twitter: #ReadinessTraps #ReadinessProject