

# LEAF: Operations

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
<b>AGENCY POLICIES AND PROCEDURES</b>			
<p><b>Q1. How do your agency's/ organization's policies and procedures support young people to thrive?</b></p>	<ul style="list-style-type: none"> <li>• Provide all staff with trainings related to adolescent brain development, positive youth development, the importance of positive adult-youth relationships, the impact of trauma and toxic stress on development, healing centered engagement and the protective and promotive factors.</li> <li>• Review all federal, state, local, and agency/ organization policies and procedures to determine how they align with the developmental and well-being needs of young people—including, but not limited to:               <ul style="list-style-type: none"> <li>• Prioritizing family preservation and connections, kinship placement and relationships, healing centered engagement, and trauma-informed care and services.</li> <li>• Adopting non-discriminatory sexual orientation and gender identity and expression (SOGIE) practices for all service providers.</li> <li>• Eliminating practices that harm young people—including the overuse of psychotropic medications, overreliance on congregate care, and multiple placements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze policies and procedures using the Youth Thrive Protective and Promotive Factors to identify strengths and gaps in helping young people to thrive.</li> <li>• Align and update policies and procedures with the Protective and Promotive Factors, including adding strength-based and healing focused language and practices and eliminating harmful language and practices (e.g., those that might inhibit social connections—no contact list, cancelling family visits due to negative behavior).</li> <li>• Promote using the Youth Thrive Survey in policies and procedures focused on young people's well-being.</li> <li>• Collaborate with young people with lived expertise to review policies and procedures and to identify guidance, practices, and language that advance young people's well-being and highlight any that may cause harm.</li> <li>• Share with young people any new federal, state, and local laws and budgetary requirements or restrictions that impact or influence policy development and implementation.</li> </ul>	<p>In collaboration with young people with lived expertise and diverse identities (e.g., race, ethnicity, SOGIE, disability):</p> <ul style="list-style-type: none"> <li>• Co-create policies and procedures—this includes developing and applying an iterative process for partnering with young people throughout all policy development phases, sharing feedback with them, and obtaining and integrating their thoughts and ideas.</li> <li>• Use the Youth Thrive Protective and Promotive Factors as the foundational tenets when developing new or revamping existing policies and procedures.</li> <li>• Apply the CSSP Anti-Racist Intersectional Frame to all policies and procedures.</li> <li>• Include specific language and guidance in policies and procedures that prioritize young people having what they need so they can achieve what they want and dream of.</li> </ul>

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HIRING STAFF			
<p><b>Q1.</b> In what ways are young people involved in and inform the hiring process?</p>	<ul style="list-style-type: none"> <li>Human resources and program staff seek feedback from young people on:               <ul style="list-style-type: none"> <li>The job description.</li> <li>Candidate resumes.</li> </ul> </li> </ul>	<p><b>Young people are asked:</b></p> <ul style="list-style-type: none"> <li>What the role should include and the values a new hire needs to possess in order to be successful in the role, which is used for the job description.</li> <li>What questions should be included during the interview.</li> </ul>	<p><b>Human resources, program staff, and young people:</b></p> <ul style="list-style-type: none"> <li>Co-write job descriptions;</li> <li>Co-review resumes;</li> <li>Co-develop the interview;</li> <li>Questions and co-conduct interviews;</li> <li>Co-select new hires.</li> </ul>
<p><b>Q2.</b> When hiring staff, what values should candidates possess to support a culture that is committed to young people thriving?</p>	<p><i>Those who are being hired are able to express how they:</i></p> <ul style="list-style-type: none"> <li>Believe in and value young people’s opinions (e.g., discuss how they would seek feedback from young people, engagement approaches, help to build and reinforce a young person’s confidence).</li> <li>Value the lived expertise of young people (this can occur through one’s own lived experience and/or self-reflection from working with young people).</li> <li>Support young people in building and strengthening their relationships with family, friends, and the community (e.g., discuss how they would seek out relatives, identify school-based activities for the young person to participate in).</li> <li>Instill hope in young people and focus on young people’s goals and aspirations (e.g., discuss any activities they have done or would do with a young person to identify their goals).</li> <li>Understand implicit bias and the foundations of antiracist thought (e.g., discuss implicit bias training, their reaction to the Implicit Association Test (IAT)).</li> <li>Identify young people’s strengths (e.g., discuss what they have learned from young people, use language from the Protective and Promotive Factors when talking about young people).</li> </ul>	<p><i>Those who are being hired are able to demonstrate how they:</i></p> <ul style="list-style-type: none"> <li>Live the principles of the Youth Thrive Guiding Premises and how they influence their relationship with young people (e.g., discuss how they have helped young people to practice self-care, and build and sustain relationships with family members and peers).</li> <li>Understand the importance for young people to be involved in activities that build their Protective and Promotive Factors (e.g., share how they have worked with young people to identify their interests and pursue opportunities that align with them).</li> <li>Understand the important balance between love, compassion, empathy, boundary setting, and vulnerability for developing a relationship with young people (e.g., discuss the key components for relationship building with young people and examples of successes and challenges when doing them with young people).</li> <li>Take young people’s feedback and requests and be transparent about follow up and results (e.g., share how they hold themselves accountable to young people, including setting expectations and what they have done when a request cannot be done).</li> <li>Recognize the importance of affirming young people’s intersecting identities (e.g., racial, ethnic, gender, immigration, and disability).</li> </ul>	<p><i>Those who are being hired are able to demonstrate how they:</i></p> <ul style="list-style-type: none"> <li>Have the capacity and/or experience to explore different, unconventional, innovative, and culturally appropriate approaches to supporting young people (e.g., share how they have connected young people to local drumming circles, obtained funding for a young person to participate in art therapy).</li> <li>Are committed to supporting young people as leaders in their lives, school, and community (e.g., share how they have encouraged young people to participate in leadership opportunities at school, such as running for student council; driven a young person to their teaming meetings to ensure participation).</li> <li>Lead with how they have listened to and responded to young people’s self-identified needs (e.g., when appropriate, start each interview question with how they partner with young people).</li> <li>Lead with how they have incorporated the values that are consistent with the protective and promotive factors in their work with young people (e.g., discuss how they help young people to build and sustain connections with family; share how they have applied the concepts of healing centered engagement in their daily interactions).</li> </ul>

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HIRING STAFF CONT'D			
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<p><b>Q2. CONT'D</b> When hiring staff, what values should candidates possess to support a culture that is committed to young people thriving?</p>	<ul style="list-style-type: none"> <li>Have values that align with the Youth Thrive Protective and Promotive Factors and Guiding Premises (e.g., share why partnering with young people is important and valuable).</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand and mitigate their own implicit bias when working with young people and their families (e.g., share how they have taken the time to self-reflect, discuss any questions they ask themselves to identify any biases in their interactions with young people).</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand racism, the history of White supremacy in intervening public systems, and their own implicit bias and how they impact daily interactions with young people and their families (e.g., discuss how they educate young people about racism and White Supremacy; discuss their own implicit bias, efforts they make to mitigate it, and young people’s feedback on successes and areas in need of additional work for mitigating their biases).</li> </ul>
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TRAINING			
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<p><b>Q1. Who is trained at your agency/ organization?</b></p>	<ul style="list-style-type: none"> <li>Young people serve as co-leads and provide training on adolescent development, impact of trauma and toxic stress on development, positive youth development, healing centered engagement, and the protective and promotive factors to:               <ul style="list-style-type: none"> <li>Leadership and managers</li> <li>Supervisors</li> <li>Youth workers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Staff who work indirectly with young people are provided with the same training as leadership, managers, supervisors, and youth workers. This includes, but is not limited to:               <ul style="list-style-type: none"> <li>Custodial staff</li> <li>Administrative staff</li> <li>Cafeteria staff</li> <li>Security</li> </ul> </li> </ul>	<p>Young people receive training on adolescent development, impact of trauma and toxic stress, positive youth development, and the Protective and Promotive Factors (Youth Thrive for Youth—YT4Y) is a training developed by and for young people on the protective and promotive factors—for more information go to the resources section below).</p>
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<p><b>Q2. How does the training provided to staff, caregivers, and young people align with your organization’s values to support and engage young people?</b></p>	<p><b>Trainings:</b></p> <ul style="list-style-type: none"> <li>Includes the agency’s/ organization’s mission and vision for supporting young people to thrive and the actions taken to bring the mission and vision to life.</li> <li>Focuses on the Protective and Promotive Factors and how they may be used in daily practice.</li> <li>Does not include damage imagery about young people.</li> <li>Discusses racial history and relevant historical context of the community that’s being served</li> </ul>	<p><b>Trainings:</b></p> <ul style="list-style-type: none"> <li>Are healing-centered for both young people and staff.</li> <li>Include testimonials from young people on both how they feel valued by the agency/ organization and how they are engaged and how they have not felt respected by the agency and areas of improvement.</li> <li>Is provided to both staff and young people together.</li> <li>Explore with staff and young people the intersectionality of all forms of oppression—oppression based on race, SOGIE, class, immigration status, and disability.</li> </ul>	<p><b>Trainings:</b></p> <ul style="list-style-type: none"> <li>Are co-designed with young people.</li> <li>Have young people who serve as co-trainers and panelists.</li> <li>Include/ infuse the Youth Thrive premises and Protective and Promotive Factors.</li> </ul>
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# Resources to Strengthen Practice: OPERATIONS

## Youth Thrive Protective and Promotive Factors One Pagers:

- [Youth Resilience](#)
- [Social Connections](#)
- [Knowledge of Adolescent Development](#)
- [Concrete Support in Times of Need](#)
- [Cognitive and Social-Emotional Competence](#)
  
- Youth Thrive Guiding Premises One Pager
- [Transformational Relationships for Youth Success](#)
- [Building the Youth Thrive Framework in Jurisdictions](#)
- [Youth Thrive trainings and modules](#)
- [Youth Thrive for Youth \(YT4Y\) training](#) (to register or learn more, email [YouthThrive@cssp.org](mailto:YouthThrive@cssp.org))
- [CSSP Anti-Racist Intersectional Frame](#)
- [CSSP Key Equity Terms and Concepts: A Glossary for Shared Understanding](#)
- TIPs Center [Child Welfare Trauma Training Toolkit](#)