

# Changing the Odds for Youth . . .

WANTED: Young People Who are Ready



# Are they Ready?



Change the odds  
for youth



Change the landscape  
of communities



Change the way  
we do business

# New Employer Survey Finds Skills in Short Supply



On page after page, the answer to the report – *Are They Really Ready to Work?* – was a disturbing “**NO.**”

Employers ranked 20 skill areas in order of importance.

The top skills fell into five categories:

- Professionalism/Work Ethic
- Teamwork/Collaboration
- Oral Communications
- Ethics/Social Responsibility
- Reading Comprehension

# Employers Find These Skills in Short Supply



- 7 in 10 employers saw these skills as critical for entry-level high school graduates
  - 8 in 10 as critical for two-year college graduates,
  - more than 9 in 10 as critical for four-year graduates.
- Employers reported that 4 in 10 high school graduates were deficient in these areas
  - Note: Only 1 in 4 of four-year college graduates were highly qualified.

# Too Few Young People are Ready



Researchers Gambone, Connell & Klem (2002) estimate that **only 4 in 10 are doing well** in their early 20s.

22% are doing poorly in two life areas and not well in any

- **Productivity:** High school diploma or less, are unemployed, on welfare
- **Health:** Poor health, bad health habits, unsupportive relationships
- **Connectedness:** Commit illegal activity once a month



Doing Poorly

22%

43% are doing well in two life areas and okay in one

- **Productivity:** Attend college, work steadily
- **Health:** Good health, positive health habits, healthy relationships
- **Connectedness:** Volunteer, politically active, active in religious institutions, active in community



In the Middle

35%



Doing Well

43%

# We Know What it Takes to Support Development



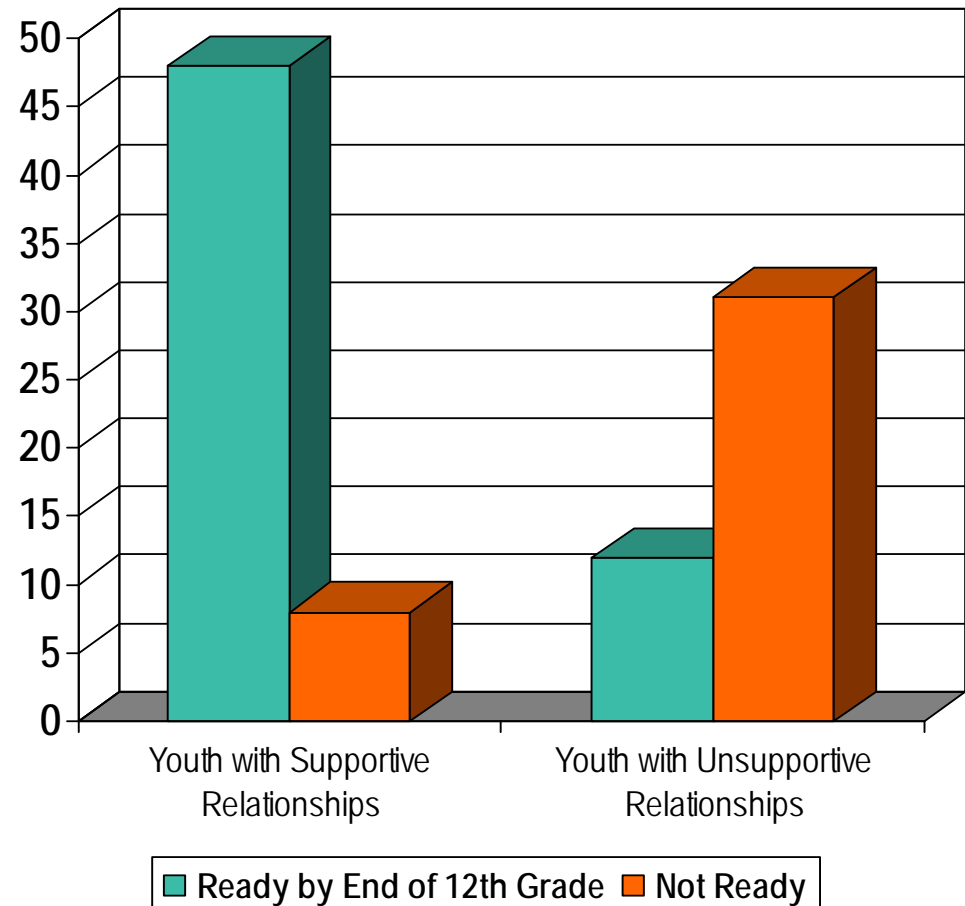
- The National Research Council reports that teens need:
  - Physical and Psychological **Safety**
  - Appropriate **Structure**
  - Supportive **Relationships**
  - Opportunities to **Belong**
  - Positive **Social Norms**
  - Support for **Efficacy** and **Mattering**
  - Opportunities for **Skill-Building**
  - Integration of **Family, School and Community** efforts

# Do these Supports Really Make a Difference? *Even in Adolescence?*



## ABSOLUTELY

Gambone and colleagues show that youth with supportive relationships as they enter high school are **5 times more likely** to leave high school "ready" than those with weak relationships...

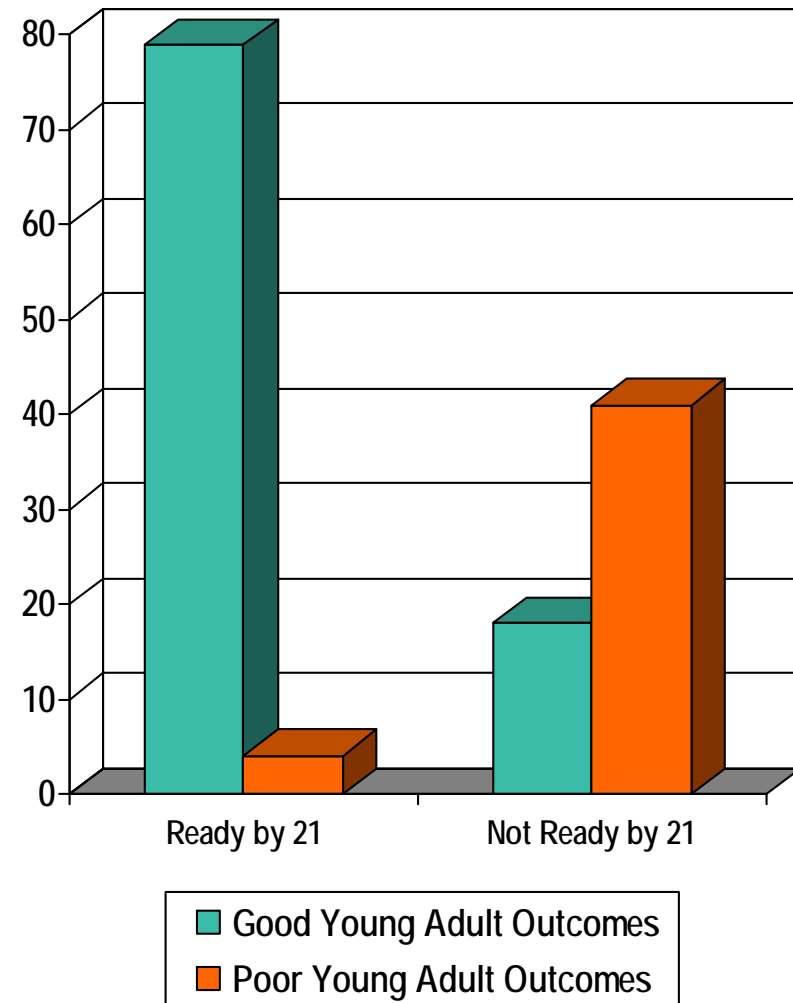


SOURCE: *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*

# Do these Supports Make a Difference in Adulthood?



... and those seniors who were "ready" at the end of high school were more than **4 times as likely** to be doing well as young adults.



SOURCE: *Finding Out What Matters for Youth: Testing Key Links in a Community Action Framework for Youth Development*

# Providing These Supports *CAN* Change the Odds



Gambone/Connell's research suggests that if all young people got the supports they needed in early adolescence, the picture could change...

from 4 in 10  
doing well



to 7 in 10  
doing well



... by Changing the Landscape of  
Family and Community Supports

NEEDED: High Quality Supports



# Are They Getting the Supports They Need?



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# A Surprising Percentage of Youth Don't Receive them... By Any Name



## The NRC List

- Physical and Psychological **Safety**
- Appropriate **Structure**
- Supportive **Relationships**
- Opportunities to **Belong**
- Positive **Social Norms**
- Support for **Efficacy** and **Mattering**
- Opportunities for **Skill-Building**
- Integration of **Family, School and Community** Efforts
- Basic Services (implied)

## The Five Promises

**SAFE PLACES**

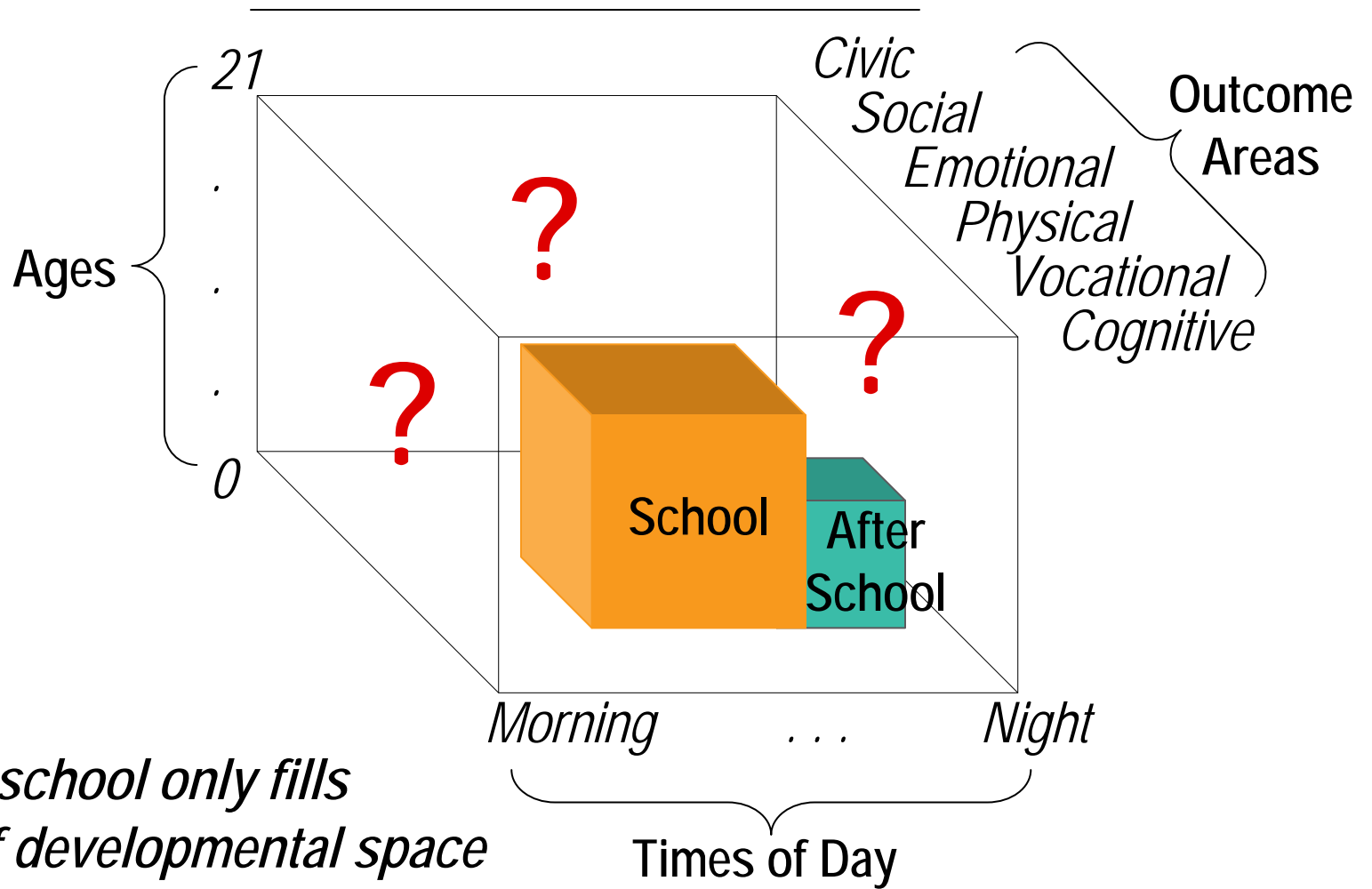
**CARING ADULTS**

**OPPORTUNITIES  
TO HELP OTHERS**

**EFFECTIVE EDUCATION**

**HEALTHY START**

# Reach Counts



*At its best, school only fills a portion of developmental space*

# Who is Responsible for the Rest?



- Families
- Peer Groups
- Schools and Training Organizations
- Higher Education
- Youth-Serving Organizations
- CBOs (Non-Profit Service Providers and Associations)
- Businesses (Jobs, Internships and Apprenticeships)
- Faith-Based Organizations
- Libraries, Parks, and Recreation Departments
- Community-Based Health and Social Service Agencies



# Identifying Common Definitions for Quality



<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <small>MINIMUM OCCASION SETTING (M-OSS) METHOD</small>  <b>87</b> </div>	Harmful	Minimal	Optimal
<b>Physical and Psychological Safety</b>	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.
<b>Appropriate Structure</b>	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.
<b>Supportive Relationships</b>	Cold, distant, overcontrolling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, rejecting	↔	Warmth, closeness, connectedness, good communications, caring, support, guidance, secure attachment, responsiveness
<b>Opportunities to Belong</b>	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 behavioral competence.
<b>Positive Social Norms</b>	Normless, anomie, laissez-faire practices, antisocial and amoral norms, norms that encourage violence, reckless behavior	↔	Clear behavioral expectations, injunctions, ways of doing things, values and morals, obligations for service
<b>Support for Efficacy and Mattering</b>	consumerism, poor health practices; Unchallenging, overcontrolling, conformity, disempowering, disabling. Practices that undermine includes motivation and desire to learn, such a excessive focus on current	↔	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
<b>Opportunities for Skill Building</b>	Practice that promotes bad physical habits and habits of mind; practice that undermines school and learning.	↔	Opportunities to peer physical, intellectual, psychological, personal, and social skills; exposure to intentional learning experiences; opportunities to learn cultural.
<b>Integration of Family, School, and Community Efforts</b>	Discordance, lack of communication, conflict	↔	Concordance, coordination, and synergy among family, school, and community

The National Research Council

# Take Stock of Public and Private Community Supports Using a Common Set of Performance Measures



	Setting A	Setting B	Setting C	Setting D	Setting E
Safe Places	Red	Yellow	Red	Red	Yellow
Caring Adults	Green	Green	Red	Yellow	Yellow
Opportunities to Help Others	Red	Yellow	Yellow	Green	Green
Effective Education	Yellow	Yellow	Green	Yellow	Red
Healthy Start	Yellow	Green	Yellow	Red	Yellow

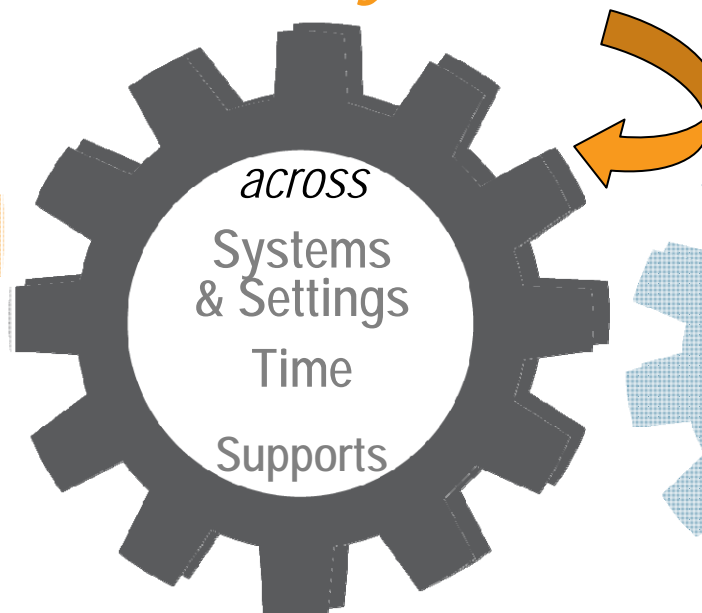
# Ready by 21 Quality Counts Initiative



*Using the Big Picture Approach to  
Improve Quality & Reach  
across Systems & Settings*



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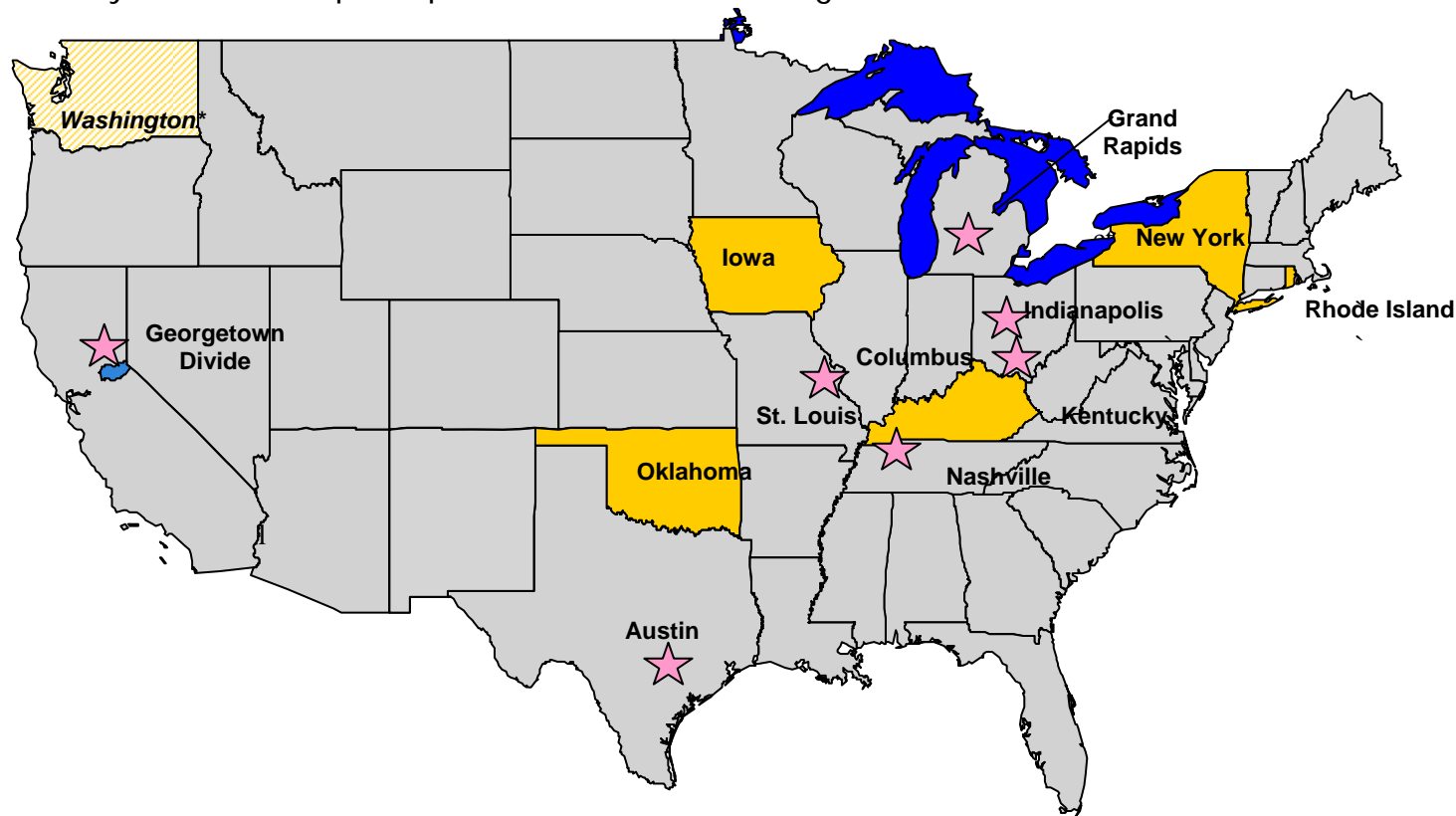


Change the way  
we do business

# Ready by 21 Quality Counts Sites



- States populations range from 1 million (Rhode Island) to 19 million (New York), with most under 5 million.
- City/County populations range from Georgetown Divide, CA (14,000) to Indianapolis, IN (783,000). Cities and counties selected by the states to participate all fall within this range.



# Changing the Odds for Youth ... By Changing the Way We do Business

NEEDED: Effective Leaders

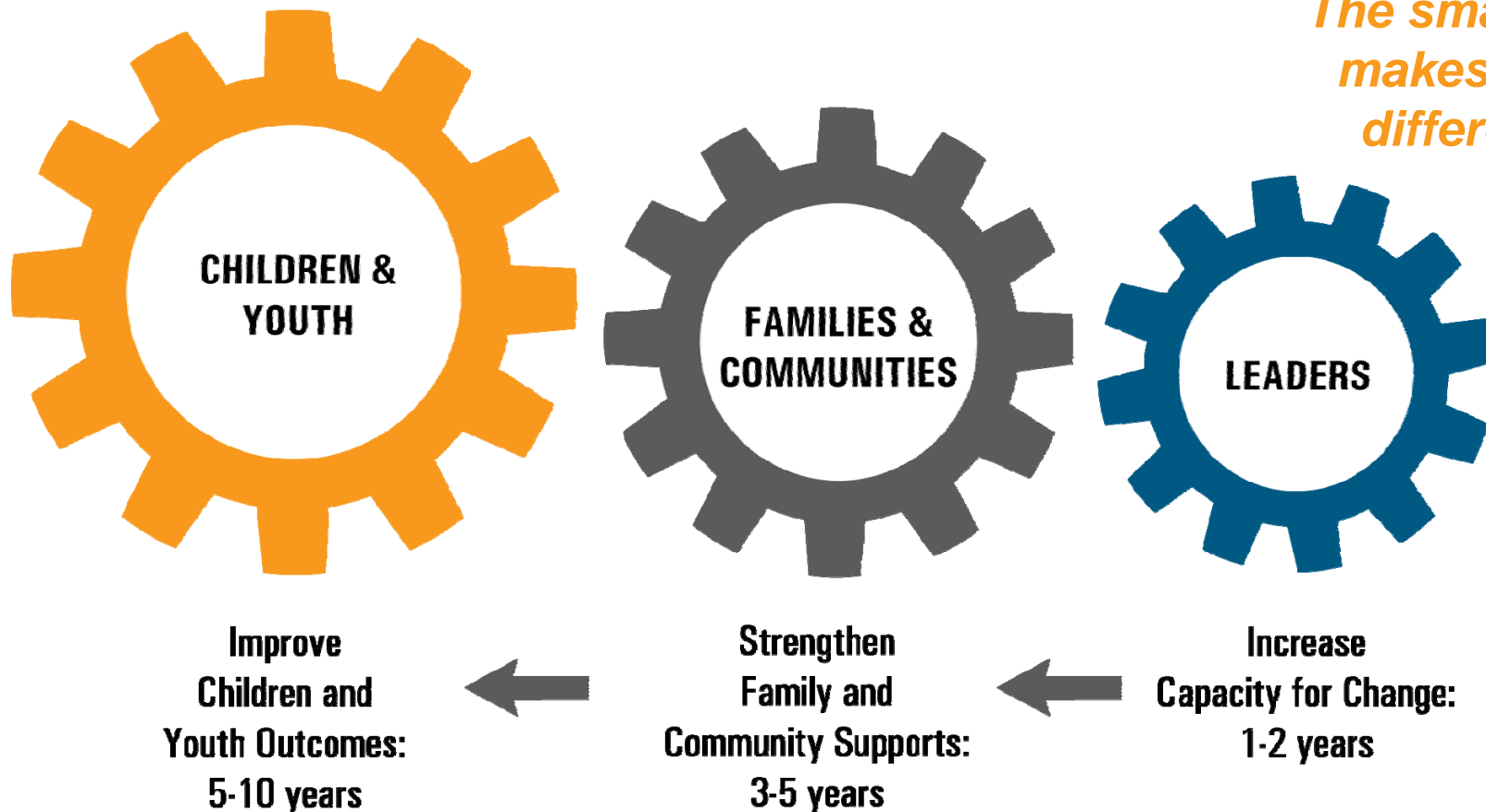


The  
Ready by 21  
Challenge:

# Changing the Odds for Youth by Changing the Way We Do Business



*The small gear  
makes a big  
difference*



# Critical Tasks



Take  
Aim

**Common Terms** to describe all the elements that need to be monitored as a part of your change effort (e.g. ages, outcomes, settings)

Take  
Stock

**An Actionable Vision** that spells out goals across “the gears.”

**Balanced Set of Indicators** sorted and prioritized for each gear.

**Counts, Baselines, Benchmarks** to show where you started and where you want to go.

Take  
Action

**Priority Areas & Action Plans** that help you set bigger goals, be better partners and deliver on bolder strategies

**Implementation Strategies** designed to achieve results.

Track  
Progress

**Interlocking Tracking Systems** that provide real time data on youth outcomes, youth participation, program/services availability and quality, and human and fiscal resource allocation.

# Maryland Ready by 21 Action Agenda

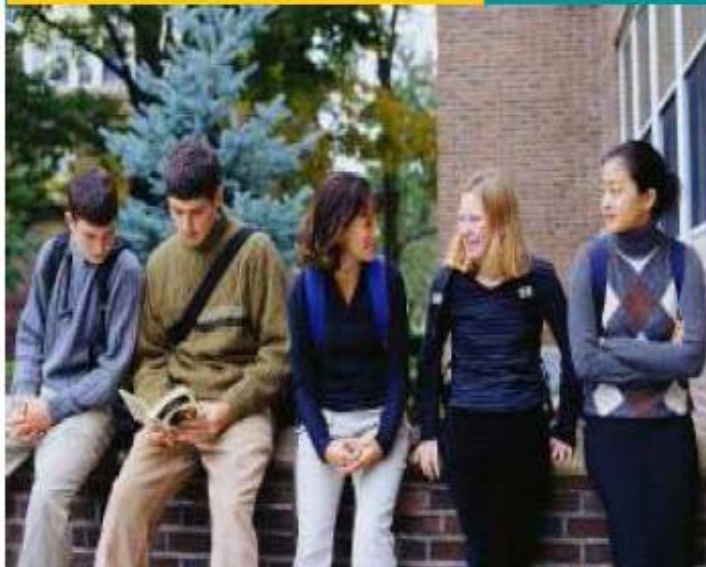


**YOUTH  
READY  
BY 21** ➤

*A Five-Year  
Action Agenda  
for Maryland* ➤

**Presented to the  
Children's Cabinet  
by the Ready by 21  
Planning Team**

**October 2007** ➤



# FUTURE WEBINARS: Using the Big Picture to Take Aim, Take Stock, Plan Action & Track Progress



Selecting Indicators  
Developing Report Cards



Mapping the Program Landscape  
Assessing & Improving Quality  
Mapping the Youth Work Workforce  
Mapping Resources



Mapping Initiatives &  
Change Efforts



# Adding It Up

*A Rationale for Developing a  
Children, Youth and Families Budget*



Prepared by The Forum for Youth Investment and The Finance Project

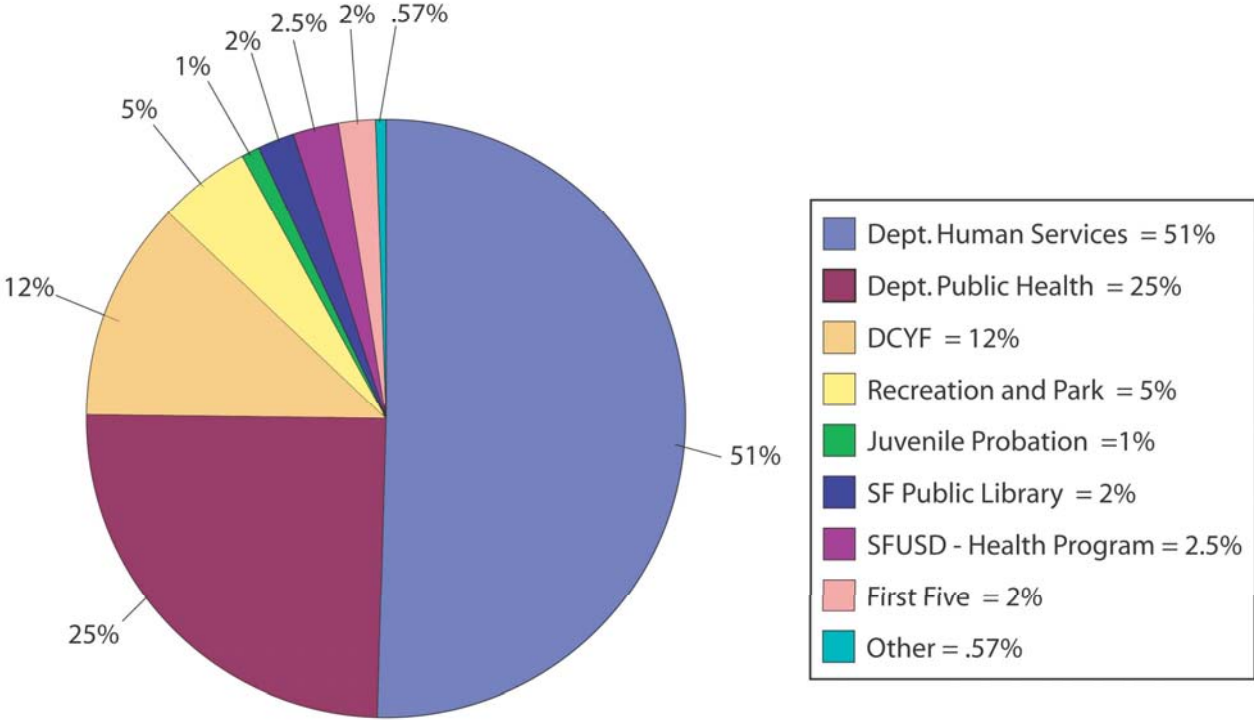
Written by Margaret Flynn-Khan, Thaddeus Ferber,  
Elizabeth Gaines and Karen Pittman

March 2006

# Government Centered Approach:



Allocation of Funds by City Department  
Allocation by City Department

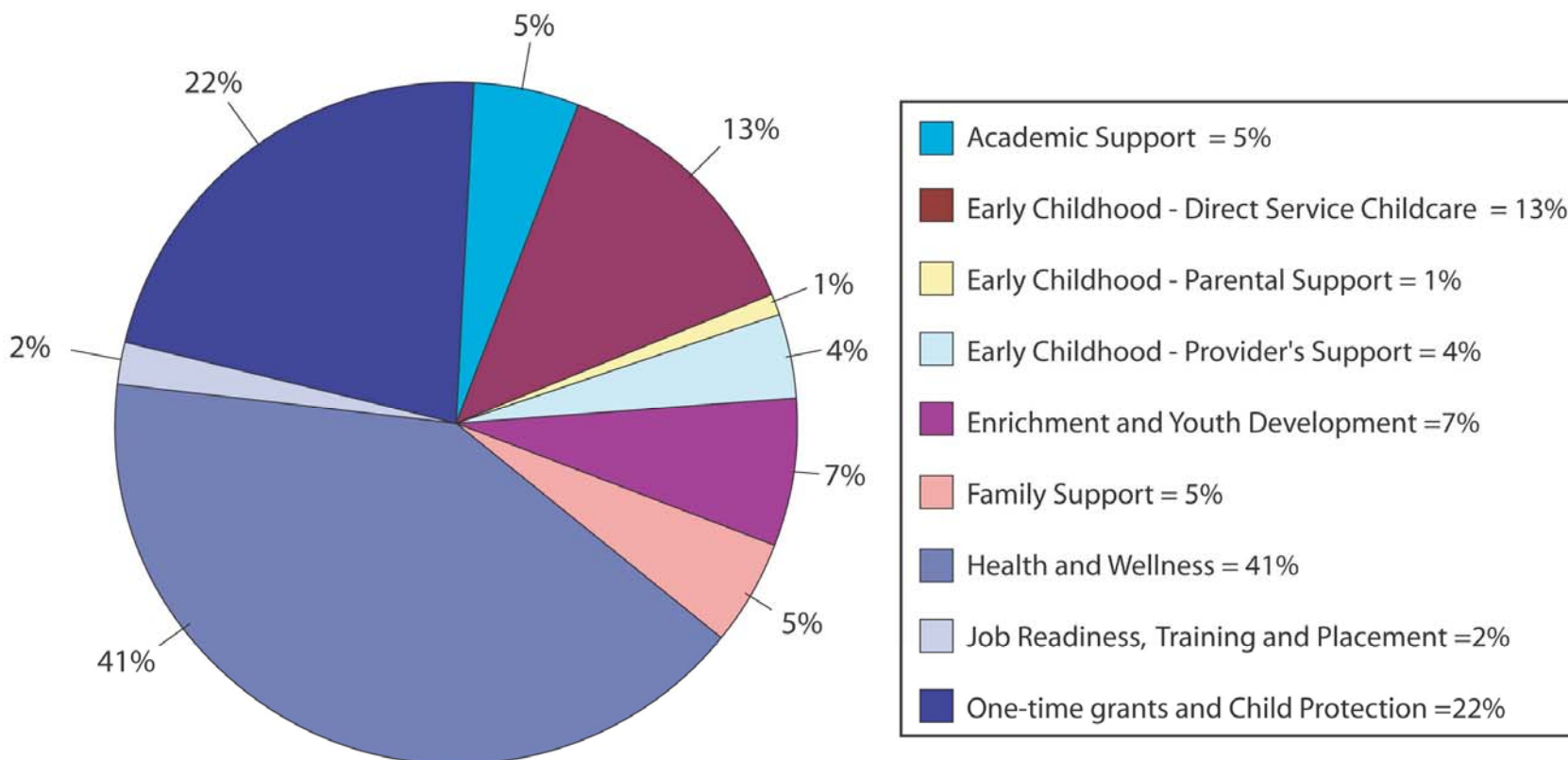


Source: [www.dcyf.org/Pubs/csap/CSAP\\_final\\_1125.pdf](http://www.dcyf.org/Pubs/csap/CSAP_final_1125.pdf) (November 2003)

# Youth Centered Approach:



## Allocation of Funds by Theme



Source: [www.dcyf.org/Pubs/csap/CSAP\\_final\\_1125.pdf](http://www.dcyf.org/Pubs/csap/CSAP_final_1125.pdf) (November 2003)

# A Blueprint for Action



**Big  
Picture  
Goals**

**Big  
Tent  
Partners**

**Big  
Impact  
Strategies**

**Big Picture  
Coordinating Bodies**

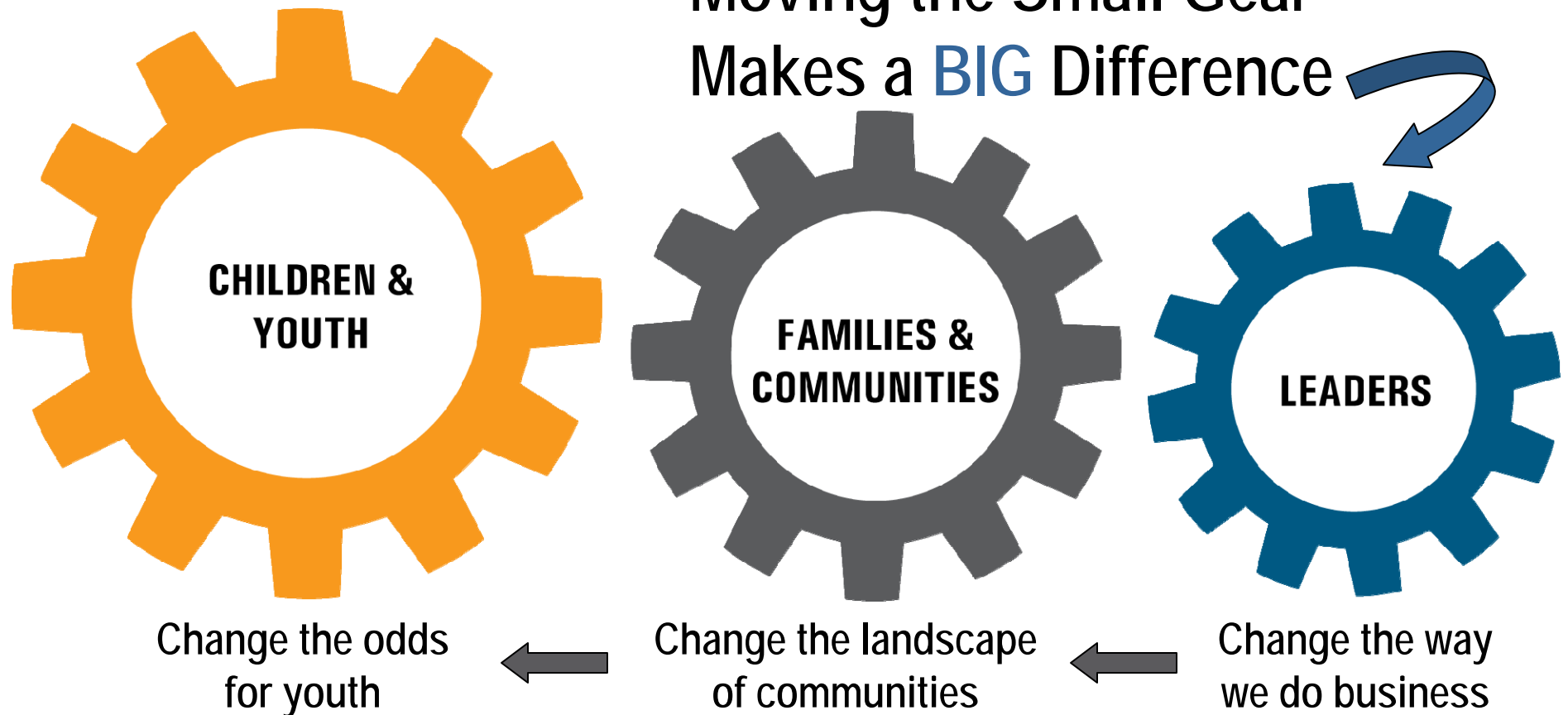
The  
Ready by 21  
Challenge:

# Changing the Odds for Youth by Changing the Way We Do Business



*Remember:*

Moving the Small Gear  
Makes a **BIG** Difference



# Ready by 21 Partnership invites leaders to work in the Ready by 21 Leadership Circle



# The Forum for Youth Investment

[www.forumfyi.org](http://www.forumfyi.org)

