IDEAS TO IMPACT
Super Session
Merita Irby & Priscilla Little
The Forum for Youth Investment
April 25, 2019
Beating the Odds vs. Changing the Odds

#rb21

call youth ready for college work and life
Ready by 21: Moving Ideas to Impact

Beating the Odds vs. Changing the Odds

The path to improved outcomes starts with providing opportunities powerful enough to change the odds so that young people and their families don’t have to struggle to beat them.
### Moving Ideas to Impact:

1. **An Open Door Opportunity**  
   *Building on the momentum of the SEAD Commission, SoLD, etc.*

2. **Mental Models & Making the Case**  
   *Exploring ways you use these powerful ideas in your work*

3. **What Will It Take?**  
   ....
Connecting with K-12 Educators

Final Reports

The SEAD Commission final report and accompanying recommendations reports are written for a K-12 audience but use inclusive language (e.g. adult capacity, learning settings) and include ones focused on OST.
The Pre-K Education Ecosystem

# all youth ready for college work and life
Sample Introduction  
1. What is your role?  
2. Who do you want to “make the case” to?  

I am the head of the Youth Services Department and I want to think today about how I use these ideas when talking to county commissioners. 

I am the head of an intermediary organization and want to think about how I use these ideas when talking to the school superintendent.
Moving Ideas to Impact:

1. An Open Door Opportunity
   Building on the momentum of the SEAD Commission, SoLD, etc.

2. Mental Models & Making the Case
   Exploring ways you use these powerful ideas in your work

3. What Will It Take?
   ....
On Readiness
Want More Kids to Be Ready?

You’ve designed a study to demonstrate that low-income, minority students who had completed well-designed apprenticeships with trained and motivated volunteer professionals helped them build job skills. A group of local HR professionals designed an entry-level interview suitable for high school students.

After being interviewed, **only 27%** were given scores that would have netted employment.

**Why?** The HR professionals explained that they were **not** expecting the students to have specific content knowledge related to the jobs . . . but they were expecting them to be able to offer specific instances in which they demonstrated **teamwork, problem-solving, persistence, initiative, conflict resolution and other skills** deemed critical for success in the workforce.

PAIR/SHARE: You believe the students have these skills. What would you do??
Want More Kids to Be Ready? Help Them Name and Appreciate the Skills They Already Have

The researcher, believing that the students had these skills, designed a simple intervention. He set up modules to help them identify and describe examples from their lives (apprenticeship or beyond) in which they had effectively demonstrated each of these six named skillsets.

When re-interviewed by different HR staff, the percentage of students who were rated employable DOUBLED.
On Readiness...

What Employers want

When the National Association of Colleges and Employers (NACE) asked employers participating in its *Job Outlook 2018* survey which attributes—beyond a strong GPA—they most value, employers indicated that problem-solving skills and an ability to work in a team are the most desired attributes and are of equal importance.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving skills</td>
<td>82.9%</td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td>82.9%</td>
</tr>
<tr>
<td>Communication skills (written)</td>
<td>80.3%</td>
</tr>
<tr>
<td>Leadership</td>
<td>72.6%</td>
</tr>
<tr>
<td>Strong work ethic</td>
<td>68.4%</td>
</tr>
<tr>
<td>Analytical/quantitative skills</td>
<td>67.5%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>67.5%</td>
</tr>
<tr>
<td>Initiative</td>
<td>67.5%</td>
</tr>
<tr>
<td>Detail-Oriented</td>
<td>64.1%</td>
</tr>
</tbody>
</table>
# Connecting with Families: Top Skills & Traits named by parents (Learning Heroes)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>39%</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>33%</td>
</tr>
<tr>
<td>Confidence</td>
<td>30%</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>29%</td>
</tr>
<tr>
<td>Social skills</td>
<td>26%</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td>25%</td>
</tr>
<tr>
<td>Intelligence</td>
<td>25%</td>
</tr>
<tr>
<td>Listening</td>
<td>24%</td>
</tr>
<tr>
<td>Independence</td>
<td>24%</td>
</tr>
<tr>
<td>Communication</td>
<td>24%</td>
</tr>
<tr>
<td>Kindness</td>
<td>24%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>23%</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>22%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>22%</td>
</tr>
<tr>
<td>Self-control</td>
<td>22%</td>
</tr>
<tr>
<td>Patience</td>
<td>21%</td>
</tr>
<tr>
<td>Learning from mistakes</td>
<td>21%</td>
</tr>
<tr>
<td>Compassion</td>
<td>20%</td>
</tr>
<tr>
<td>Focus</td>
<td>19%</td>
</tr>
<tr>
<td>Leadership</td>
<td>19%</td>
</tr>
</tbody>
</table>
### Identifying Skills & Traits that Parents Prioritize

Please select up to 10 skills and traits that you think are the most important for your child to have.

<table>
<thead>
<tr>
<th>Learning from Mistakes</th>
<th>Managing Emotions &amp; Behavior</th>
<th>Perseverance</th>
<th>Taking on Challenges</th>
<th>Prosocial Behavior</th>
<th>Self-motivation</th>
<th>Social Skills</th>
<th>Self-management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Responsible Decision-making</td>
<td>Social Awareness</td>
<td>Love of Learning</td>
<td>Perspective Taking</td>
<td>Kindness</td>
<td>Critical Thinking</td>
<td>Creative Problem Solving</td>
</tr>
<tr>
<td>Respect</td>
<td>Problem-solving</td>
<td>Relationship Skills</td>
<td>Resilience</td>
<td>Executive Function</td>
<td>Compassion</td>
<td>Persistence</td>
<td>Self-directed Learning</td>
</tr>
<tr>
<td>Confidence</td>
<td>Teamwork</td>
<td>Adaptability</td>
<td>Engaged Learning</td>
<td>Coping</td>
<td>Independence</td>
<td>Caring</td>
<td>Optimism</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>Self-control</td>
<td>Conflict Resolution</td>
<td>Tolerance</td>
<td>Managing Stress</td>
<td>Self-awareness</td>
<td>Gratitude</td>
<td>Mindfulness</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>Empathy</td>
<td>Focus</td>
<td>Curiosity</td>
<td>Being Organized</td>
<td>Learning Mindsets</td>
<td>Grit</td>
<td>Cognitive Regulation</td>
</tr>
<tr>
<td>Courage</td>
<td>Dedication</td>
<td>Flexibility</td>
<td>Emotional Intelligence</td>
<td>Patience</td>
<td>Intelligence</td>
<td>Self-Regulation</td>
<td>Leadership</td>
</tr>
<tr>
<td>Listening</td>
<td>Accepting Others</td>
<td>Academic Mindsets</td>
<td>Growth Mindsets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Parents Choose “Life Skills”

**QUESTION:** Which one term do you prefer to describe the skills and traits that you identified as important?

<table>
<thead>
<tr>
<th>Life skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social, emotional &amp; academic development</td>
<td>31%</td>
</tr>
<tr>
<td>Character development</td>
<td>15%</td>
</tr>
<tr>
<td>Social, emotional &amp; cognitive development</td>
<td>12%</td>
</tr>
<tr>
<td>Whole child</td>
<td>9%</td>
</tr>
<tr>
<td>Learning mindsets and skills</td>
<td>9%</td>
</tr>
<tr>
<td>Social and emotional learning</td>
<td>7%</td>
</tr>
<tr>
<td>Growth mindsets</td>
<td>5%</td>
</tr>
<tr>
<td>Social learning</td>
<td>4%</td>
</tr>
</tbody>
</table>

“Simple”

“All encompassing”

“Because you use them everyday in life, schools, jobs and family”

All youth ready for college work and life
Frameworks & Bridge-Building

CASEL

CCSR

SEAD Commission

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On Readiness...

Science explains the impact of adversity on the developing brain.

- Adversity doesn’t just happen to children, it happens inside them.  
  - Pamela Cantor, M.D., Founder and Senior Science Advisor

### PREFRONTAL CORTEX
- Executive Function
- Self-Regulation
- Attention

### AMYGDALA
- Emotional Regulation
- Reactivity

### HIPPOCAMPUS
- Learning
- Memory
Building blocks..... More than skills

INDEPENDENCE AND SUSTAINABILITY

PERSEVERANCE

MINDSETS FOR SELF AND SCHOOL

SCHOOL READINESS

HEALTHY DEVELOPMENT

Self-Direction
Curiosity
Civic Identity

Resilience
Agency
Academic Tenacity

Growth Mindset
Self-Efficacy
Sense of Belonging
Relevance of School

Self-Awareness
Social Awareness/Relationship Skills
Executive Functions

Attachment
Stress Management
Self-Regulation

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How Learning Happens

- Cognitive Skills and Competencies
- Emotional Beliefs and Mindsets
- Societal & Interpersonal Skills and Competencies

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Readiness is more than a diploma

The 2002 NRC report, Community Programs that Promote Youth Development, identified 5 developmental domains that predict adult success:

- **Physical development**
  - good health habits, risk management skills

- **Intellectual development**
  - school success, critical thinking, decision-making, life skills, vocational skills

- **Psychological and emotional development**
  - good mental health, positive self-regard, self-regulation, coping skills, autonomy, effective time management

- **Social development**
  - connectedness, sense of place, attachment to pro-social institutions, ability to navigate cultural contexts, commitment to civic engagement

The 2015 CCSR Report, Foundations for Young Adult Success, helps us understand how the skillsets and mindsets build an interconnect.
Readiness

- being willing and prepared to learn new things, take risks, change behaviors -

The 2015 CCSR Report helps us understand how the skillsets and mindsets build and interconnect to strengthen social skills and influence social behavior...

And how they develop over time.

Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.

Developmental Experiences Require Action and Reflection

Children learn through developmental experiences that combine Action and Reflection, ideally within the context of trusting relationships with adults.

Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie their “key factors” to success.

**Foundational Components**

- **Self-Regulation**: includes awareness of oneself and one’s surroundings, and managing one’s attention, emotions, and behaviors in goal-directed ways.
- **Knowledge**: is a set of facts, information, or understanding about self, others, and the world.
- **Skills**: are the learned ability to carry out a task with intended results or goals, and can be either general or domain specific.
- **Mindsets**: are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experiences.

**Key Factors**

Being successful means having the Agency to make active choices about one’s life path, possessing the Competencies to adapt to the demands of different contexts, and incorporating different aspects of oneself into an Integrated Identity.

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Focus of Development Changes as Children Grow Older

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the self and one’s abilities to interact with others and navigate the broader world. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.

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ROLE PLAY

STEP ONE: INDIVIDUALLY PONDER
What frameworks or information would you use to build the bridge and make the case?
When would you use one of these over another?
How can you use this information to strengthen your discussion?

STEP TWO: PAIR UP

**FIRST UP SAYS:** I am a ________ and need you to play a ________ [policymaker, superintendent, parent, etc.....] .... and then practices making the case.

STEP THREE: SWITCH IT UP

**SECOND UP SAYS:** I am a ________ and need you to play a ________ [policymaker, superintendent, parent, etc.....] .... and then practices making the case.

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TABLE DISCUSSION

What sticks?

Whether or not you use the term readiness, how can you use this information to strengthen your discussions with youth, staff, schools, and families?
On Quality

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THINK – PAIR - SHARE

WHAT WAS YOUR PREFERRED WAY TO LEARN WHEN YOU WERE A CHILD?

SHARE ONE STORY WITH A NEIGHBOR.
Practice Base for How Learning Happens

- Teaching and practicing social, emotional, and cognitive skills
- Embedding social, emotional, and cognitive skills into academic learning
- Safe and relationship-based learning environments
- Rigorous academic content and learning experiences
- Engagement, ownership, and purpose
- Sense of belonging and connection to community
- Academic success and educational attainment
- Civic and community engagement
- Life well-being
- Workforce and career readiness

On Quality...

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REAL-LIFE EXAMPLE: HOW DO WE KNOW HOW WE’RE DOING?

Quality → Engagement → Skills → Transfer
QuEST Model, The Forum’s Weikart Center for Youth Program Quality

BOYS & GIRLS CLUB OF METRO RICHMOND

Strong Staff
Diverse Content
Supportive Context
Well-Equipped Facilities

Regular Participation
Relational Engagement
Learning Engagement
Content Participation

Strong...
Academic Skills
SEL Skills
Life Skills

Educated
Employed
Connected
Thriving

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QuEST Frame used by local network to build own Theory of Action, affirm outcomes and indicators, and link to data they already had, including but not limited to YPQA and other externally developed tools.

<table>
<thead>
<tr>
<th>QUALITY</th>
<th>ENGAGEMENT</th>
<th>SKILLS &amp; MINDSETS</th>
<th>TRANSFER OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strong Staff</strong></td>
<td><strong>Regular Participation</strong></td>
<td><strong>Strong Academic Skills</strong></td>
<td>Educated</td>
</tr>
<tr>
<td>- Engagement with Kids</td>
<td>- Frequency of Attendance</td>
<td>- Enjoyment &amp; Application of Reading</td>
<td>Employed</td>
</tr>
<tr>
<td>- Professional Development</td>
<td>- Membership Tenure</td>
<td>- Confidence &amp; Application of Written</td>
<td>Life Skills</td>
</tr>
<tr>
<td>- Diversity of Experiences (Work, Education, Life)</td>
<td>- Daily Time Spent at Club</td>
<td>and Oral Communication</td>
<td>Connected &amp; Engaged in the Community</td>
</tr>
<tr>
<td>- Identification &amp; Recruitment of Quality Candidates</td>
<td><strong>Relational Engagement</strong></td>
<td><strong>Strong SEL Skills</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Intentionally Diverse Content</strong></td>
<td>- Sense of Belonging at Club</td>
<td>- Empathy</td>
<td></td>
</tr>
<tr>
<td>- Formality of Learning</td>
<td><strong>Learning Engagement</strong></td>
<td>- Problem Solving</td>
<td></td>
</tr>
<tr>
<td>- Content Provider</td>
<td>- Pushed Mentally</td>
<td>- Initiative</td>
<td></td>
</tr>
<tr>
<td>- Content Areas</td>
<td><strong>Content Participation</strong></td>
<td>- Responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>Intentionally Supportive Contexts</strong></td>
<td>- Offering (or Program or Activity) Attendance</td>
<td>- Teamwork</td>
<td></td>
</tr>
<tr>
<td>- Physical &amp; Emotional Safety</td>
<td></td>
<td>- Emotion Management</td>
<td></td>
</tr>
<tr>
<td>- Positive Environments</td>
<td></td>
<td><strong>Strong LIFE Skills</strong></td>
<td></td>
</tr>
<tr>
<td>- Opportunities for Belonging &amp; Interaction</td>
<td></td>
<td>- Healthy Lifestyles &amp; Risk Management</td>
<td></td>
</tr>
<tr>
<td>- Opportunities for Critical Thinking</td>
<td></td>
<td>- Financial Literacy</td>
<td></td>
</tr>
<tr>
<td><strong>Well-Equipped Facilities</strong></td>
<td></td>
<td>- Job &amp; Post-Secondary Education Seeking Skills</td>
<td></td>
</tr>
<tr>
<td>- Functional &amp; Quality Equipment &amp; Supplies (Technology, Education Equipment/Supplies, Furniture, HVAC)</td>
<td></td>
<td>- Civic &amp; Community Engagement</td>
<td></td>
</tr>
<tr>
<td>- Functional &amp; Quality Hardware (Lighting, Doors, Windows, Ceiling Tiles, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Aesthetics (Bright, Clean, Kid-friendly)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
On Quality...

How can a focus on student experience challenge us to take a continuous improvement approach?
Defining Observable Practices of Learning Setting Quality, emphasizes the importance of assessing the students’ experience.
ROLE PLAY

STEP ONE: INDIVIDUALLY PONDER
What frameworks or information would you use to build the bridge and make the case?
When would you use one of these over another?
How can you use this information to strengthen your discussion?

STEP TWO: BACK TO YOUR PAIRS
WHOEVER WENT SECOND LAST TIME GOES FIRST AND SAYS: I am a ________
and need you to play a __________ [policymaker, superintendent, parent, etc.....]
.... and then practices making the case.

STEP THREE: SWITCH IT UP
PARTNER SAYS: I am a ________ and need you to play a __________ 
[policymaker, superintendent, parent, etc.....] .... and then practices making the case.

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TABLE DISCUSSION

What sticks?

*Whether or not you use the terms quality or continuous improvement, how can you use this information to strengthen your discussions with youth, staff, schools, and families?*
On Equity

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We have to get kids ready to play in the game.

This starts by asking them how they see the games, the rules, and the resources in their communities.

On Equity...

Equity has to be linked to readiness.

Equality

Equity

Opportunity

Agency
12 Equity Indicators

1. Goals & Indicators
2. Subgroup Performance
3. Supports & Interventions for Struggling Schools
4. Resource Equity
5. Educator Equity
6. Stakeholder Engagement
7. Breaking the School-to-Prison pipeline
8. Equitable Access to Early Childhood Learning
10. Out of School Time Learning
11. Equitable Access to High Quality Curricula
12. Clear Reporting and Transparent Data systems.

Standards of Equity & Excellence: a Lens on ESSA State Plans, National Urban League, 2019
Standards of Equity & Excellence: a Lens on ESSA State Plans, National Urban League, 2019

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HOW WELL STATES INCORPORATE EQUITY INTO THEIR ESSA PLANS

12 EQUITY INDICATORS

- GOALS & INDICATORS
  - 25
  - 12

- SUBGROUP PERFORMANCE
  - 9
  - 16
  - 12

- SUPPORTS & INTERVENTIONS FOR STRUGGLING SCHOOLS
  - 4
  - 19
  - 14

- RESOURCE EQUITY
  - 11
  - 19
  - 7

- EDUCATOR EQUITY
  - 3
  - 31
  - 3

- STAKEHOLDER ENGAGEMENT
  - 22
  - 11
  - 4

- BREAKING THE SCHOOL-TO-PRISON PIPELINE
  - 6
  - 31

- EQUITABLE ACCESS TO EARLY CHILDHOOD LEARNING
  - 23
  - 9
  - 5

- EQUITABLE IMPLEMENTATION OF COLLEGE & CAREER STANDARDS
  - 29
  - 8

- OUT-OF-SCHOOL TIME LEARNING
  - 5
  - 30
  - 2

- EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA
  - 20
  - 16
  - 1

- CLEAR REPORTING & TRANSPARENT DATA SYSTEMS
  - 16
  - 20
  - 1

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12 Equity Indicators
(rank by # states deemed excellent)

1. Equitable Implementation of College & Career Standards
2. Goals & Indicators
3. Equitable to Early Childhood Learning
4. Stakeholder Engagement
5. Equitable Access to High Quality Curricula
6. Clear Reporting and Transparent Data systems.
7. Resource Equity
8. Subgroup Performance
9. Breaking the School-to-Prison pipeline
10. Out of School Time Learning
11. Supports & Interventions for Struggling Schools
12. Educator Equity

Standards of Equity & Excellence: a Lens on ESSA State Plans, National Urban League, 2019
A Youth Development Work Group was created to ensure that the “community” ring had a voice in shaping the final reports and recommendations.

The group also created its own issue brief.

**SEAD Youth Development Work Group: Building Partnerships with Schools**

**Youth Development Work Group Recommendations**

- Include youth development partners in setting a clear vision.
- Strengthen and expand adult capacity.
- Create and support engaging learning settings throughout the day and the year.
- Provide systems and supports to maintain partnerships.
- Leverage resources efficiently and equitably.

**Organizations Participating in the Youth Development Work Group**

- Afterschool Alliance
- ASCD
- CASEL
- Communities In Schools
- AIR
- ASCD
- CASEL
- Communities In Schools
- AIR
- ASCD
- CASEL
- Communities In Schools
Partnering with schools is important and strategic

A Youth Development Work Group was created to ensure that the “community” ring had a voice in shaping the final reports and recommendations.

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Youth Development Work Group Recommendations

- Include youth development partners in setting a clear vision.
- Strengthen and expand adult capacity.
- Create and support engaging learning settings throughout the day and the year.
- Provide systems and supports to maintain partnerships
- Leverage resources efficiently and equitably
Building Partnerships—A Call for Collaborative Action

• Broaden the community’s vision of how, where, and when learning happens
• Ensure that families, students, schools, and community partners, as well as key policy and decision-makers, have more transparent data
• Increase access to high-quality year-round learning opportunities
• Find, align, and generate sufficient human, financial, management, and professional development resources to advance a shared vision for how learning happens
Where and When Learning Happens

- Core academic classes
- Elective Classes
- Formal and informal school spaces (e.g., cafeterias, hallways, libraries, buses)
- Extracurricular activities (e.g., clubs, mentoring, sports)
- Enrichment and development opportunities
- Civic and employment opportunities (e.g., service learning, volunteering, jobs)
- Community learning settings (e.g., libraries, museums, zoos, parks)

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HOME, SCHOOL, COMMUNITY, PEER INTERACTION
Connecting Readiness, Equity, Quality to the Where/When Graphic helps...

- reinforce the roles that families, communities, peers
- specify the full range of learning environments
- promote consistent standards for all learning environments
- acknowledge that adult educators cross institutional boundaries
- affirm the need for consistent recognition and cross training
- recognize the cumulative impact differences in access and quality across learning environments
- advocate for better and more data
- highlight the need for more and better funded supports and for coordinated partnering

These arguments help us broaden and align our external approaches to designing for equity...

But what needs to happen within our organizations and systems?
SEAD Commission’s Six Recommendation Areas

1. Set a clear vision that broadens the definition of student success to prioritize the whole child
   • Align action plans, budgets, adult workforce development; use measures across school and OST to support continuous improvement.

2. Transform learning settings so they are safe and supportive for all young people
   • Bring assets of community organizations into the life of the school.

3. Change instruction to teach social, emotional, cognitive skills; embed these skills in academics and in schoolwide practices

4. Build adult expertise in child development

5. Align resources and leverage partners in the community to address the whole child.
   • Fund dedicated positions in schools and districts to intentionally engage partners...
   • Provide access to quality summer school and afterschool programming for each young person.
   • Use data to identify and address gaps in students’ access to full range of learning opportunities in and out of school.

6. Forge closer connections between research and practice
   • ...robust data-sharing agreements between schools and other youth-serving agencies to collaboratively address strengths and challenges
Moving Ideas to Impact:

1. An Open Door Opportunity
   *Building on the momentum of the SEAD Commission, SoLD, etc.*

2. Mental Models & Making the Case
   *Exploring ways you use these powerful ideas in your work*

3. What Will It Take?
   ....
GROUP DISCUSSION

If this is our charge, what’s it going to take?

How do we become more effective at making the case?

- Reflecting back on conversations you’ve had in this session:
  - What worked well?
  - What was tricky?
FULL GROUP DISCUSSION

What would be useful going forward?
More on the Key Ideas?

![Image of a diagram with text]

www.forumfyi.org
Readiness Resources

Foundations for Young Adult Success, The University of Chicago Consortium on Chicago School Readiness.
- Executive Summary: consortium.uchicago.edu/sites/default/files/2019-01/Exec_Summary_YAS_Framework.pdf


From a Nation at Risk to A Nation at Hope, Chapter 1 – How Learning Happens
- nationathope.org/report-from-the-nation/chapter-1-how-learning-happens/
Quality Resources

The Readiness Project
- **Ready by Design:** sparkaction.org/sites/default/files/readybydesign.pdf
- **Readiness Practices:** sparkaction.org/readiness/research/practices

From a Nation at Risk to A Nation at Hope, Chapter 1 – How Learning Happens
- nationathope.org/report-from-the-nation/chapter-1-how-learning-happens/

The QuEST Model
- cypq.org/sites/cypq.org/files/publications/Brief%20-%20QuEST%20Model.pdf

Continuous Improvement using the Youth Program Quality Intervention
- **YPQI Brief:** cypq.org/sites/cypq.org/files/publications/YPQI-TABrief1.pdf

#rb21 all youth ready for college work and life
Equity Resources

Building Partnership for Where, When & How Learning Happens

Wildflowers: A Superintendent’s Challenge to America, by Jonathan Raymond
• [www.wholechildchallenge.org](http://www.wholechildchallenge.org)

Standards of Equity & Excellence: A Lens on ESSA State Plans, National Urban League
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.
Builds quality improvement systems to strengthen practices and programs serving young people.

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.
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