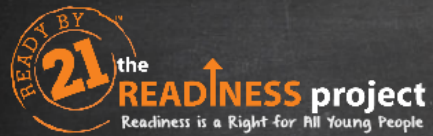


WHAT DO YOUTH NEED TO BE READY FOR ADOLESCENCE & ADULTHOOD?



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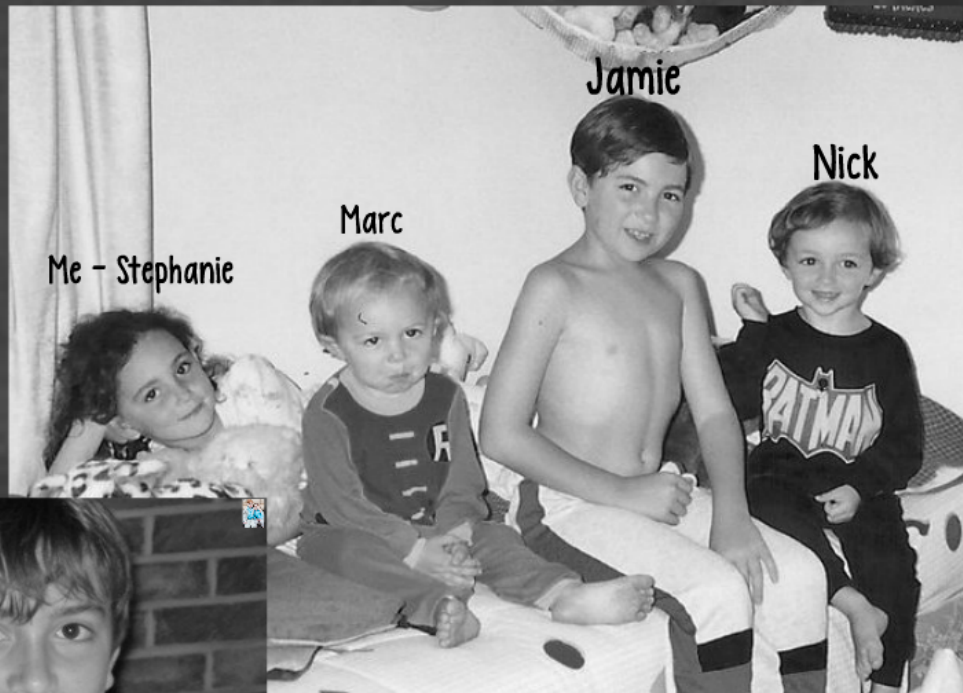


The logo consists of the words "READY BY" in a sans-serif font, arched over a large, bold number "21". A small "TM" trademark symbol is positioned to the upper right of the "21".

the **READINESS** project

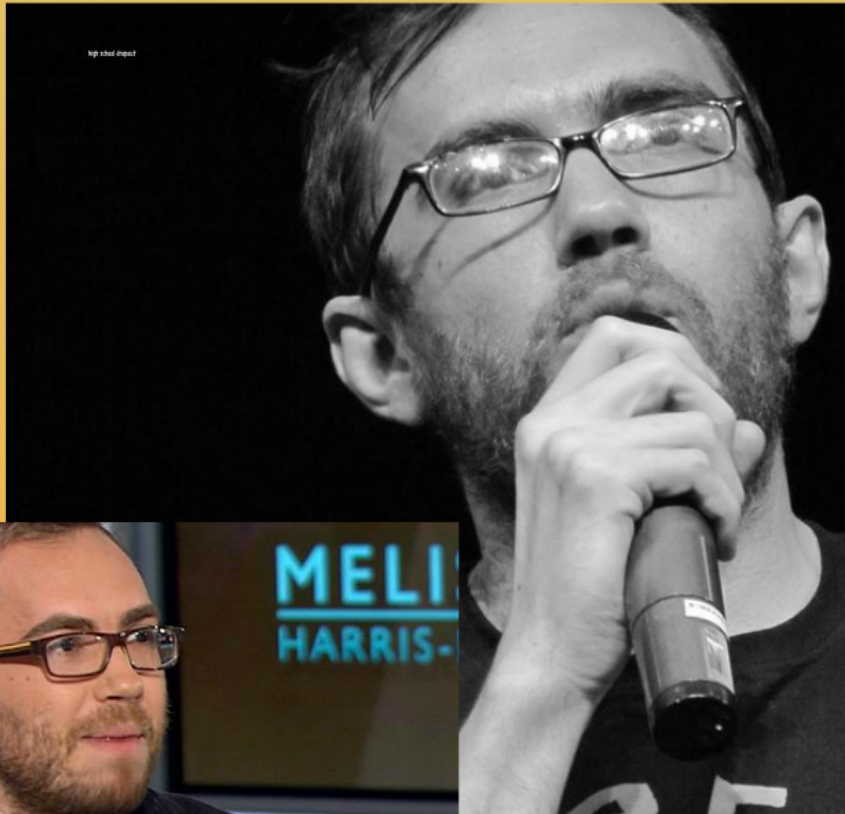
Readiness is a Right for All Young People

MY FAMILY



David







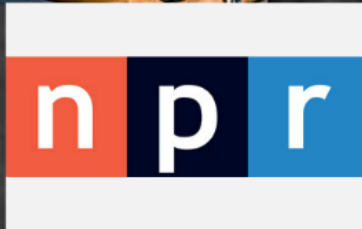
the
forum
FOR YOUTH INVESTMENT



**TEACHFOR
AMERICA**



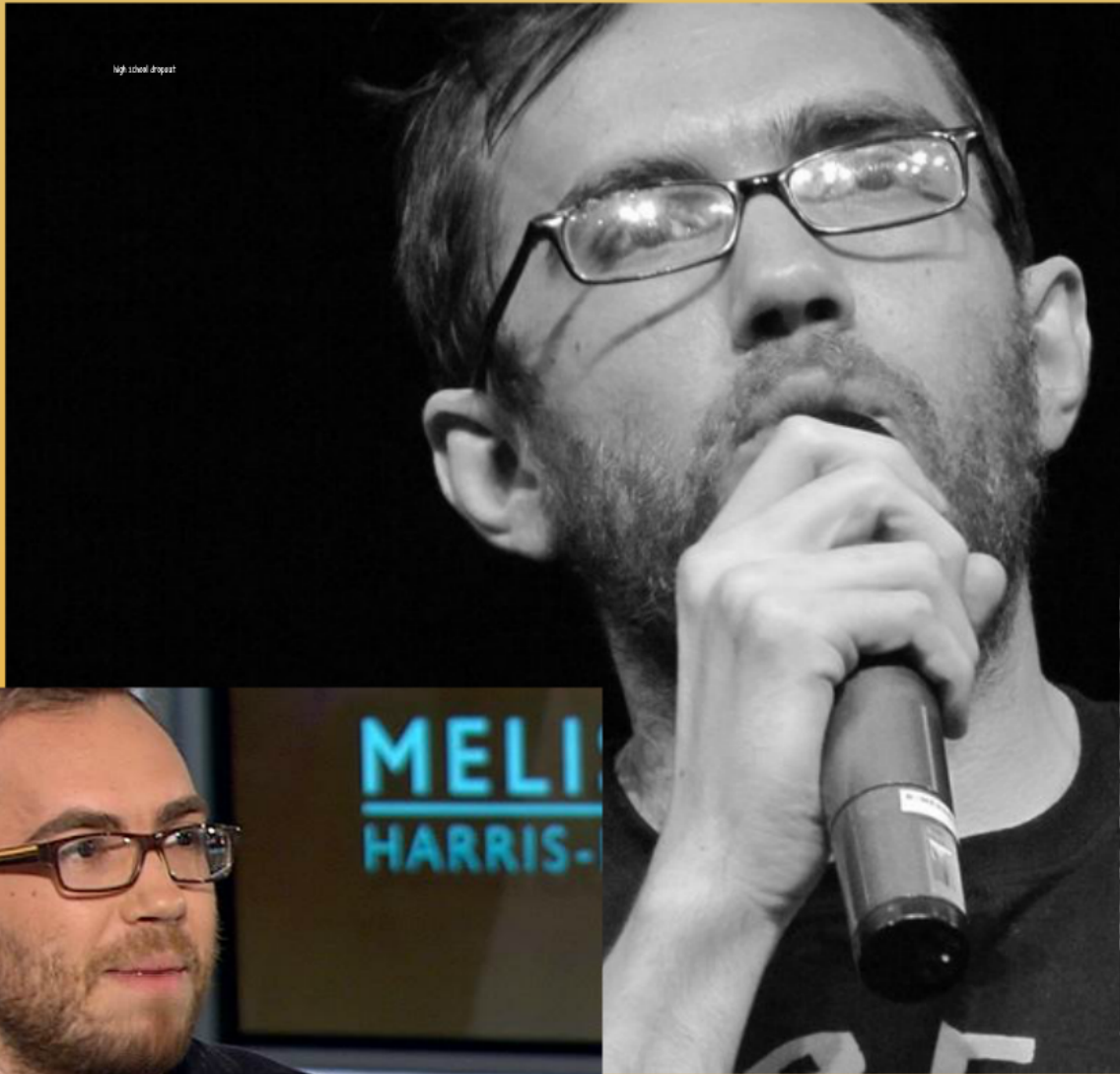
**AMERICAN
UNIVERSITY**
WASHINGTON, D.C.





Breakthrough
COLLABORATIVE





high school dropout



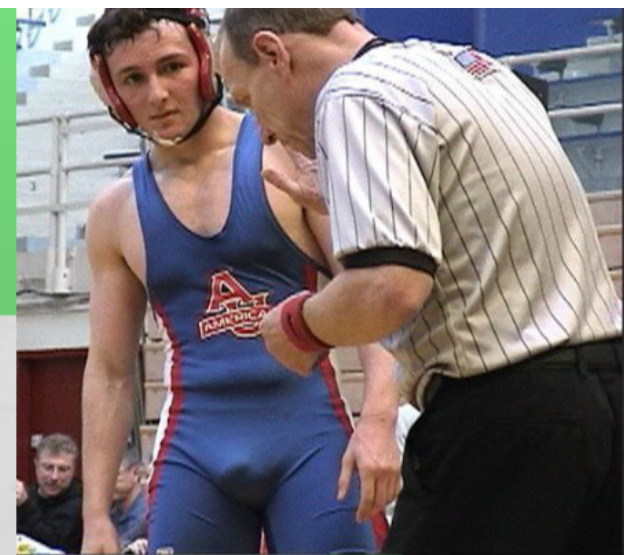
the
forum
FOR YOUTH INVESTMENT



high school dropout,
GED recipient,
recovering alcoholic

**TEACHFOR
AMERICA**

first kid to ever get suspended
from Toll Gate Grammar School

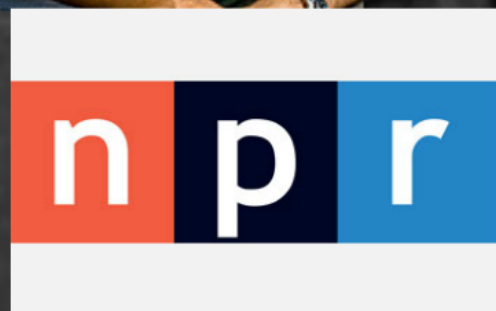


**AMERICAN
UNIVERSITY**

first kid to ever get suspended
from Toll Gate Grammar School



THE
Nation



college dropout



class president





STRUGGLING



READY



THRIVING





SKELETAL
SYSTEM



DIGESTIVE
SYSTEM



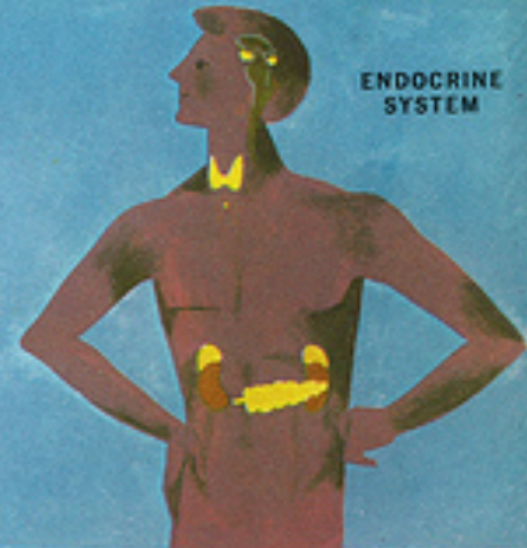
LYMPHATIC
SYSTEM



MUSCLE
SYSTEM



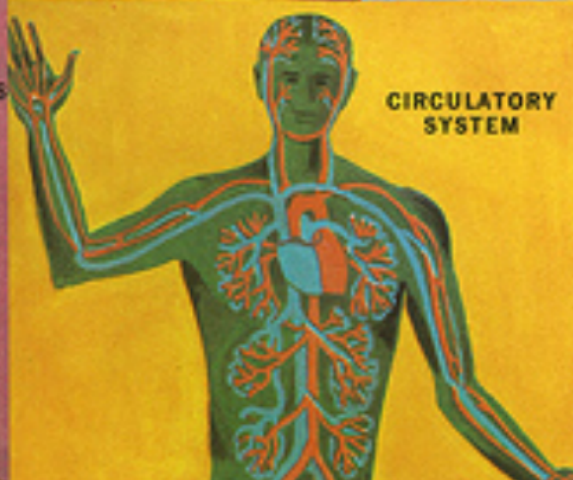
RESPIRATORY
SYSTEM



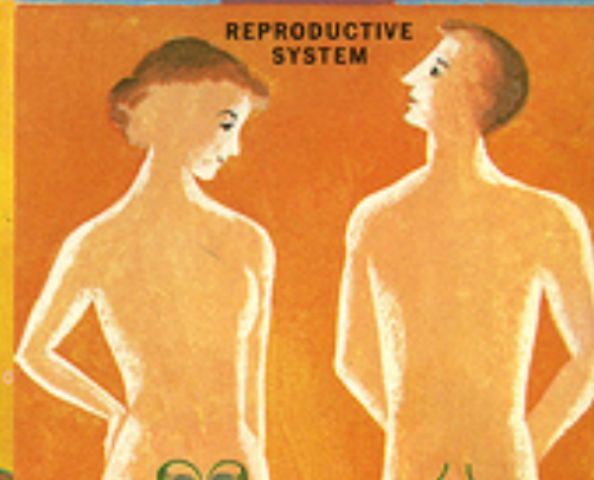
ENDOCRINE
SYSTEM



NERVOUS
SYSTEM

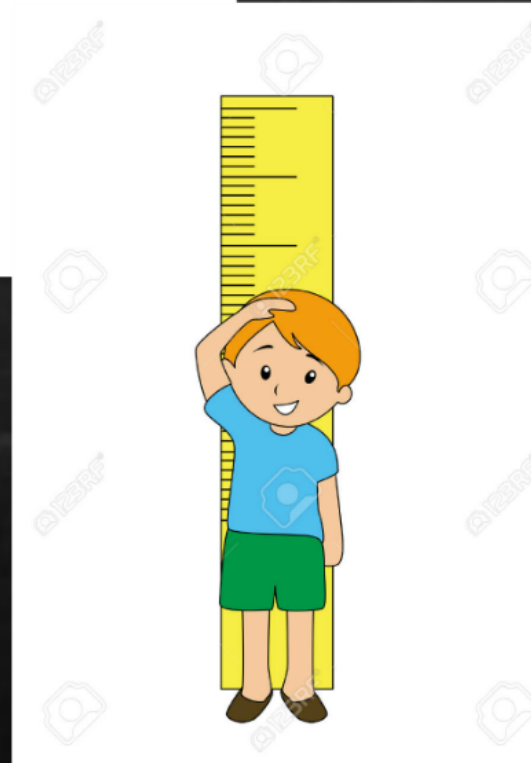
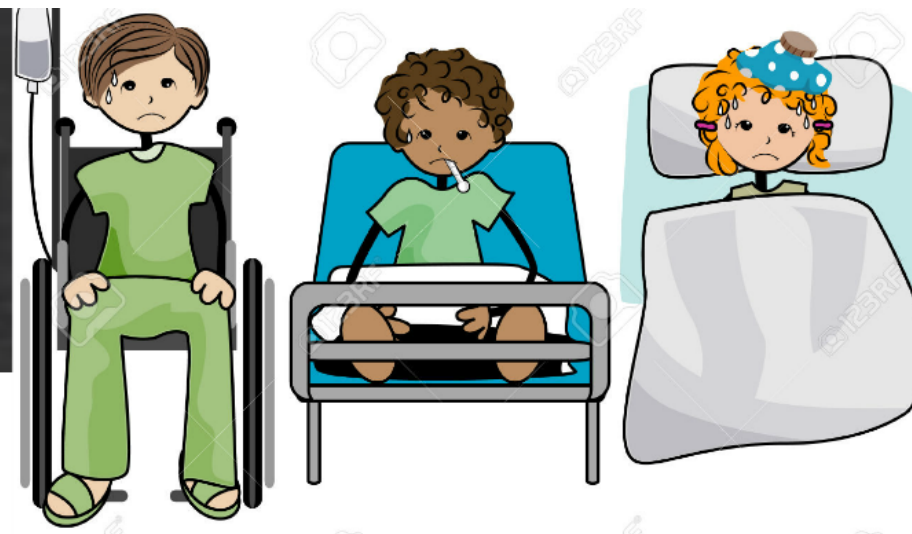


CIRCULATORY
SYSTEM



REPRODUCTIVE
SYSTEM





SYSTEMS

SOCIETY

SCIENCE





THE READINESS ABILITIES



I CAN THINK & CREATE

in ways that help me to navigate and experience life.



I CAN FEEL & EXPRESS EMOTION

appropriately and as a way to connect with others.



I CAN GET & STAY HEALTHY

physically, emotionally, mentally and spiritually.



I CAN APPLY LEARNING

in the real world and to meet life demands.



I CAN USE INSIGHTS TO GROW & DEVELOP

in each stage of life.



I CAN WORK & STAY FOCUSED

in each area of life.



I CAN RELATE TO OTHERS & THE WORLD

by forming, managing and sustaining my relationships.



I CAN ENGAGE WITH PEOPLE & PLACES

by being present and engaging in meaningful, real and honest ways.



I CAN PERSIST THROUGH STRUGGLES & MAINTAIN HOPE

no matter my challenges.



I CAN SOLVE PROBLEMS & MAKE DECISIONS

about the intellectual, social, moral and emotional issues and problems that I face.



ACCESS PROXY FOR QUALITY
AGE PROXY FOR STAGE
COMPLETION PROXY FOR COMPETENCE
TIME PROXY FOR PROGRESS

OPPORTUNITY GAPS
ACHIEVEMENT GAPS
SKILLS GAPS
EXPECTATIONS GAPS

THE READINESS ABILITIES



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about the intellectual, social, moral and emotional issues and problems that I face.

THE READINESS SKILLSETS & MINDSETS

The *Readiness Abilities* enable young people to take on life's challenges and opportunities. To develop and express these readiness abilities, youth use different combinations of skillsets and mindsets (attitudes, dispositions, habits).

SKILLSETS

BASIC LIFE MANAGEMENT

I can meet basic life demands and practical needs.

PROBLEM SOLVING & DECISION MAKING

I can solve problems and make informed decisions.

COPING

I can make it through and bounce back from hard times.

ORGANIZATION & PLANNING

I can organize and plan my life, projects, tasks and schedule.

APPLICATION

I can apply what I have learned in practice and real life.

RELATIONSHIP MANAGEMENT

I can form, grow, manage and keep my relationships with people.

COMMUNICATION

I can communicate what I want to say in an appropriate and effective way.

RESOURCE & INFORMATION PROCESSING

I can gather, keep track of and manage information and resources.

THINKING & ANALYSIS

I can think and reason critically and creatively about issues and produce thoughtful responses.

SELF-CARE

I can meet my physical, emotional, mental and spiritual needs, so long as I have the right access and supports.

REFLECTION & SELF-AWARENESS

I can think about my life and honestly evaluate where I am, what I need or want and what I should do.

SELF-REGULATION

I can manage my emotions, thoughts and behaviors so that they are appropriate for who I am with, where I am and what I am doing.

MINDSETS

HUMBLE

I am thoughtful and honest about my talents and achievements or shortcomings and mistakes; I have a healthy perspective and engage with others even at times when the focus is not on me.

FAIR

I am sensitive to the difference between what is right and wrong and I believe that everyone deserves a fair chance.

DRIVEN

I am motivated and focused; I like the feeling of getting things done and accomplishing my goals.

AGILE

I am able to change my mood and behaviors depending on what is needed, where I am and who I am with.

FUTURE ORIENTED

I am focused on what is ahead and that motivates me to get through the present.

OPEN-MINDED

I am open to perspectives and experiences that are different than my own.

EMPATHETIC

I am understanding and connected to the feelings or experiences of others.

PRAGMATIC

I am honest, practical and objective when considering life, problems and needs.

PURPOSEFUL

I am committed to accomplishing something and being someone.

OPTIMISTIC

I am comforted by the hopeful and positive parts of a situation.

PERSISTENT

I am focused. I do whatever it takes to accomplish a goal or task.

ADAPTABLE

I am flexible in my thinking and behavior depending on what is needed.

COURAGEOUS

I am willing to take on challenges, even when I am scared or confused.

GROWTH ORIENTED

I believe that I can get better with practice and hard work.

COMPASSIONATE

I am moved by the struggles, situations and pain of others.

CURIOUS

I am an eager learner and I have lots of questions to answer.



DEVELOPMENTAL PRACTICE

Developmental practice encompasses the specific ways adults can nurture young people's development and promote their readiness and well-being. There are four areas of developmental practice: environments, relationships, experiences, and space and time.



ENVIRONMENTS

THAT ARE

Welcoming, safe and structured. These are places where young people want to spend time, know what to expect, and know what is expected of them.



PEOPLE

WHO

Authentic, positive and productive. These are relationships that are caring, motivating, equipping and empowering.



EXPERIENCES

THAT

Challenge and engage. These are experiences that connect with who young people are, where they are, what they need, and what interests them.



SPACE AND TIME

TO

Learn, grow and develop. This is space and time to observe and explore, practice and play, apply and connect, reflect and refine.

Developmental Practices

TO BUILD CONNECTIONS

Cultivate Community

Help young people feel they belong. Give them meaningful ways to contribute and participate.

Be Relational

Interact with young people with intention and presence. Be an active listener and respond to their needs in healthy and positive ways.

Provide Safety

Keep young people safe and free from violence. Whenever and however you can, reduce risk and prevent harm.

Be Socially and Culturally Responsive

Respect young people's identities, cultures and beliefs. Help them examine and construct their personal identities.

Focus on the Young Person

Prioritize and value young people's needs and interests.

Be a Coach

Motivate young people, celebrating their growth and success and encouraging them to persist during hard times.

Show Care and Concern

Express warmth and closeness to young people. Be empathetic and compassionate. Show them you are paying attention.

Be Engaging

Choose activities and conversation topics that interest young people and keep their attention.

Give the Young Person Agency

Give young people voice and let them make decisions. Help them take on developmentally appropriate roles and responsibilities.

Encourage Teamwork

Create opportunities for young people to work in teams. Support teams as they navigate personal dynamics and challenges.

Support Personal Reflection

Provide opportunities for young people to reflect and share their thoughts. Be available to listen, process, guide and share your own experiences.

TO BUILD COMPETENCE

Provide Resources

Give young people access to the information, tools and support they need. Work with others to support young people in ways you cannot.

Provide Structure

Establish clear, consistent boundaries and a sense of predictability. Monitor young people and those around them, ensuring safety and support.

Be Strengths-Based

Recognize, draw out and build upon young people's strengths. Create opportunities for young people to express and showcase their talents and skills.

Empower the Young Person

Nurture young people's sense of self and independence. Equip them with the knowledge and skills needed to take on challenges and own their behavior and actions.

Be a Skillful Planner

Plan activities and experiences that support young people's growth and development. Design ways for young people to develop and demonstrate important skillsets and mindsets.

Be a Personal Trainer

Choose and facilitate experiences that build young people's abilities. Modify or come up with new experiences as young people progress, or their circumstances change.

Facilitate Personal Mastery of Skillsets and Mindsets

Provide the space and time young people need to observe, develop and demonstrate the most commonly used skillsets and mindsets.

Provide Positive Challenges

Push young people to keep growing by offering opportunities for them to get out of their comfort zone, work hard and try something new.

Model What You Want

Be a positive example for young people, by modeling the readiness abilities, skillsets and mindsets.

Make Real World Connections

Show young people how activities and experiences connect to the real world. Create ways for young people to safely test their skillsets and mindsets in real ways.

