



Youth Transition Action Teams

Leveraging Community Resources to Ensure Successful Transitions for Foster Youth

Elements Self-Assessment

The **Youth Transition Action Teams** initiative was established in September 2004 in all California counties engaged in Child Welfare Systems Improvement (also known as Redesign), as well as those cities and counties with state supported initiatives focused on transitions for foster youth. These teams are charged with and supported in their efforts to leverage local resources and programs to provide a range of sequenced experiences for foster youth, beginning as early as the age of 12, as they learn about the world and what it might hold for them, develop a sense of personal identity, and prepare for emancipation into the adult world.

This initiative integrates and expands a number of youth focused efforts already underway in California. These efforts include the California Child Welfare Systems Improvement activities, the California State Youth Council's Comprehensive Plan and Campaign for California's Youth, the work of the Youth Transition Funders, the All Youth-One System frameworks of the Youth Council Institute, and a selected set of workforce development initiatives focused on foster care populations and other targeted groups that are operational in a number of California communities.

Support and funding provided by the following initiative sponsors has allowed for the development, design, and implementation of this initiative throughout California: Casey Family Programs (initiative sponsor), California Department of Social Services, Walter S. Johnson Foundation, Jewish Community Foundation, Foundation Consortium for California's Children and Youth, Peninsula Community Foundation Center for Venture Philanthropy, and the San Francisco Foundation. The Youth Transition Action Teams initiative is managed and delivered by New Ways to Work.

This self-assessment is part of an integrated set of tools designed to help Youth Transition Action Teams determine progress, document success, prioritize activities and plan for improvements as you implement your vision of All Youth-One System. Youth Transition Action Teams should review the ***Elements of a Comprehensive Local Youth-Serving System*** framework prior to conducting this assessment. The left hand column in this assessment lists indicators or goals that are drawn from the *Elements* framework. Your team will identify their progress in meeting these goals. Then they will prioritize areas of focus for inclusion in the *YTAT Work Plan*.

Instructions:

- Have each team member individually complete the progress section of the self-assessment. For each indicator or statement, each team member should rate the team's progress in developing a comprehensive, youth-serving system using the following scale:
○=Not on our radar screen ●=Just started ●=Pretty far along in implementation or practice ●=Fully integrated into system
- Post all team member responses on a large, wall-sized version of the self assessment and discuss the group's responses, especially where there are wide differences of opinion on progress.
- Have each team member complete the priority section of the self-assessment in the context of a discreet time frame (e.g. the next 12 months). It is helpful to limit the number of high priority activities and to force a few lows in each section.
- Again post all team member responses on the wall chart and discuss. Identify priority actions for inclusion in the YTAT Workplan.



Youth Transition Action Teams - Elements Self-Assessment

Indicators / Goals	Progress	Priority
Academic Achievement <i>All youth are engaged in their learning in the classroom.</i>		
<ul style="list-style-type: none"> Adults promote high academic and technical success. 	○ ◐ ◑ ●	▬ ▨ ▩
<ul style="list-style-type: none"> Workplace experiences support classroom learning. 	○ ◐ ◑ ●	▬ ▨ ▩
<ul style="list-style-type: none"> Multiple educational approaches address individual needs. 	○ ◐ ◑ ●	▬ ▨ ▩
<ul style="list-style-type: none"> Standards-based alternatives are available at all levels of education. 	○ ◐ ◑ ●	▬ ▨ ▩
<ul style="list-style-type: none"> All youth are educated and ready to learn. 	○ ◐ ◑ ●	▬ ▨ ▩

Self-Assessment Legend

Progress: ○ = Not on our radar screen ◐ = Just started ◑ = Pretty far along in implementation or practice ● = Fully integrated into system

Priority: ▬ = Low priority (force at least 2 lows) ▨ = Medium priority ▩ = High priority (limit 1 high priority per category)



Youth Transition Action Teams - Elements Self-Assessment

Indicators / Goals	Progress	Priority
Career Development <i>All youth are engaged in their learning in the workplace and community.</i>		
<ul style="list-style-type: none"> • Early employment exposure and experiences are provided. 		
<ul style="list-style-type: none"> • Quality work-based learning opportunities are in place. 		
<ul style="list-style-type: none"> • Employers and workplace partners provide work and learning opportunities. 		
<ul style="list-style-type: none"> • Classroom learning supports career development. 		
<ul style="list-style-type: none"> • All youth are experienced and ready for careers. 		

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Youth Transition Action Teams - Elements Self-Assessment

Indicators / Goals	Progress	Priority
Youth Leadership <i>Youth are visible and active in leadership roles.</i>		
<ul style="list-style-type: none"> Youth actively participate in decisions about their lives. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Youth voice drives policy and decision making. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Youth are encouraged and supported in leadership roles. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Youth leadership opportunities are leveraged and connected. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> All youth are confident and ready for life. 	○ ◐ ◑ ●	■ ■ ■

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Youth Transition Action Teams - Elements Self-Assessment

Indicators / Goals	Progress	Priority
Community Services and Support <i>All youth receive individualized services and community support.</i>		
<ul style="list-style-type: none"> All youth have safe and stable living arrangements. 	○ ◐ ◑ ●	■ ■■ ■■■
<ul style="list-style-type: none"> All youth have strong and enduring adult and peer connections. 	○ ◐ ◑ ●	■ ■■ ■■■
<ul style="list-style-type: none"> All youth receive life skills training and practice. 	○ ◐ ◑ ●	■ ■■ ■■■
<ul style="list-style-type: none"> A full range of social services are available. 	○ ◐ ◑ ●	■ ■■ ■■■
<ul style="list-style-type: none"> All youth are connected to adults, peers, and services. 	○ ◐ ◑ ●	■ ■■ ■■■

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Youth Transition Action Teams - Elements Self-Assessment

Indicators / Goals	Progress	Priority
Comprehensive Youth Development Approach <i>A formal network provides the foundation for an equitable and coordinated system.</i>		
<ul style="list-style-type: none"> All activities embody a youth development approach. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Individualized, youth-centered plans guide programs and services. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Engaged community leadership supports collaboration. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> Adequate resources are available and leveraged. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> A quality system is responsive to individual and cultural differences. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> The community publicly supports a focus on youth issues. 	○ ◐ ◑ ●	■ ■ ■
<ul style="list-style-type: none"> A connected, operational infrastructure supports youth success. 	○ ◐ ◑ ●	■ ■ ■

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