



CYD Alignment with Allied Youth Sectors

		<u>Alignment</u> between CYD and this system or setting	<u>Lever</u> s for connection for CYD within this system or setting	<u>Driving frameworks</u> guiding philanthropy, policy & practice in this system or setting
	<p>In child welfare and youth justice settings</p>	<p>Meeting young people's needs for <i>physical and psychological safety, caring relationships, and community connections</i>^d</p> <p>Supporting the transition from adolescence into adulthood</p>	<p>Increasing young people's sense of <u>belonging</u>;</p> <p><u>Risk reduction</u> – reducing incidence of substance abuse, illegal activity and gang involvement</p> <p>Supporting <u>transitions and transformations</u></p>	<p><u>Positive indicators of child well-being</u>, UNICEF & ChildTrends</p>
	<p>At home and in communities</p>	<p>Developing a young person's sense of agency and identity;</p> <p>Developing a young find voice, choice and connection in community</p> <p>Seeing youth as activists and powerful players in their communities.</p> <p>Viewing youth as community resources and partners in learning</p> <p>Developing young people's understanding of how they connect to the world around them, and how they can be a force for good and change in the world</p> <p>Building collective impact to improve youth outcomesⁱⁱ</p> <p>Contributing to community development</p>	<p><u>Violence prevention</u> by reducing incidence of substance abuse, illegal activity & gang engagement</p> <p><u>Youth leadership</u></p> <p><u>Youth storytelling</u></p> <p><u>Respect for diversity</u></p> <p><u>Collective impact</u> focused on youth outcomes</p>	<p><u>Character Strengths and Virtues</u>, John Templeton Foundation or VIA Character Institute</p>

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	<p>In schools and educational settings</p>	<p>Helping young people acquire the social, emotional, academical and vocational skills they need^{iii iv}</p> <p>Helping young people master the competencies they need to live, learn and lead</p> <p>Integration of the arts, humanities and science</p>	<p>Developing young people's <u>21st century skills</u>, especially <i>learning and innovation skills</i> and <i>information, media and technology skills</i>^v</p> <p>Developing young people's <u>social and emotional competence</u>; focus on <u>social emotional learning</u></p> <p>Encouraging learning and development through <u>experiential and project-based learning</u></p> <p>Assessing student learning through <u>performance-based assessments</u></p> <p>Practicing the principles of <u>student-centered learning</u></p> <p>Applying a <u>whole child philosophy</u></p> <p>Implementing <u>cultural responsiveness</u> and a <u>social justice lens</u></p>	<p>K-12: Deeper Learning Competencies, Hewlett Foundation</p> <p>Core Social Emotional Competencies, CASEL</p> <p>21st Century Skills, Partnership for 21st Century Learning</p> <p>Student-Centered Learning Framework, Jobs for the Future</p> <p>Higher Education: Essential Learning Outcomes, AAC&U</p>
	<p>In out-of-school time settings</p>	<p>Helping young people acquire the social, emotional, and learning skills they need^{vi}</p> <p>Promoting positive youth development</p>	<p>Increasing young people's <u>self-esteem</u>;</p> <p>Developing young people's <u>social and emotional competence</u></p> <p><u>Asset or strengths-based programming</u></p>	<p>Readiness abilities, skillsets and mindsets, the Forum for Youth Investment</p> <p>Developmental Assets, Search Institute</p>
	<p>In settings serving opportunity youth</p>	<p>Helping students reengage in positive learning and developmental experiences</p> <p>Reducing risk and promoting healthy decision making and behaviors</p> <p>Many of the abovementioned</p>	<p><u>Reengaging young people</u> into positive learning and working environments</p> <p>Providing <u>safe places</u> for young people to spend time and receive the services and supports they need</p> <p>Providing <u>non-academic avenues for building skills</u> and competences needed for school and work</p>	<p>Opportunity Youth Playbook, the Forum for Youth Investment</p>

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ⁱ Per, *The Rise of Creative Youth Development 2016*. <http://www.tandfonline.com/doi/full/10.1080/10632913.2015.1064051>.

ⁱⁱ Per the "nine strategic priorities" that are documented in *Setting the Agenda*

ⁱⁱⁱ Ibid

^{iv} Consider the table, *Target Youth Development Outcomes in Creative Youth Development Programs*, p. 3 in *Setting the Agenda*

^v See P21's [Framework for 21st Century Learning](#) for more details

^{vi} Per, *The Rise of Creative Youth Development 2016*. <http://www.tandfonline.com/doi/full/10.1080/10632913.2015.1064051>