

COUNCIL OF JUVENILE CORRECTIONAL ADMINISTRATORS TOOLKIT: POSITIVE YOUTH DEVELOPMENT

April 2017

The overarching goal of the juvenile justice system is to support pro-social development of youth who become involved in the system and thereby ensure the safety of communities. Juvenile courts and affiliated agencies specifically aim to hold youth accountable for wrongdoing, prevent further offending and treat youth fairly. Actions taken to achieve these aims should be designed and carried out in a developmentally informed manner.

- Reforming Juvenile Justice, A Developmental Approach,
National Research Council

Dedication



Edward J. "Ned" Loughran

CJCA's Toolkit: Positive Youth Development is dedicated to CJCA's first and founding Executive Director Edward J. "Ned" Loughran

Dec. 2, 1939 – Oct. 14, 2016

Ned was an advocate without equal for children, youths and families involved in juvenile justice systems and the leaders who served them. During his forty-three year career in New York, Massachusetts and concluding with national leadership as CJCA's executive director, Ned directly and indirectly helped improve the lives of thousands of youths, families and staff across the country.

He had a lasting impression and impact not only on juvenile justice systems, but also in the hearts of so many of us working in this field. We endeavor and strive to meet the high standards Ned set for improving the conditions of confinement, quality of life and long-term outcomes for all youths entrusted to our care.

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Copies of this Toolkit and its appendices can be downloaded at www.cjca.net

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A CJCA Toolkit: Positive Youth Development

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INTRODUCTION

The Council of Juvenile Correctional Administrators (CJCA) is the national organization of juvenile justice system administrators and agency chief executive officers who unite to improve local juvenile correctional services, programs and practices so youths succeed when they return to the community and to provide national leadership and leadership development for the individuals responsible for the systems. CJCA members work together to identify common issues, share experiences, review emerging trends and attend workshops and seminars that promote best practices in delivery of juvenile justice services.

In October 2008, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) funded a two-day CJCA conference to begin addressing the lack of common definitions and measures of recidivism. All 50 state agency directors were invited to meet with researchers to develop the first rough set of definitions of recidivism. Following that meeting, CJCA wrote a white paper summarizing the consensus reached and drafted standards for measuring recidivism to be adopted by all juvenile justice agencies. In October 2009, OJJDP funded a second CJCA conference to review and vote to accept the white paper's findings and approach.

During the 2008 conference, CJCA members identified the need to also develop ways to measure and promote positive youth outcomes as an alternative to the adult-oriented measurement of failure indicated by recidivism. In 2010, CJCA created the Positive Youth Outcomes Committee to lead that effort. The committee worked with researchers and experts over the years to identify common indicators of positive youth development and in 2015 developed the Positive Youth Outcomes Report, now a part of the national Performance-based Standards (PbS) program.

At the October 2015 CJCA Leadership Institute, a conference similar to the first OJJDP-funded national meetings, CJCA members requested development of a Positive Youth Development Toolkit. CJCA presents this toolkit to help its members create a strong organizational and program delivery framework based on positive youth development that ultimately helps youths in juvenile facilities become successful members of the community.

Section I: Creating the Foundation for Positive Youth Development in Juvenile Justice

Perhaps there has been no other time in juvenile justice history where the opportunity for reform has been greater. Juvenile crime and referrals to the juvenile justice system are on a years-long decline (Puzzanchera, 2014) and neuroscience is providing indisputable evidence of the developing adolescent brain (National Research Council, 2013) thus creating an opportunity to re-examine the juvenile justice system. The scientific study of children and adolescents in recent decades has shed light on adolescent behavior, the developmental tasks they work to achieve and how adults and systems can respond to them in developmentally appropriate ways. Moreover, substantial evidence exists that simply taking a punitive, consequence-only based approach can adversely affect overall development (Howell & Lipsey, 2012). The rethinking of juvenile justice is occurring nationally and new approaches are emerging that focus on promoting pro-social development as a strategy to increase public safety. One of these approaches is known as Positive Youth Development (PYD).

Background: The Evolving Philosophy of Juvenile Justice

The juvenile justice system began as an effort to address the high number of emigrant youths who were living on the streets. The intention was to teach youth the proper way to behave, as opposed to charging them in the adult system and locking them up for extended periods of time. Over the last several decades, the treatment of adolescents in the justice system has shifted from rehabilitation to punitive and back again. Prior to the 1960s, juvenile justice was seen as an opportunity to work with adolescents who had been born into an impoverished social context by placing them in a more productive environment and focusing on rehabilitation. During the 1960s and 1970s, juvenile courts were formalized and the Supreme Courts provided a series of decisions that would increase the due process protections for juveniles. The intention at this time was to follow the principles of justice and to deal with juvenile offenders as fairly as possible. By the 1980s, the public perception that juvenile crime was too high caused a shift in the treatment of juvenile offenders by encouraging prosecution in the adult system and increasing the length of involvement for those adjudicated in the juvenile system. More recently, research has indicated several drawbacks with the punitive stance on juvenile justice. First, the high cost of incarceration for juvenile offenders is causing stress on state budgets. Second, research shows that harsh or lengthy sentences are unlikely to reduce recidivism; and in many cases, may actually increase recidivism. Finally, research on the developing brain has painted a very different picture of adolescent offenders.

Over the last 20 years, advances in research on the brain development of adolescents has had an important influence on the treatment of juveniles in the justice system. Functional magnetic resonance imaging (fMRI) has revealed that the brain operates differently in adolescents than it does in children and in adults. More specifically, a significant imbalance occurs in the development of two important parts of the brain: The prefrontal cortex, responsible for cognitive and behavioral control, develops much more slowly than the socio-emotional processes developed by the amygdala. The result is adolescents' inability to self-regulate effectively because the portion of the brain that is linked to pleasure-seeking and emotional reactivity develops much faster than the portion of the brain that regulates self-control. Whereas in the past delinquent youths have been considered to be calculating criminals, the research indicates the lack of fully-developed self-control abilities may play a larger role than intention.

The New Face of Juvenile Justice: Positive Youth Development

There is no shortage of research on the effectiveness of PYD approaches with young people and the juvenile justice system is beginning to understand the value of the approach to achieve successful outcomes. While individuals, programs, and systems may have components of this approach evident in their work, most systems lack a unified approach to implementing PYD principles across individual programs and services. In the monograph *Positive Youth Justice*, Butts, Bazemore and Meroe (2010) provide the field of juvenile justice with a model for incorporating the principles of PYD into day-to-day work. Butts and his colleagues suggest that the principles of PYD can be effectively incorporated into the juvenile justice system by changing the system's view of youths from dangerous or in need of mental health treatment to viewing them as resources to be developed and providing interventions that recognize strengths, develop skills, provide opportunities to attach in pro-social ways, and engagement.

The Unfortunate Dominance of Recidivism as an Indicator of Program Success or Failure

Juvenile justice systems are often expected to provide measurement of recidivism as an indicator of effectiveness. It is a common measure that is often used to determine the impact of system intervention on future criminal behavior of youths. The issue of recidivism and the need for accurate and consistent measurement in systems across the country is being thoroughly discussed, largely focusing on the recommendations and approach in CJCA's White Paper (Harris, Lockwood, & Mengers, 2009). A thread in this national conversation is recognition of the limits of only examining recidivism as an outcome and focus on the absence of negative behavior (e.g., committing more crime) rather than the presence of the positive counterparts.

Following the approach to prevent future crime, juvenile justice staff, such as counselors and probation officers, focus on compliance and monitoring in an effort to achieve the desired outcome. While public safety is and will always be a primary goal of any juvenile justice system, it should not be the only goal of a juvenile justice system. Young offenders, just like other adolescents, are developing physically, neurologically, psychologically and socially and it is imperative to capitalize on their naturally occurring development in ways that promote optimal growth. Strategies such as compliance monitoring, surveillance and punitive sanctions are not the best solutions for promoting youth development. Such coerced conformity is not likely to help youths develop a sense of internal accountability, purpose and desire to lead a successful and socially meaningful life.

The National Research Council, in *Reforming Juvenile Justice, A Developmental Approach* (2015), called for implementation of the developmental approach to juvenile justice and encouraged reforms to best meet the needs of both public safety and youths' healthy development. This toolkit is designed to support juvenile justice organizations to implement a PYD approach. Included in this toolkit is a description of PYD, examples of what PYD looks like in action, as well as a discussion on positive youth outcomes. There are strategies for putting a PYD vision into practice, building and maintaining momentum and assessing and monitoring progress. It also includes examples from states that have had success and an appendix with resources to help along the way.

Problem free is not
fully prepared

Section II: Defining Positive Youth Development

“Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths’ strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.”

- Youth.gov

PYD is a way of seeing young people in terms of who they are becoming, rather than their past behaviors or current situations. It is a perspective that encompasses multiple developmental pathways of childhood and adolescence as well as environmental contexts that foster healthy progress in how youths see themselves and engage with people, organizations and communities, and the competencies they bring to their social and work lives.

Environments

In order for youths to flourish, they need places and programs that provide opportunities to learn and master new skills, develop positive identities, expand their interpersonal skills and strengthen healthy connections with family, school, peers and their communities. Such places help youths forge strong relationships with adults, establish social norms around desired behaviors, develop and master social competencies, become involved in organizations and take on leadership roles.

Relationships

Young people need caring adults in order to access the knowledge, experiences and resources necessary for healthy development. Given the right supports, every individual has the capacity to build upon existing strengths. People desire to be respected and cared for based upon how they see themselves, not on how someone else believes they should be or become. Relationships must be individualized and responsive to meet cultural, gender, and developmental needs. For an effective relationship to foster growth, individuals must feel valued and protected by their community of peers and adult mentors. In addition, family attachments and community engagement are crucial components in achieving positive youth development.

PYD

Positive: Healthy, pro-social, growth-focused and strengths-based

Youth: All youth with whom we come into contact

Development: Changes in behavior, skills and abilities over time

How We View Youths Shapes How We Respond

In many ways, the juvenile justice system is ill-suited to the goals of PYD. Historically, the field of juvenile justice has primarily viewed youths as either a victim or villain. Positive youth development uses a primary lens of seeing youths as resources to be developed. The table below “Changing the Frame,” taken from Butts, Bazemore and Meroe (2010) summarizes the three different ways youths are seen by juvenile justice actors.

Changing the Frame			
ASSUMPTIONS	PRIMARY LENS		
	Youth as Victim	Youth as Villain	Youth as Resource
Origins of Most Delinquent Behavior	Symptom of underlying disturbance	Anti-social impulses, lack of restraint due to permissiveness and the absence of punishment	Normative response to adolescent needs for status, belonging, power & excitement, lack of empathy
How Delinquent Youth Compare with Other Adolescents	Fundamentally different in psychological and emotional makeup	Fundamentally different motivations and impulses toward deviant behavior	Largely similar to other adolescents but with fewer social assets
Delinquent Youth Capacity for Behavior Change	Incapable of conventional behavior without therapeutic interventions	Incapable of conventional behavior without strict discipline and the threat of punishment	Inherently capable of conventional behavior with sufficient access to supports and pro-social opportunities
Principal Intervention Strategy	Individual or family-based therapeutic treatment	Deterrence and retributive punishment	Skill development, attachment and engagement
Role of Treatment	Primary	Secondary	Secondary
Risks of Treatment	Could fail to address underlying cause(s)	Could delay or impede deterrence	Could introduce stigma or harm—i.e., iatrogenic effects

Victim Lens

- People behave negatively because of an underlying disturbance
- Fundamentally different in psychological and emotional makeup

When youth are primarily viewed through the victim lens, we tend to believe there is something fundamentally wrong with an individual that contributes to their engagement in undesirable behavior. If we use this lens, we also tend to believe that people are unable to change without therapeutic interventions; therefore, therapeutic interventions become the primary strategy. Many of our youth will benefit from therapy

and treatment to address issues they face. However, only focusing on therapy or treatment does not account for the entire person.

Villain Lens

- Youth behave negatively because of impulsivity, lack of self-control, and absence of punishment.
- Fundamentally different motivations and impulses.

The villain lens supports the belief that youth who behave negatively lack self-control, are impulsive, or have never experienced punishment or consequences. We may believe the only way they will change is if they receive strict discipline and punishment since they cannot control themselves. In this case, the primary strategy is deterrence and punishment. Certainly some youth entering the juvenile justice system lack skills for self-control and impulsivity; however, if we only focus on addressing this through a punishment model, we fail to see the entire person and miss an opportunity to build upon developing skills.

Resource Lens

- People behave negatively as a normative response to an unmet need
- For adolescents, these needs include status, belonging, autonomy and excitement

When youths are primarily viewed through a resource lens, we consider that the youth may have underlying psychological and emotional issues and a need to develop self-control. The resource lens recognizes that people have strengths and the ability to develop new competencies and pro-social skills. The resource lens views the individual holistically. If we use a resource lens, we believe that change occurs when people build skills and receive support; therefore, our primary strategies become skill development, attachment, and engagement.

How is your vision today? Exploring the lenses we use...

Checking our lenses:

- *PYD involves the belief that youths can be accountable, and strengthened at the same time.*
- *Understands that PYD is not something we do to youth, but something we do with youths.*
- *Views youths as resources to be developed, not problems to be fixed.*

Understanding the way in which we view youths is central to the way we interact with them and the messages they receive, both interpersonally and environmentally. Awareness of the lens that youth are being viewed through is necessary to accurately interpret their behaviors observed and experienced.

Illustrative video available: Test Your Awareness: <https://youtu.be/Ahg6qcgoay4>

If we see youths only in terms of problems and needs they have and/or the negative behaviors they exhibit, we miss the opportunity to support their development. If a youth is making positive change, it is like to go unnoticed. We must recognize positive contributions and growth in youths in order to reinforce pro-social behavior.

Illustrative video available: Test Your Awareness: <https://youtu.be/ubNF9QNEQLA>

Core Assets

In an effort to support typical adolescent development, Butts, Bazemore and Meroe (2010), divide youth development concepts into two core asset categories; Learning/Doing and Attaching/Belonging. Learning/Doing goes beyond teaching a set of new skills, rather it offers opportunities for youth to take on new roles and provides tangible opportunities to perform and gain mastery within their role. Attaching/belonging allows youths to become part of something larger than themselves and fosters a sense of contribution. It can also be a source of feeling valued by a community.

These core assets reinforce the necessity to create programming that

Two Core Assets

Learning/Doing

- Developing new skills and competencies
- Actively using new skills
- Taking on new roles and responsibilities
- Developing self-efficacy and personal confidence

Attaching/Belonging

- Becoming an active member of pro-social group(s)
- Developing and enjoying the sense of belonging
- Placing a high value on service to others and being part of a larger community

includes staff engagement, opportunities to develop competencies through education, vocation, and social connectedness, and developmentally appropriate physical spaces. We can think of these concepts as a braided rope with each strand representing one area of programming. As the individual strands intertwine with one another, each strand becomes reinforced and therefore, collectively stronger.

According to Lerner (2005), PYD comprises five concepts that can be linked to positive outcomes: Competence, Confidence, Connection, Character, and Caring. And he has added a sixth: Contribution. These concepts are commonly used by practitioners in describing how young people flourish. Mastery of new knowledge and skills brings with it confidence to take on new experiences and leadership roles. Connection, or attachments, provides an awareness of the contributions of others and the power of collective efforts. Character, often an overused term, connotes pro-social values and a motivation to succeed. Caring implies an appreciation of diversity and compassion for others.

Core Program Components

Staff Engagement

A core component to youth success in correctional or residential programming is the involvement and connectedness youths experience with staff. Many youths in the juvenile justice system have limited experience with healthy pro-social adults. A challenge for staff is seeing youths as co-creators of the programs and interventions that support their continued development. Seeing youths as resources to other youths and to programs is quite different from the typical control and cure philosophy of corrections.

“When youths themselves take action to improve their contexts, their efforts are empowering and also improve the contexts for themselves and their peers.”

Benson, et al. 2006

The purpose of intentional and dedicated staff engagement is to develop relationships for youths that build upon their existing strengths, motivate them to attempt new challenges and give them a sense of belonging and connectedness to their community. Intentional and structured engagement will foster interaction, connectedness, trust and staff’s greater understanding and responsiveness to youths’ needs. Constant and consistent staff involvement and interaction with daily living and activities will reinforce availability of staff as a resource to youths during both promising experiences as well as challenging skill-enhancing opportunities.

In residential settings, direct care staff are positioned to play a critical role in this process. They spend the most individual time with youths and interact more with youths on a daily basis than clinicians, teachers and program managers. They have many opportunities throughout the day to establish relationships based on mutual respect and engage youths in contributing to program enhancements that benefit all youth in the facility, such as planning how to improve family visitations or the use of community resources. All are potentially rich opportunities to bond with youth, provide them with positive support and to “coach” them on how to manage themselves in challenging situations in the future.

Educational, Vocational Opportunities and Social Connectedness

A second core component to creating effective programming in developmental environments is providing educational and vocational opportunities and social connectedness. Schafer and Erickson (2016) report that confined youth have lower educational levels and employment attainment when compared to all other youth. Therefore, youth in a secure placement should be encouraged to pursue diverse educational and vocational opportunities based upon developmental assets and personal goals. Reinforcement of learning through feedback from staff and peers helps youth take on even greater challenges.

Below are some examples of educational and vocational opportunities to consider that can enhance PYD:

Educational Opportunities	
• High School classes toward diplomacy	• General Educational Development (GED) study courses
• Online educational programs	• College or higher education
• Art and music classes	• Trades/Trades School
• Opportunities for Pell grants	• Opportunities for scholarships
Vocational Opportunities	
• Barbering	• Landscaping
• Culinary Arts	• Plumbing
• Carpentry	• Computer programming
• Electrician	• Horticulture
• Internships	• Apprenticeship opportunities
Provide Funding for Training in:	
• Machining	• Automotive repair
• Welding	• Computer programming

Educational and vocational opportunities also provide space for youth to experience social connections with their peers and community. Youths should be afforded opportunities for social connectedness both internally with their immediate environment as well as the greater external community. Providing youths the necessary supports to identify with various communities and to be given opportunities to contribute to those communities meaningfully, supports skill development and the understanding that individual choices and behaviors impact the community and how they are perceived within the community. Below are some examples of opportunities that support social connectedness:

• Unit level community building	• Program level community building
• Educational environments	• Vocational environments
• Multi-cultural activities	• Volunteer services
• Community jobs	• Contributing to a cause
• Peer mentorship	• Theatrical or musical performance
• Conservation projects	• Tutoring

Developmentally-Appropriate Physical Spaces

The third core component to create effective programming is providing developmentally-appropriate physical spaces. Although creating a natural environment within a secure setting is a difficult task, we certainly can improve our programming with some mindfulness about the qualities of our environments that support adolescent development. As referenced previously, these core concepts for program development resemble a braided rope. Combining these key areas creates a stronger and healthier environment that supports the developing adolescent.

Suggested physical plant improvements include:

- Creating environments that welcome and support relationships by creating open spaces for individuals to connect and engage in healthy interactions;
- Offering individual spaces for self-directed time to regulate when feeling agitated or challenged by staff or peers. This should be supported by staff and peer mentorship and include a review of skills for handling difficult situations or interactions;
- Providing opportunities or physical spaces that allow for natural lighting and views of scenery or horizons that support external environmental factors toward development; and

Avoid either only focusing on building young people's skills or only changing the environment or contextual variables; the best results occur with simultaneous efforts to do both.

Benson, et al. (2006)

- Furnishing with normalized furniture, art, fixtures and décor.

Section III: Putting Vision into Action

The following six steps can assist in developing a vision for your organization toward a culture of PYD once the organization has embraced why a PYD framework is valuable and has articulated what it is and what it looks like.

Step 1: Preparing for Change

It is essential to have a clear idea of the current organizational culture and the overall readiness for change. An example readiness assessment is included in Appendix A. Conducting this assessment or something similar is a key first step in preparing for change. With a clear understanding of the current landscape, planning for effective change and navigating uncharted waters will be easier. Many organizations begin discussions promoting, or warning against, organizational change. Culture change is no different as one story leads to another and conversations spread like wildfire. As a result, myths and rumors are generated, creating a belief about what is or is not Positive Youth Development (PYD). Below are some beliefs that may be held prior to a collective understanding or formalized training about PYD and how it will impact your organization.

Myth Busters Exercise: What have you heard about PYD?

<input type="checkbox"/>	Always being happy	<input type="checkbox"/>	Bribing Behavior
<input type="checkbox"/>	Teaching skills	<input type="checkbox"/>	Another “Hug-a-Thug” approach
<input type="checkbox"/>	Helping communities	<input type="checkbox"/>	Staff will never say "no"
<input type="checkbox"/>	No accountability	<input type="checkbox"/>	Helping youth succeed
<input type="checkbox"/>	Acknowledging accomplishments	<input type="checkbox"/>	No isolation
<input type="checkbox"/>	Care bears, lollipops, and rainbows	<input type="checkbox"/>	Helping people believe in themselves

What myths and rumors do you anticipate or have you already heard within your organization? Write down the myths and rumors, accurate or not, that you are hearing within your organization. Documenting these items provides valuable information as you begin formal communication and training. This list may also become a tool for training. Conduct a “myth busters” activity by creating a list of what people believe or have heard about PYD. After the training is complete, revisit the list and cross out the items that do not belong on the list. Or adapt the myth to make a true statement about PYD.

Your agency's beliefs or rumors about PYD:

Step 2: Setting a vision

The leadership of the organization that seeks to adopt a PYD culture must agree on the vision for how to get there. This process also needs to occur through a resource lens. That is, the leaders of the organization must make a commitment to honor the personality of their organization by customizing and tailoring the principles of a PYD culture to align with the agency's mission and values. Leaders can begin by seeing the organization as a resource to be developed and identifying areas of strength and room for growth. In some cases and for some organizations, this may mean that an entirely new mission and values statement must be developed for the organization. More often than not, there will be elements of the organization (resources) that already exist that can be capitalized upon to move the organization toward a PYD framework. As leaders craft the vision, building upon these resources will send the message to the workforce that there are already some practices in place that align with PYD, and the vision will help set a clear and unified direction toward development of youth and achieving positive youth outcomes.

There may come a moment where the tendency to "stick with what we know" is present. This tendency can manifest in the negating of new ideas or in espousing a mantra of "this is the flavor of the week" or "this will not work with these kinds of youths." These are the moments where leaders must fiercely challenge what is, in favor of what could be. With a clear vision that has the commitment and buy-in from all levels, any negating mantras will be mitigated and dissipated.

Language Matters

As you begin to set a vision, be mindful of the words that are used. Below are some examples of statements that may be found in youth-serving/public safety organizations. Language and environmental messaging have a significant impact on perception. When considering changes in organizational mission or value statements, using developmental language may impact the perception or vision of the organization. Alternative developmental language options are also listed below to support mission statements grounded in PYD.

Traditional corrections language found in many mission and value statements:	Potential alternatives for Mission and Vision statements that support PYD:
<ul style="list-style-type: none"> • Reducing juvenile delinquency • Incarcerated youths • Troubled youths • Young/youth offenders • Holding youth/young offenders accountable • Court-involved youths • Reclaim juveniles • Highest-risk youths • Juvenile offenders • Promoting offender change • Behavior and lifestyle associated with criminality • Youth redemption • Delinquent youths • Antisocial • Addressing criminogenic needs • Freedom-reducing behaviors 	<ul style="list-style-type: none"> • Youths in our care and custody • Opportunities to develop personal accountability • Effective individualized services • Developmental opportunities • Improving life outcomes • Support positive youth development • Developing skills • Life skills development • Strength-based and goal oriented • Provide opportunities for successful and productive lives • Become self-reliant • Responding to the unique needs of our youth • Recognized as the catalyst for change • Support youths towards independence • Fostering competencies • Creating enrichment opportunities for self-growth • Pro-social skills • Workforce development skills • Independent living skills • Restorative processes/practices • Resource offering

Visioning Activity

Below is a worksheet to begin reviewing your organizations' mission and value statements alignment with PYD.

1. Begin by writing down your current mission and value statements.
2. Review the video by Simon Sinek "How Great Leaders Inspire Action." Spend some time as leadership of your organization considering your "Why" statement. Be careful, it is easy to immediately go back into what statements. This process may take several iterations to identify the why of your work.
3. Begin thinking about how your agency's mission aligns with your "Why" statement and core concepts of PYD. Be selective and critically think about how you would want others to describe your agency or organization.

Following this exercise, there is a list of questions to help leaders determine the state of their organizational culture, current strengths, future hopes and existing gaps in achieving your ideal culture. Completion of this task will assist your organization in creating a road map towards the implementation of PYD.

Worksheet #1: Setting Vision

Worksheet #1: Setting Vision
Current mission statement of my organization
Current value statement(s) of my organization
Determine the personality of the organization: What is your "Why" statement
Creating Vision: Defining your organization's purpose: Inspiring your workforce
How Great Leaders Inspire Action by Simon Sinek
Identify the agency's current culture
Identify the agency's ideal culture
What are the organization's goals?
Which current practices will lead to achievement of goals?
What practices are needed to reach the organization's goals?
What existing barriers or obstacles exist from reaching the ideal organizational culture?
Identify the impact of culture change:
Who will be impacted by the change? (Include internal and external stakeholders)
How will the change impact your workforce or stakeholders?
What are the risks of not improving the culture? (youth, staff, and stakeholders)
Identify existing resources:
What resources are in place that promote positive youth development?
Who are my resources internally and externally?
What existing practices are in place that support foundational concepts of PYD?
Identify communication needs:
What methods and approaches will be used to introduce the change?
What specific messages will be included in communication?
What strategies will be in place to support leaders that messages are received as intended?
Promote engagement:
How will youth, staff, and stakeholders be engaged in defining and planning the organization's culture?
How will youth, staff, and stakeholders participate in the development and/delivery of training?
How can past practices and research be honored and acknowledged?
How can perceived loss be addressed positively and balanced?
How will the organization encourage risk taking and innovative thinking?
Commitment to culture change:
How will change leaders demonstrate active commitment to the change?
How will change leaders respond to youth, staff, and stakeholders' connection to the past or resistance to change?
How will change leaders evaluate and respond to ongoing needs of youth, staff, and stakeholders?
Anticipate barriers:
How might youth, the workforce, or stakeholders respond to the change?
What are potential resource barriers to implementing culture change?
What are potential external barriers may be present?
What are strategies to engage or positively redirect resistance?

Step 3: Defining Core Concepts

The next step to translate the vision into action is to define the core concepts of the vision that the leadership of the organization has set. The core concepts are the elements of the vision that bring it to life, make it real and allow the vision to be operationalized. This step is most effective and productive for the organization if staff, youths, partners and stakeholders (e.g., families) are part of defining the core concepts. This type of participatory model engages all individuals who will be impacted by the culture change and asks them to help define what it will look like in a tangible way. In order for the vision to find its way into action, core concepts must be clearly defined with indicators of success so that the organization can determine if culture change is beginning to occur.

Your answers from Worksheet 1 will guide your organization to determine the core PYD concepts most aligned with the personality of your organization. In Worksheet 2 below, begin by documenting your agency's mission and value statements. Did these statements change as a result of the work completed in Worksheet 1? If so, document the new statements. Next, does your agency identify a "why" statement? If not, review the video of Simon Sinek titled *How Great Leaders Inspire Action*. Creating a "why" statement is no easy task; however, it will help clarify to your organization your purpose. It answers the question: Why does your organization exist?

Next, begin reviewing research supporting positive youth development, positive youth justice and adolescent development (see appendices for resources). Identify what research supports your agency's core concepts. Additionally, consider reviewing work from other agencies and jurisdictions that have either implemented or are in the process of implementing PYD. After thorough review, identify the core concepts for your organization. Begin drafting an info graphic to help display your model visually.

Worksheet #2: Developing PYD Core Concepts	
Mission statement of my organization (new if changed)	
Value statement(s) of my organization (new if changed)	
Why statement of my organization (developed in Worksheet 1: Setting Vision)	
What does Positive Youth Development mean in my organization	
Research concepts we adopt or will incorporate into our model (see appendix for examples)	
Examples from other states or jurisdiction we want to incorporate into our model	
Other concepts to incorporate into our model	

Indicators

Once core goals are identified as an organization, begin brainstorming indicators of success at the organizational level. In other words, if your organization is successful in implementing a PYD culture, what changes will your organization experience to indicate success? These indicators may include changes with youths, staff, and the system as a result of implementation. Below are some example success indicators and space to add indicators specific to your organization.

Worksheet #3: Indicators of Success	
Check if Met	<i>Youth Success Examples</i>
	Increased physical and emotional safety
	Improved academic achievements
	Improved acquisition of vocational skills
	Greater participation in structured recreational activities
	Increased employment/vocational obtainment and/or duration
	More participation in designing program or facility improvements
	Regular community meetings where youth contribute ideas, feedback, and solutions to the organization
	Youth are more actively engaged in transitional plans and other care related plans
	More regular completion of program short-term goals (3months, 6 months, 1 year, etc.)
	Increased community engagement and community contact
Check if Met	<i>Employee Engagement Examples</i>
	Improved introduction to your organization with information and resources to contact for new employee
	More frequent and constructive feedback to administrators
	Employee roles are more clearly defined and communicated to all organizational members and partners
	Experienced employees and partners more involved in mentoring new employees and partners
	___% of employees that have received PYD training has increased
	Greater line staff participation in designing program or facility improvements
	Reduced rates of turnover
Check if Met	<i>Implementation Success Examples</i>
	Pre- Post data show improved services or service delivery
	Alternative methods for learning in place for youth and staff (audio, visual, in person, web based)
	Appropriate resources are allocated to effectively serve the current youth population (ex. staff to youth ratios, resources for youth engagement, training resources, etc.)
	Physical space allows for personal space and safety
	All employees provided with training opportunities in crisis intervention and other skill development opportunities (Collaborative Problem Solving, Trauma informed Care, etc.)
	Method for staff to anonymously provide feedback on training and implementation of PYD
	Acknowledgement of achievements and other accomplishments
Check if Met	<i>Your own indicators for success</i>
	<i>(Insert own Indicator of Success)</i>

Step 4: Training

Start with the Executive Leadership

Individuals in the executive leadership team, must understand the vision for the culture change, core concepts, and indicators of success completely before asking the organization to become a part of the change. This commitment from leaders is essential in creating comfort for the workforce that reinforces that what is being asked of them is being practiced, owned and supported at the highest level of the organization. Leaders must ensure that the organization is ready, equipped, and capable of supporting staff in initiating and maintaining a culture change effort. Training efforts must target the leadership of the organization first to ensure their engagement and to send a message to people working on the front-lines that their work and input is valuable and will be listened to, supported and incorporated as the approach is operationalized.

Be Committed to Phases and a Developmental Process

Culture change is a developmental process. Moving an organization toward a PYD culture will take time and training. This training is best accomplished through a phased approach. Clearly defined goals for each phase of training are critical because culture change will require an organization and its people to *develop*, training on too much too soon may not be effective and in fact can fuel the emotions that PYD is the “flavor of the month”. Planned trainings that are sequenced, developmental, and support staff in the change process will yield successful results.

For example, an organization that seeks to create a PYD culture but has never had exposure to PYD terms, concepts, or practices may choose to begin a training program focused solely on awareness – on raising the organizational understanding on what PYD is and how it works within the organizations mission and vision. This can include generating shared language, introducing new terminology, and describing the core concepts. In this phase of training, the goal is to begin an organizational conversation.

Staff may naturally want to know how this impacts the daily work or how it changes job expectations. Being clear that phase one is simply to promote awareness and seeing how PYD is evident in the current work of the organization will reduce some of the anxiety staff may experience.

The second phase might focus on empowering leaders and managers throughout the organization to continue the momentum of ownership and practice with individual work teams so that PYD becomes business as usual and truly an organization's cultural framework.

The third phase of training can support greater ownership and practice changes. After the organizational conversation has had time to occur and staff has had an opportunity to learn the concept, ask questions, and voice concerns, training can move toward how to do things differently in a PYD culture. This part of the training can include youths who desire to participate.

The types of phases that work for an organization depend entirely on readiness for change and the degree to which the practices and concepts of PYD are currently present. A commitment to a phased approach will support staff in their individual change processes and ensure that the effort is a primary and sustained focus. As they say, slow and steady wins the race!

Step 5: Building and Maintaining Momentum

Connecting Organizational Values with Activities

Remembering Simon Sinek's Golden Circle of why, how and what organizations do, organizational culture can be thought of as the "how." It is the set of beliefs and values that are shared by members of the organization and guide how individuals behave and how things get done. Fairness, as an example value, would guide how decisions are made and individuals are treated.

As the momentum for culture change grows within the organization, it may be helpful to consistently differentiate how things get from the operational activities that must occur, such as safety and security protocols, or the "what." This differentiation can help build and maintain momentum as staff begin to understand that how we interact with one another and the youths is as critical as what work is done. For example, in some settings within the juvenile justice system, contraband searches are a necessary "what" – an operational reality to maintain safety in certain settings. *How* these searches are performed matters – for example, conducting a search by first providing an explanation of why it is occurring when possible, followed by an approach to the search that is respectful of a youth's belongings and personal space.

Create Model Programs

An important piece of putting vision into action is to create change that the rest of the agency can see by creating a model program. This provides evidence that the change can be accomplished and sets tangible goals for others. To create a model program, a group of key stakeholders should be brought together to determine several critical components. Below is an outline of a process for creating a model program.

<p>Identify key stakeholders</p> <p>Once the agency has identified a programmatic need, identify key stakeholders that will be involved in the program on a regular basis. Additionally, it will be important to bring students, families and service providers to the table in the development process.</p>
<p>Engage program staff</p> <p>Engage staff in the development of the new program. They have been and will be working with the youth on a daily basis. Staff buy-in is critical to the success of this model program, as they will be responsible for putting it into practice. Bringing staff in to help develop the new program will increase ownership of the program and the likelihood of its success.</p>
<p>Create a comprehensive picture of the population that you are working with</p> <p>Work with program staff and key stakeholders to identify the population this program will serve. If a population already exists, identify the needs and protective factors that should be addressed during its development. If a specific population does not currently exist, identify the service gaps that exist within the agency and identify the needs and protective factors of that population.</p>
<p>Identify program goals</p> <p>Identify the goals of the model program. Is the purpose of the program to develop specific skills, to provide treatment, or to address specific behavior? It will also be helpful to determine the length of the program. Longer-term programming will require more development and diversity than shorter-term, more specific programming.</p>
<p>Identify critical program components and consider current and ideal state</p> <p>Based on the goals of and the population served by the model program, identify critical components that influence “how” these goals will be reached. For example, the resources that are available to the program are going to impact “how” youth are served. Once these program components have been identified, spend some time outlining the <i>current</i> state of these components.</p> <p>For example:</p> <ul style="list-style-type: none"> • What resources are currently available? • What resources are missing? • How difficult is it to find/engage additional resources? <p>Once the current state has been identified, shift the focus to designing the ideal program. Imagine what an ideal state might look like. For example, consider the resources that would be available if no barriers existed.</p>
<p>Develop programming to the meet the ideal state</p> <p>Once the current and ideal state differences are clear, work with program staff and key stakeholders to develop strategies to address these gaps. If possible, draw from what already exists to engage additional stakeholders and develop programming. We do not want to reinvent the wheel or fix something that is not broken.</p>
<p>Identify potential barriers to the success of the program</p> <p>Finally, taking proactive steps to identify any potential barriers to the success of the new program will prepare the agency for responding to those concerns.</p>

Step 6: Evaluating and Assessing Performance

Data

Key to all culture change efforts is data. How do we know if we are successful as an organization in creating a PYD culture? What does that look like? The data identifies areas of strength and growth for the agency as well as the places that need attention and increased effort. It provides information to support reform and opportunities to celebrate success.

The data must be meaningful and be linked to organizational goals, standards, values and/or policies. An example from the Oregon Youth Authority (OYA) is provided below and is the basis for Worksheet 4 below. Note that in Oregon, they refer to this model as Positive Human Development, rather than Positive Youth Development, to better recognize that staff are developing as well and can benefit from similar principles.

As the footholds of change and training take place and the staff in the organization gain awareness of PYD as an organizational culture, leadership can take the opportunity to evaluate elements of the organization for alignment with PYD culture. Things like language use (e.g., correctional unit versus living community; corrections staff versus development staff), policies, procedures and protocols, environmental messaging and time usage may need to be closely evaluated and potentially redesigned to provide a supportive organizational structure to maintain momentum.

Example from Oregon Youth Authority Positive Human Development (PHD) model		
Core Concepts	Definition	Success Outcomes
Safety and Security	Physical, Emotional, and Psychologically Safe: When youth do not feel safe, there can be a significant impact on behavior; they may lash out, withdraw, or engage in high-risk behaviors. As humans, we need to feel safe before we can engage, learn, or develop.	<ul style="list-style-type: none"> • All youths' basic needs are being met • Youth to youth and youth to staff assaults are infrequent or rare • Youth are aware of and have access to support and resources when they are feeling unsafe • Collaborative Problem Solving is used when necessary and appropriate • Employees are confident in their knowledge of practice and procedure and can provide redirection and encourage accountability in a skillful supportive manner.
Caring and Supportive Relationships	An association with boundaries that are mutually understood, clear, and appropriate where each individual is willing to act as a resource and is concerned	<ul style="list-style-type: none"> • Youth are viewed as resources and receive interpersonal and environmental responses that support development • Structured and unstructured

	<p>or interested in the other person.</p>	<p>interactions that encourage caring and supportive relationships (youth and staff) through authentic engagement</p> <ul style="list-style-type: none"> • Youth are taking pro-social risks including participation in new activities or demonstration of skills
<p>High Expectations and Accountability</p>	<p><u>Expectations</u>: A belief that someone will or should achieve something</p> <p><u>Accountability</u>: A quality or state characterized by a willingness to accept responsibility for their action... When we focus on skill building, we are promoting a higher level of accountability rather than only focusing on compliance; skill building fosters internalization of compliance where individuals begin to hold themselves accountable rather than rely on external sources to hold them accountable.</p>	<ul style="list-style-type: none"> • Individuals are met where they are at • Youth are fully engaged in their treatment plan, meeting goals, attending groups, attending school, and completing school and group assignments • Mistakes are seen as learning opportunities • Formalized process for conflict resolution between youth and between youth and staff
<p>Meaningful Participation</p>	<p>Once an individual has attained feelings of safety and security, trusted and supportive relationships, and high expectations and accountability, they can begin experiencing meaningful participation.</p> <p>Belief that we are taking an <i>active role</i> in a partnership or collaboration. All individuals are provided opportunities to participate and benefit from that involvement.</p>	<ul style="list-style-type: none"> • Opportunities exist to participate in structured and meaningful activities that are supported by staff and encourage skill development • Staff are encouraged and supported to participate in various facility and agency initiatives/projects and have the knowledge and resources to access those opportunities • Opportunities are provided for all members of the community, youths and employees, to contribute to community culture and success
<p>Community Connection</p>	<p>People who live in the same place or share a common characteristic or interest and that experience a sense of belonging, a shared vision, and cohesiveness.</p> <p>It could be individuals on their shift, individuals in a shared job classification, or the peers that live on the same cottage or the same residential program.</p>	<ul style="list-style-type: none"> • Youth are provided mentors that focus on welcoming and understanding. • Regular community meetings provide youth with the opportunities to contribute ideas, feedback, and solutions to the living unit's operations • Opportunities to spearhead youth-led initiatives for positive change (e.g., fundraising in the community, advocacy work with regard to legislative processes, community education around juvenile justice topics) • Opportunities exist for art, music, writing, or drama, that are connected

		and meaningful to culture, diversity, and the community.
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Below is Worksheet 4 to link your operations and activities to your values and data that will tell you how well the “how” you operate is being applied to “what” you do. Using the worksheet below, bring forward and define your organization’s core concepts from Worksheet #2 and begin to align them with the indicators identified in Worksheet #3.

Worksheet #4: Success Outcomes of Core Concepts		
Core Concepts	Definition	Success Outcomes
[Value/Vision #1]	[Define/Identify concept]	<ul style="list-style-type: none"> • [What does it look like in action/if successful] • •
[Value/Vision #2]	[Define/Identify concept]	<ul style="list-style-type: none"> • • •
[Value/Vision #3]	[Define/Identify concept]	<ul style="list-style-type: none"> • • •
[Value/Vision #4]	[Define/Identify concept]	<ul style="list-style-type: none"> • • •
[Value/Vision #5]	[Define/Identify concept]	<ul style="list-style-type: none"> • • •

In Oregon, a process called Quarterly Conversation is used to assess how staff and youths perceive the culture of the environments in which they interact. It is designed to be a self-assessment and to empower leaders in the organization and their staff to make programmatic changes to align with PYD culture in ways that are meaningful and responsive. A description of the Quarterly Conversation and the full process are included as Appendix B.

Conclusion

In juvenile justice, we know that true, lasting, meaningful change takes commitment and time. As the juvenile justice system continues to evolve toward a developmental approach by implementing positive youth development and tracking and measuring positive youth outcomes, our ability to impact the youth and families we serve will be enhanced. It is our hope that this toolkit sparks conversation among leaders in juvenile justice across the country to work toward meaningful implementation of a positive youth development framework for improving the juvenile justice system.

Appendices

Appendix A: Organizational Change Worksheet – Are you ready for a Cultural Change?

PYD Readiness Assessment – Instructions

Adapted from: California Department of Technology, Office of Professional Development – Organizational Change Management Readiness Guide

Instructions:

This Readiness Assessment will assist you in evaluating your readiness for change.

1. Self-evaluation, as a way to validate intuitions and feelings about how ready your organization is for change
2. Hand out the assessment and use it as a discussion topic with the management or workgroup teams
1. Solicit reviews from staff and ask for honest answers, protecting confidentiality. Share results with project oversight, such as implementation and change management teams
2. Questions themselves provide guidance to the organization for its preparedness for the change initiative.
3. Stakeholder is defined by internal and external persons affected by the change (staff, youth, families, community partners, etc.)

Assessment Scoring

1. Project Manager/Change Manager leading the change effort should take this assessment from the organization's perspective not from his/her individual perspective.
2. Average Score is calculated at each pillar of Organizational Change Management via this Readiness Assessment.
3. Average score below 4.0 for any of these categories recommends that the organization should focus efforts to better prepare for change project for organizational readiness and implementation.
4. For each question, in the column to the right enter the number that best represents your organization's ability to manage change. Responses are interpreted as follows:

**1=Strongly Disagree, 2=Disagree, 3=Neutral,
4=Somewhat Agree, 5=Agree, 6=Strongly Agree**

Communication - Informing who is affected and impacted regarding the change.		Response: (Enter a Number between 1 and 6)
1	The organization has a clearly defined vision/values and these are clearly communicated throughout the organization.	
2	Priorities are set and continually communicated regarding organizational projects and other competing initiatives.	
3	The organization communicates well with all levels of the organization and looks for feedback.	
4	The organization's messaging about change projects is clear, concise and consistent.	
5	Mechanisms are in place to identify lapses in effective communication.	
Total Communication Score / 5 = Average Score		
Sponsorship - Ensuring there is active sponsorship for the change at the highest level within the organization, and engaging with funding sources to achieve the desired results.		
6	The change project is supported from a funding source that agrees with the shift in culture.	
7	Executive Leadership in the organization have the means to implement a shift in culture	
8	Executive leadership can build awareness of the need for change (why the change is happening).	
9	Executive leadership will actively and visibly participate with the project team throughout the entire change process.	
10	Executive leadership will resolve issues and make decisions relating to the project schedule, scope and resources.	
Total Sponsorship Score / 5 = Average Score		
Internal/External Stakeholder Management - Gaining buy-in for the changes from those involved and affected, directly or indirectly. Involving the right people in the design and implementation of changes, to make sure the right changes are made.		
11	Leaders are able to motive employees to "buy-in" and manage resistance when necessary	
12	Change successes are celebrated, both in private and in public.	
13	Stakeholders hear a consistent and unified message from various levels of leadership and management.	
14	Change initiatives are accurately tailored to the particular needs and concerns of each stakeholder group	
15	There are plans in place for handling opposition to change from various stakeholders.	
Total Stakeholder Management Score / 5 = Average Score		

Readiness Assessment:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Somewhat Agree, 5=Agree 6=Strongly Agree



Readiness - Getting people ready to adapt to the changes by ensuring they have the right information and toolsets.		Response: (Enter a Number between 1 and 6)
16	A structured change management approach, having staff dedicated to this initiative, is being communicated and applied to change projects.	
17	Change management team members have been identified. Managers and staff are trained on Organizational Change Management.	
18	Project team and change management teams are tracking progress and able to resolve related issues through set project management processes. A project plan has been integrated with a change management plan.	
19	Resources for change projects are identified and acquired based on a project plan.	
20	Feedback processes are continually used to determine how effectively change is being adopted by stakeholders.	
Total Readiness Score / 5 = Average Score		
Training - Training the appropriate resources on the change.		
21	Organization recognizes and reinforces skills and behaviors required for the change effort.	
22	Skills and knowledge needed for transition have been identified.	
23	Skills assessments are continually conducted for change projects and gaps are identified for transition.	
24	Training is developed and scheduled proactively, based on gaps and need assessments.	
25	Flexible methods are employed for training i.e. Web Based, Webcasts, Guides, In Class Training etc.	
Total Training Score / 5 = Average Score		

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Somewhat Agree, 5=Agree 6=Strongly Agree

Appendix B: Oregon Youth Authority Quarterly Conversation

Frequent and ongoing monitoring is imperative to closely assess the agencies shift in culture. Monitoring may also occur in quarterly or bi-annually assessment or questionnaires. In Oregon, the Oregon Youth Authority created a model called the Quarterly Conversation (QC). Below is an overview of the purpose. The QC was created and implemented prior to training on PYD to assess the agency's current state and readiness to adopt a culture of PYD.

Purpose: The Quarterly Conversation is a transformation process used to foster youth and staff self-reflection, meaningful conversation, assess culture, and drive towards organizational excellence. PYD is defined as a culture that starts with executive leadership teams. It represents not as a culture shift, but a shift towards recognizing that our work is developmental at all levels in our agency. Quarterly Conversations is a process used to foster this culture and identify developmental areas within our agency to continue striving towards excellence.

Outcome: The outcomes of this process are to examine organizational culture, identify areas of success, areas of focus or improvement, prioritize strategies for improvement, and unit level program development toward PYD.

Process: Quarterly Conversation is a guided, unit/team level assessment targeted to assess Positive Youth Development. Guided and structured conversations occur with staff and youth to provide input on unit level culture and the unit's responsivity to culture change.

After the conversations have concluded, a debrief follows that include the members of the unit team members. A guided QC assessment is presented to the program members and with a focus on how they individually and collectively feel their program currently performs in areas that directly relate to a Positive Youth Development culture.

The team builds action items and next steps based upon items from the assessment that were highlighted as needing focus. The team collaborates on setting goals and identifying areas of program development.

Oregon's Quarterly Conversation

Purpose: The Quarterly Conversation is a transformation process used to foster self-reflection, meaningful conversation, make changes, and drive towards organizational excellence.

Outcome: The outcomes of this process are to examine organizational practices to identify areas of success as well as areas of focus, priorities or recommend strategies for improvement, and prepare and execute action plans.

Process: Quarterly Conversation is a guided, self-assessment of individual programs with focus directed at the five main domains of our Positive Human Development pyramid.

1. Safety and Security
2. Caring and Supportive Relationships
3. High Expectations and Accountability
4. Meaningful Participation
5. Community Connection

Conversations with staff and youth include questions and opportunity for feedback in all five domains.

After the conversations have concluded, a debrief follows that include the members of that program's team. A guided QC assessment is presented to the program members and focus on how they feel their program currently performs in areas that directly relate to a Positive Human Development culture.

The team builds action items and next steps based upon items from the assessment that needs focus and collaborates on setting goals as a team.

Goals should be focused, small, achievable, and measurable through the QC process and see gains in a 3 month period.

When the team feels they are sustaining focus in an area, documentation of what is working well or vice versa will be beneficial in the QC process to track and measure outcomes.

PHD is defined as a culture and not an approach that starts with our executive leadership team. It represents not as a culture shift, but a shift towards recognizing that our work is "developmental" at all levels in our agency. Quarterly Conversations is a process used to foster this culture and identify "developmental" areas within our agency to continue striving towards excellence.

Safety and Security:

- Emotional safety and security relates to ensuring that environments are supportive of healthy emotional states – that is, things are not overly stressful or anxiety inducing, and when individuals experience intense emotions, there is an opportunity to express them and work through them in a healthy and respectful way.
 - Psychological safety and security refers to environments that support a sense of psychological well-being where individuals are aware of what's happening around them, what to expect, and feel a general sense of well-being and support.
 - For things like physical safety and security, individuals need to have a sense that they are safe, protected, and needs are met.
-

- Procedures are known, current, everyone follows them consistently.

Caring and Supportive Relationships

- Caring = Sense of being personally concerned or interested.
- Supportive = Willingness to act as a resource.
- Relationship = An association with mutually defined boundaries that are clear and appropriate.
- Views youth as resources to develop, not problems to be fixed
- People cannot change without access to skill-building opportunities and support

High Expectations and Accountability

- Expectations = A belief that someone will or should achieve something and is reasonable and rising
- Accountability = A quality or state characterized by a willingness to accept responsibility for their actions. Accountability is influenced by interactions and environment
- Accountability is a willingness to accept responsibility for our actions. Sometimes, we have methods of accountability that are external, such as consequences. These are effective in obtaining compliance and holding individuals accountable for failing to meet expectations, such as following the rules or arriving to meetings on time and prepared. But ideally, we want to support individuals in holding themselves accountable... this is internal accountability.

Meaningful Participation:

- Meaningful participation means that we are taking an active role in something, and we have opportunities to participate and benefit from that involvement. It is possible to participate in something without feeling like your participation matters or without feeling like you are gaining anything from your participation. This is more than giving someone else things to do. The participation and interaction has to be perceived as meaningful by the individual.
- An important piece of meaningful participation is that the interactions and participation is authentic. Everyone involved should feel that they are being heard, respected, and given the opportunity to voice their opinions and participate in determining what the environment offers. It is providing youth and staff with the opportunity to engage, build skills, and interact with their environment in a way that supports growth.

Community Connection:

- Communities are something that we connect to and when we make these connections, we get the benefit of having a sense of belonging, alignment with interests or a shared vision, and a sense of cohesion.
-

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