

THREE PRINCIPLES OF DEVELOPMENT

The Center on the Developing Child's three principles of development.

▶ REDUCE STRESSORS

Stressors include things like poverty, community violence, trauma, substance use and mental illness.

▶ RELATIONSHIPS

Responsive relationships help to promote healthy brain development, provide practice assistance and buffer protection from toxic stress.

▶ CORE LIFE SKILLS

The ability to focus, plan for and achieve goals, adapt to changing situations, and resist impulsive behaviors.

TRANSITION AGE YOUTH PROGRAM

Transition Age Youth across the US are young people, ages 16 to 24, who are at high risk of not successfully transitioning into independent adulthood due to the complexity of their needs, the many challenges they face, and the lack of a support system to assist them. This includes the millions of American youth and young adults who are annually aging out of the foster care system, leaving psychiatric hospitals or adult or juvenile correctional facilities, 'Opportunity Youth' disconnected from school and employment, homeless youth, and other vulnerable young people.

Data indicates that these young people often enter into young adulthood with significant educational, employment/vocational, social, mental, physical and life skill deficits. Perhaps for these reasons, transition age youth are vulnerable to poor life outcomes, including under- or unemployment, homelessness, incarceration, young parenthood, social isolation and poor physical and mental health.

DEVELOPMENTAL OPPORTUNITIES: SHIFTING FROM "AT RISK" TO "AT PROMISE"

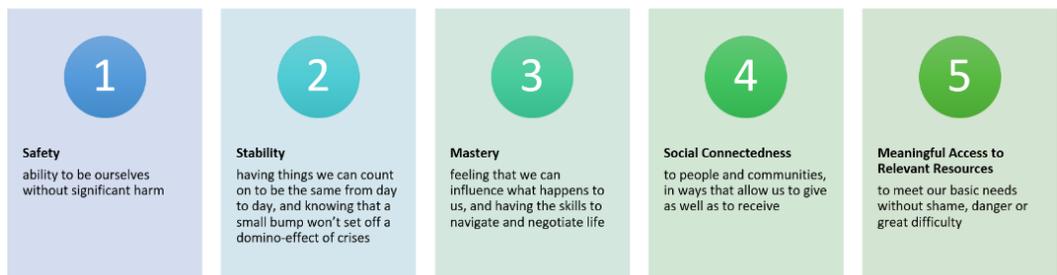
Emerging Adulthood is a developmental period between adolescence and adulthood that is notable for identity exploration, instability, self-focus, and feeling in-between. For transition age youth who have been in care and/or experienced significant adversities, this developmental phase can be particularly challenging due to:

- » Limited number of responsive, supportive relationships; and
- » Deficits in core life skills, such as planning, focus, self-control, awareness and flexibility.

The positive news is that this is a time of continued brain development in the pre-frontal cortex, or the area of the brain that is related to those abilities.

YAP views transition age youth as "at promise," or full of untapped potential that needs to be cultivated, supported and enabled through purposeful efforts to create opportunities, meet needs, and to develop meaningful, relevant skills and supports.

YAP uses frameworks from the Harvard University's Center for the Developing Child and the Full Frame Initiative's interconnected domains of well-being in conjunction with our core model which includes elements of wraparound planning, case management, mentoring and positive youth development.



PROGRAM COMPONENTS

YAP's Transition Age Youth Model seeks to equip young people with the skills and supports they need to be healthy, connected and productive adults from within their homes and communities. It does so by focusing on a few key indicators or domains of well-being: safe and stable housing, physical and mental health, educational/vocational support, employment opportunities and lasting positive relationships and support. The program averages over a 6 to 9 month period with an average of 15 hours per week of face-to-face contact dependent on the complexity of their needs. YAP enforces a no-reject, no-eject policy, therefore 100% of young people are accepted and none are ejected from services due to challenges that may arise during service delivery. YAP also follows up with young people at 3, 6 and 12 months after services end to ensure that young people continue to do well and offer additional support as needed.



Community Engagement with a Trustworthy Advocate within 48 hours of referral. Services occur in the home and community and times and days most needed by the young person.



Holistic Assessment that includes YAP's four tools and identifies the needs, strengths, interests and preferences of each young person.



Individualized Service Plans that focus on Housing, Education/Vocation, Employment, Mental and Physical Health, Safety and Permanency/Relationships.



24/7 Crisis Availability and Safety Planning to predict potential crises and create safety plans designed to prevent them or mitigate negative impact if they occur.



Coaching to Develop Core Life Skills through natural learning opportunities, intentional practice and structured interventions.



Meaningful Access to Relevant Resources based on the young person's material or service-related needs, such as mental or physical health, that take into account their personal preferences, circumstances, community and culture.



Building Social Connectedness to individuals and associations that are lasting and rooted in mutuality and shared interests, values, needs, etc.

SPECIALIZED INTERVENTIONS

YAP frequently incorporates specific, targeted interventions that can significantly impact young person success in their goals. Interventions are chosen in collaboration with our partner agency based on the specific needs of their young people. Examples include Casey Life Skills, A-CRA or CRA, Seeking Safety, Strengthening Families, Nurturing Skills for Teen Parents, and YAP's own Supported Work and YAPWORX, an experiential service-learning method to learn labor market information while building social capital through connections to employed community-members.

PROGRAM TARGETS



- » **REMAIN IN COMMUNITY:** Young people will remain living within the community, either independently, with fictive or biological family, or others.
- » **HOUSING STABILITY:** Young people will have stable living arrangements.
- » **EDUCATION/EMPLOYMENT:** Young people will either be actively engaged in a vocational/educational program and/or with some form of employment.
- » **SOCIAL CONNECTEDNESS:** Young people will identify quality, lasting relationships with at least two individuals.
- » **WELL-BEING:** Young people will report improvements in domains of well-being.