

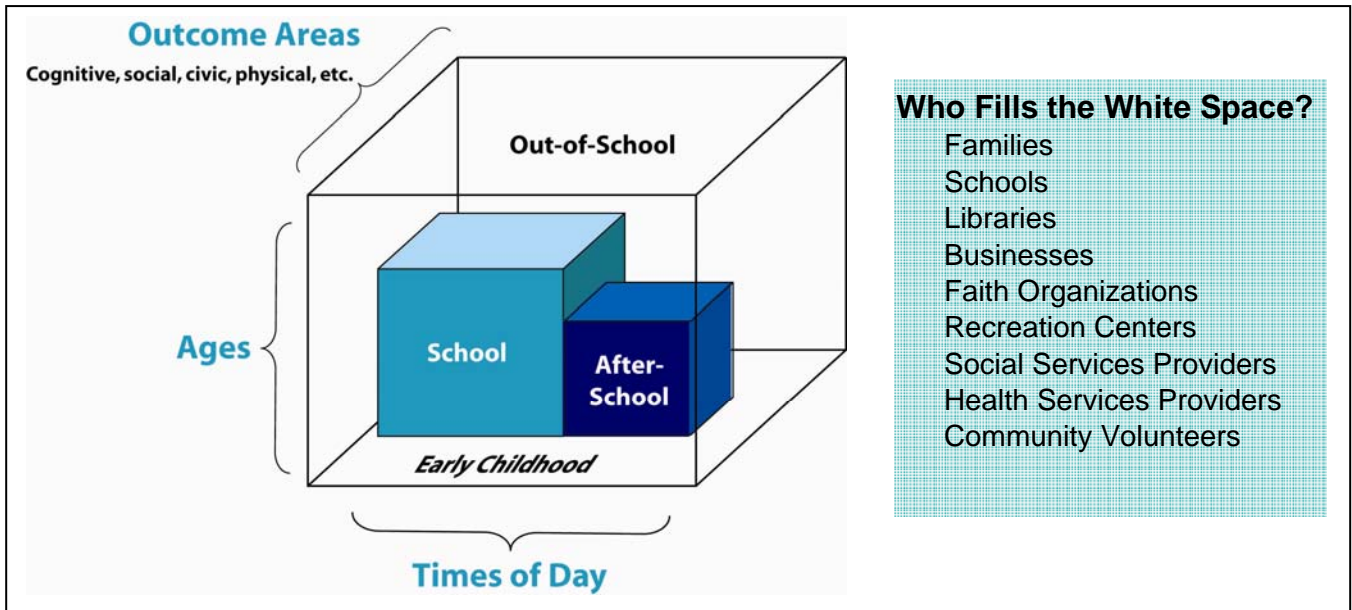


All youth ready for college, work & life.

CORE ASSUMPTIONS ABOUT YOUTH

COMMUNITIES NEED TO ENSURE THAT			
<i>...throughout their developmental years</i>	AGE GROUPS	Early childhood Elementary Middle	High School Young Adults
<i>...and throughout their waking hours</i>	TIME	During School Before/After School Evenings	Weekends Summers Holidays
ALL CHILDREN AND YOUTH			
<i>...need constant access to a range of services, supports and opportunities</i>	SUPPORTS	Basic Care and Services Safety (Physical/Psychological) Appropriate Structures Positive Social Norms Supportive Relationships Opportunities to Belong Opportunities to Contribute Opportunities for Skill Building (adapted from NAS)	
<i>...in the settings where they spend time</i>	SETTINGS	Families Youth Organizations Schools/Colleges Work Places/Businesses Faith Organizations Community Places “Deep-End” Systems (JJ/Child Welfare)	
<i>...and in ways that address challenges, strengthen skills and build connections</i>	GOALS	Protection/Treatment Prevention Promotion/Preparation Participation	
<i>...in order to be well-prepared for college, work and life</i>	OUTCOMES	Learning (Cognitive) Working (Vocational) Thriving (Physical) Connecting (Social/Emotional/Spiritual) Contributing (Civic Engagement)	
ACHIEVE TO THEIR FULL POTENTIAL			
<i>...and get additional supports, if needed.</i>	CHALLENGES	<i>Examples</i> Poverty Race, Culture, Language Disabilities Identity	

How Do We Fill the Developmental White Space?



This country's commitment to public education is unwavering, but the broader commitment to “youth development” — to ensuring that all young people have the services, supports and opportunities they need to be ready for college, work and life — is not as strong. This is in part, we would argue, because responsibility for these larger preparatory goals is not clear.

Schools are the primary “preparatory” institutions in this country. But schools are not accountable for all of the developmental space. Nor should they be. And after-school programs, if allowed to be narrowly defined as 3–6 programs for elementary school students, will not completely fill the void. Communities that ask the broad question, “Who fills developmental space?” quickly find that the answer is “Everyone.”

Outcomes by age by time is one way to build “the cube.” Other views can include goals, settings, supports or special populations. Beyond “who,” the cube can be used to answer questions like “how much need?” or “how many resources?”

More examples of how to use the cube:

