

# School-Age & Youth Development Credential Pilot

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## Final Report

May 2016





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# History of the School-Age & Youth Development Credential

In 2006 key stakeholders were invited to further conversations about statewide efforts to develop a Credential for the school-age and youth development workforce in Illinois. This Illinois School-Age and Youth Symposium was held in Bloomington, Illinois on October 4, 2006 (Appendix A). Convened by INCCRRA at the request of the Illinois Department of Human Services (IDHS), representatives from IDHS Bureau of Youth Intervention Services, along with Teen Responsibility, Education, Achievement, Caring and Hope (Teen REACH) facilitated the discussion. General consensus was gained to develop and integrate a Credential for the School-Age and Youth workforce within the Gateways to Opportunity®, Illinois Professional Development System. The existing Illinois School Age and Youth (I-SAY) Leadership Team would provide guidance.

The I-SAY Leadership Team formed the I-SAY Credential Subcommittee, to focus exclusively on I-SAY Credential development. From 2006 to 2007 this Credential Subcommittee identified core knowledge critical for the School-Age and Youth workforce. This 'Core Knowledge' was intentionally aligned with the Gateways Seven Core Content Areas, and designed to be reflective of age ranges for school-age and youth. Two areas of core knowledge needed by this workforce, but not met within the Gateways Seven Content Areas were also identified:

- Advocacy and Policy
- Program and Agency Governance and Function (Appendix B).

The I-SAY Leadership team facilitated a broad range of discussions to clarify the specific age range this workforce serves. In March of 2007, the I-SAY Leadership Committee recommended to the School-Age & Youth Credential Committee that the Credential should be designed for a workforce serving children in the age range of 5 to 18. However, in fall of 2007, key members of both the I-SAY Credential Committee and I-Say Leadership Team (Kathy Kloppenburg, Jennifer Becker Mouhcine, Renee DeBerry and Michael Heathfield) brought forward a recommendation to the Professional Development Advisory Council (PDAC) Qualifications and Credentials (QC) Committee that the Credential be for a workforce serving the age range of 5 to 21. Questions raised included how this broad age range would fit both into the Gateways Professional Development system as well as be integrated with representation in PDAC. After much discussion, the recommendation was tabled in order to investigate workforce (employer) needs, gain input and direction from state agencies in regard to the proposed expanded age ranges, and to review relevant workforce data.

As follow-up, state landscape data was shared by Joellyn Whitehead, INCCRRA, in June of 2007, showing that 588 sites had closed that were providing school-age care between July 1, 2006 and May 15, 2007. The number of children these closed providers served totaled 22,726. Programs throughout the state that served school-age and youth were closing at an unprecedented rate. This data highlighted the challenging landscape for those serving school-age and youth.

Multiple meetings were convened throughout the fall of 2007 in partnership with IDHS to discuss the integration of a Credential designed for a workforce serving such a broad age range of 5 - 21. Concerns focused primarily within three areas:

1. Can a Credential be effectively designed with integrity for a workforce that supports such a broad age range?
2. Is the Gateways System able to expand from its initial design for early care and education and school-age (birth through age 12) to support through age 21?
3. How would the PDAC structure in its capacity of informing the design of Gateways to Opportunity, Illinois Professional Development system, ensure competence for such a broad age range?

General consensus was reached with the guidance of IDHS on September 14th, 2007, that the age range of 5 to 18 could potentially be incorporated into the existing Gateways System but that the age range of 5 to 21 was too broad.

In early 2008 key I-SAY Leadership team members presented workforce data and research and proposed the design of two Credentials, one for school-age and one for the youth development workforce that would encompass age 5 to 21. The exact age ranges for each Credential were undefined, as was the amount of age overlap. The I-SAY Leadership Team, at the request of the IDHS, created a parallel structure to PDAC, including Core Knowledge, Quality Assurance, and Access & Outreach Committees. These Committees would report directly to the I-SAY Leadership Team, who then communicated with and advanced recommendations to the PDAC Steering Committee for review/approval before moving to the full PDAC.

Ellen Gannett, consultant from National Institute on Out-of-School Time (NIOST), facilitated a two day I-SAY Leadership Strategic Planning effort in summer of 2008. A timeline for Credential development was drafted (Appendix C), as well as ideas on how to strengthen communication throughout the state Committee structure. As part of the discussion it was decided that I-SAY would develop one Credential for the School-Age and Youth professionals. The School-Age and Youth Core Knowledge Committee began working with Laurie Frank from Goal Consulting to draft the Core Knowledge sections for proposed Credential. The Illinois Department of Human Services (IDHS) agreed to provide funding for FY09 to further this proposal.

For FY09, four funding sources were secured to further the development of the SAY Credential along specific timelines:

- Teen REACH (supports ages 13–21)
- Funding was eliminated due to budget restraints announced fall 2008
- Department of Children and Youth Services (CYS) (supports ages 13–21)
- CYS agreed to, but did not provide, actual funding
- Illinois Department of Human Services (IDHS) (supports up to age 13)
- McCormick Foundation (supporting ages 5–8)

In the fall of 2008 the I-SAY Core Knowledge Committee made three recommendations to PDAC to revise the Gateways Content Areas to better align with School-age and Youth:

- Gateways Health and Safety Content Area be revised and renamed Health, Safety and Well-Being and to strengthen social/emotional content
- Gateways Curriculum and Program Design be renamed Curriculum or Program Design in order to make it more global
- Gateways Interactions and Environments become “Interactions, Relationships, and Environments” to include the importance of relationship.

Ultimately, these changes were all approved by PDAC Steering Committee. They were implemented across all Gateways Credentials in May 2011.

In the winter of 2009 the I-SAY Leadership Team decided that the Credential name would be modified to “School-Age & Youth Development (SAYD) Credential” to be more reflective of youth supports and best practices. The Committee would continue to be recognized as I-SAY.

Additionally, the I-SAY Credential Committee recommended the development of a training level Credential for school-age and youth. The goal would be to provide a readily accessible basic training series to engage this broad workforce. IDHS Bureau of Youth Intervention Services and Teen REACH provided funding in partnership with IDHS, Bureau of Child Care and Development to support development through INCCRRA. Laurie Frank was hired as a consultant to develop the training curriculum. The I-SAY Committee decided these trainings should be used as a guide in the SAYD Credential Level 1 development:

1. Making the Most of Out of School Time (MOST) - an Illinois statewide competency based training.
2. Advancing Youth Development Training (AYD) - a national training.

In spring of 2009, IDHS recommended full integration of the I-SAY Committees within the corresponding PDAC Committees (e.g. I-SAY Access and Outreach would integrate with the PDAC Access and Outreach Committee etc). This would maximize resources and increase efficiencies as funding continued to pose the largest challenge to the development of the SAYD Credential.

In summer of 2009, a SAYD Symposium was held with higher-education faculty, School-Age & Youth Development experts, and key agencies. The SAYD Competencies were presented by Laurie Frank (GOAL Consulting) and feedback was gained from the entire group. Information and updates were also shared regarding the proposed SAYD Credential Level 1. The group recommended that the design be similar to the successful Gateways ECE Credential Level 1. The SAYD Credential Level 1 would similarly include 45 clock hours of training: 15 modules x 3 hours each. Proposed modules:

- SA&YD Human Development: younger ages: 5–11 years
- SA&YD Human Development: middle ages: 10–16 years
- SA&YD Human Development: older ages: 15–21 years
- SA&YD Programming
- SA&YD Relationships
- SA&YD Family & Community

The modules above were newly designed/created while the remaining nine modules used the ECE Credential Level 1 training modules as templates.

In July of 2009 the Gateways to Opportunity Training Registry “soft launched” and was inclusive of School-Age & Youth Development practitioners. Funding to secure continued SAYD Credential development for FY10 was challenging. IDHS noted that the Bureau of Child Care and Development had concerns about the large 5–21 age range as related to obtaining funding and noted that Illinois was the only state including ages up to 21.

The Illinois Department of Human Services (IDHS) Bureau of Child Care and Development placed language in Administrative Rule granting IDHS the authority to award Gateways Credentials to practitioners who serve children, youth, and families in legislative process. The language was intentionally drafted by IDHS to include school-age and youth, thereby providing the critical opportunity to develop and implement a School-Age and a Youth Development (SAYD) Credential within Gateways to Opportunity, Illinois Professional Development System (Appendix D). Gateways Credentials were signed into law January of 2010—retroactive to July 1, 2009 (Appendix E).

The SAYD Credential development advanced with the launch of the SAYD Credential Level 1 pilot in FY10. The “train the trainer” was held in November of 2010. The SAYD Level 1 pilot initiated in January and was completed in May of 2011. Revisions based on the pilot were incorporated prior to statewide implementation in July of 2011. The SAYD Credential Level 1 was implemented through the Illinois Trainers Network (ITN) administered at INCCRRA.

The ACT Now bill Public Act 096-1302 (SB 3543) was introduced and passed (Appendix F). This unfunded mandate stipulated establishment of a youth council whose purpose was to review all youth development and afterschool programming and practices within the state. This effort, supported by Michelle Saddler, Secretary of the Illinois Department of Human Services and Mary Ellen Caron, Commissioner of the Chicago Department of Family and Support Services, was supported by efforts of the Illinois Afterschool Partnership and the Illinois Afterschool Alliance.

Discussions to define the age range for “school-age” and “youth” continued. Information was gathered through surveys and direct outreach from:

- 21st Century Learning Communities
- ACT Now
- After School Matters
- Alternative Homes for Youth
- Boy/Girl Scouts
- Child Care Resource and Referral Agencies (CCR&R)
- College Bridge Programs
- Erikson-stages of development
- Illinois Afterschool Partnership
- Illinois Alliance of Boys & Girls Clubs
- Illinois Board of Higher Education/  
P-20 Council
- Illinois Center for Violence Prevention
- Illinois Steps Ahead-Gear Up
- National Afterschool Association
- National Institute on Out of School Time
- Park and Recreation Districts
- Professional Development Advisory Council  
School-Age & Youth Development Committee
- Public Broadcasting Company
- Ready By 21
- Teen REACH
- The Illinois Afterschool Network (IAN)
- Trio
- Youth Employment
- United Nations General Assembly

In 2012, the decision to create two Credentials was finalized. The School-Age Credential would be designed for a workforce serving children from 5 through 12 and the Youth Development Credential would be for the workforce serving youth from age 10 to 18 years. The Content Areas and benchmarks/competencies that were previously developed by the I-SAY Committee and Laurie Frank (GOAL Consulting) were re-examined and revised to support these age ranges.

Stacey Horn at University of Illinois at Chicago agreed to integrate and “pre—pilot” the proposed SAYD Credential benchmarks/competencies in coursework with students currently enrolled in her program. This would allow direct feedback regarding the applicability of the competencies and benchmarks, which could be incorporated, if necessary, into revisions (Appendix G). The Professional Development Advisor (PDA) program was expanded to include advisors with school-age expertise.

Ultimately, benchmarks/competencies were created for both the School-Age (SA) Credential and Youth Development (YD) Credential at Levels 2-4 and Level 5. These leveled benchmarks/competencies followed the format of the Gateways ECE Credential. The SA and YD Level 2-4 benchmarks/competencies would guide faculty at two year colleges and the SA and YD Level 5 benchmarks/competencies would guide faculty at four-year higher education institutions in the development of coursework that aligned with the knowledge, skills, and dispositions required by these workforces. Credential benchmarks/competencies were cross-walked with field standards from the National Afterschool Association (NAA), the Council on Accreditation (NOA), and the Illinois Professional Teaching Standards (IPTTS).

The SA and YD Credential Frameworks were developed using the ECE Credential as a model. Gateways Credential Frameworks specify the education requirements, Content Area specific education, work and practical experience, and professional contributions required for Credential attainment (Appendix H). The SA Credential and YD Credential Frameworks were approved for purposes of a pilot by the Qualifications and Credentials (QC) Committee on June 19, 2012 followed by PDAC Steering on July 19, 2012. Funding to implement a pilot continued to be a challenge during this time.

In April of 2013 a small amount of funding to move the SA and YD Credential pilots forward was secured through VOICES. This unanticipated funding was utilized to market the SA and YD Credentials to higher education institutions throughout the state. Ultimately five higher education institutions signed agreements in June of 2013 that they would partner in the piloting of the SA and/or YD Credentials if sufficient funding were to be secured prior to July 1, 2014. Memorandums of Understanding (MOUs) were initially signed with:

- Waubensee Community College
- Harold Washington University
- Western Illinois University
- Rend Lake Community College
- University of Illinois – Chicago

In the spring of 2014 notification was received that sufficient funding was secured through Teen REACH in partnership with IDHS to conduct both the School-Age & Youth Development Credential pilots. A timeline was created for the proposed 18-month pilot phase—May 15, 2014 through December 2015. It was further decided that the Leadership Team of the Illinois ACT Now Coalition would discuss embedding a goal to work toward securement of funds to sustain the needs of the Gateways School-Age (SA) Credential and Youth Development (YD) Credential upon pilot completion.

# Gateways Credential Pilot Guidelines

All Gateways Credential pilots must be conducted using these guidelines:

- Pilot must test both ways of achieving a Gateways Credential (Direct Route and Entitled Route as outlined in Administrative Rule—Section 50.730):
  - Direct Route: Gateways Credential pilots will include professionals working in the field who submit an application, college transcripts and portfolio which includes verified work experience and professional contributions.
  - Entitled Route: Gateways Credential pilots will include Higher Education Institutions who design programs/coursework to meet Credential requirements. Individuals who take these courses can apply to receive a Credential based on completion of this coursework.
- Pilot must be conducted “statewide” and ensure a geographically and ethnically diverse workforce sample.
- The pilot should “test” all levels of the Credential.
- Higher Education Institution “Entitlement” is awarded for three years.
  - Pilot institutions will have three years to modify program/coursework to meet any changes resulting from the pilot findings.

## Pilot Implementation

### Direct Route

In spring 2014, marketing messages were developed that were targeted toward current school-age and youth workers to share information about the Gateways School-Age (SA) Credential and Youth Development (YD) Credential pilot.

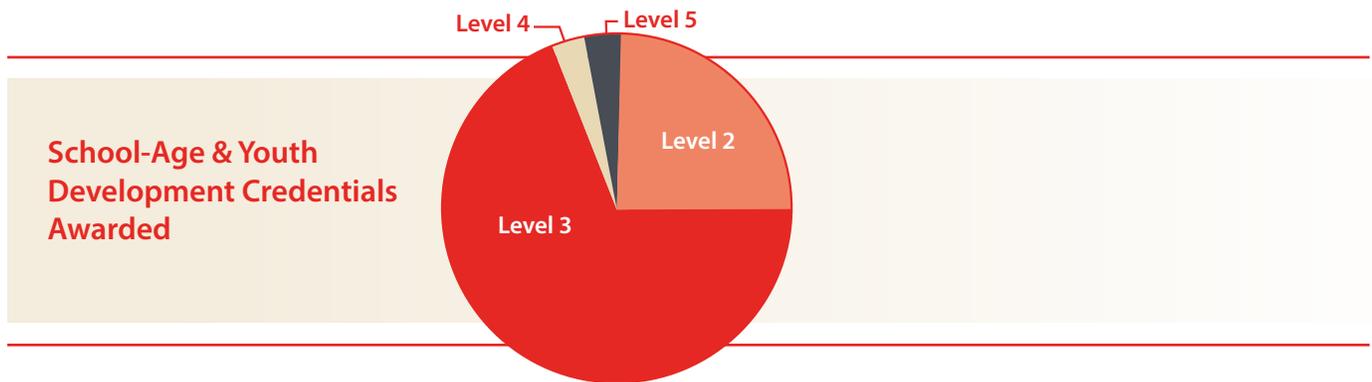
Education and training is a critical requirement to attain the School-Age (SA) Credential and Youth Development (YD) Credential. Credential applicants are required to submit official transcripts verifying coursework as part of the Credential application process. Course descriptors and syllabi for each course were gathered and shared with the SAYD Committee for in-depth review and analysis. To support the large number of courses that needed to be reviewed, a Subcommittee comprised of Committee members and higher education faculty met regularly to review course descriptions for every course an applicant completed. The Committee used the SA and YD Content Areas and benchmarks/competencies to analyze each course’s content from accredited colleges and universities from Illinois as well as other states. From February 2015 through February 2016, the Committee met monthly, sometimes weekly to review coursework and training descriptions. Nearly 1,100 courses were reviewed and categorized.

During June 2014, marketing for the Gateways School-Age (SA) Credential and Youth Development (YD) Credential pilot began (Appendix I). Messaging included presentations from Gateways staff, Committee member announcements, flyers, and word of mouth. Over 300 Illinois professionals contacted Gateways staff for information regarding the SAYD pilot. Once professionals applied for a School-Age (SA) Credential and Youth Development (YD) Credential, welcome letters were sent with a packet of necessary documents detailing the Credential requirements for Levels 2-5 of the Gateways School-Age (SA) Credential and Youth Development (YD) Credential (Appendix J).

Each applicant was asked to submit official transcripts, training certificates and descriptions, professional contributions, and work experience.

## Between May 2015 and May 2016 SAYD Credentials awarded via pilot for both direct and entitled routes was:

- 71 total School-Age Credentials awarded
  - 31—Direct Route
  - 40—Entitled Route
- 48 total Youth Development Credentials awarded
  - 8—Direct Route
  - 40—Entitled Route



### Entitled Route

Between April and June of 2013 partnering with higher education institutions throughout Illinois began (Appendix K). In order for a higher education institution to participate in the pilot faculty were asked to complete a matrix to align or develop coursework to meet Credential requirements. Several institutions were contacted or had interest in the School-Age and/or Youth Development Credential. The Committee reviewed and selected the following institutions to participate in the School-Age & Youth Development Credential pilots:

- Kankakee Community College—Kankakee
  - School-Age Credential Levels 2 & 4
  - Youth Development Levels 2 & 4
- Eastern Illinois University—Charleston
  - School-Age Credential Level 3
  - Youth Development Level 3
- Waubensee Community College—Sugar Grove
  - School-Age Credential Levels 2 & 4
- University of Illinois at Chicago—Chicago
  - Youth Development Level 5
- Millikin University—Decatur
  - Youth Development Level 5
- Harold Washington College—Chicago
  - Youth Development Levels 2 through 4

As of February 4, 2016, 70 entitled route students applied for the School-Age Credential and 75 had applied for the Youth Development Credential. A total of 40 School-Age & Youth Development Entitled Route Credentials were awarded. All 40 entitled route awarded Credentials were Level 3 and were earned by students from Eastern Illinois University.

# Diversity of School-Age & Youth Development Credential Applicants

Geographic Diversity: The state of Illinois is comprised of Child Care Resource and Referral (CCR&R) Agencies. Each CCR&R represents a grouping of counties in the state, referred to as a service delivery area (SDA). Below is a map that clarifies the 16 SDAs and the amount of School-Age and/or Youth Development pilot applicants and Credentials awarded from each SDA.



SDA	Applied	Awarded
1	5	0
2	6	5
3	4	4
4	17	6
5	21	19
6	143	32
7	3	1
8	11	6
9	15	6
10	16	8
11	15	3
12	7	4
13	21	10
14	12	11
15	5	0
16	2	2
N/A	1	2
<b>Total:</b>	<b>304</b>	<b>119</b>

Not only were applicants geographically diverse, but ethnically diverse as well. Half of the professionals in Illinois who earned a SAYD Credential during the pilot were of ethnic minority.

SAYD Applicants	African American	Asian	Caucasian/ White	Hispanic/ Latino	Multi-Racial	Other	Unknown	Total
<b>Total</b>	98	3	153	29	3	3	13	304
<b>Percent</b>	33%	1%	50%	10%	1%	1%	4%	100%

Applicants for the Gateways School-Age & Youth Development Credential were 89% female. This is comparable to the teaching workforce. Increasing male involvement would be beneficial for children, youth, and families in Illinois.

SAYD Applicants	Female	Male	Information Unavailable	Total
<b>Total</b>	270	23	11	304
<b>Percent</b>	89%	8%	3%	100%

## School-Age & Youth Development Credential Pilot Surveys

In October 2015, a wide range of survey questions were developed by the School-Age & Youth Development Committee and INCCRRA staff. The survey was designed to validate different aspects of School-Age & Youth Development Credential requirements and to capture information from participants to inform adjustments that might be needed. It was designed to gather input from multiple perspectives: applicants who did (and did not) receive a Credential, and for applicants who applied via direct route as well as entitled. A variation of the survey was developed for the higher education faculty who implemented the pilot at their institutions. The survey was initially sent to School-Age & Youth Development applicants and faculty on December 16, 2015. Responses were categorized and analyzed as follows.

### Direct Route

The total number of School-Age & Youth Development Credentials awarded at the time the survey was launched was 30. The direct route survey elicited a response rate of 83% (25) of those who indicated they had earned a School-Age and/or Youth Development Credential.

#### Have you been awarded a Gateways School-Age and/or Youth Development Credential?

Response	Percentage	Count
Yes	48.1%	25
No	51.9%	27
<b>Total Responses</b>		<b>52</b>

#### What level of the School-Age and/or Youth Development Credential did you receive?

Response	Percentage	Count
2	70.8%	17
3	16.7%	4
4	4.2%	1
5	8.3%	2
<b>Total Responses</b>		<b>24</b>

Over 93% of applicants indicated that participation in the pilot was voluntary. Furthermore, over 54% of applicants indicated professional recognition or increase in pay was a benefit for earning a Credential. This Credential provided increased professional recognition statewide for School-Age & Youth Development (SAYD) professionals in Illinois. Increasing awareness of the SAYD Credential statewide may influence the development of additional coursework and training specific to SAYD professionals.

Did obtaining the School-Age and/or Youth Development Credential result in any of the following?  
Mark all that apply.

Response	Percentage	Count
A promotion	0.0%	0
Increase in pay	8.3%	2
New job title	0.0%	0
Professional recognition	45.8%	11
None of the above	45.8%	11
<b>Total Responses</b>		<b>24</b>

Did you choose to become a Credential pilot participant or was it a requirement?

Response	Percentage	Count
I chose to participate in the pilot program	93.2%	41
It was a requirement to participate	6.8%	3
<b>Total Responses</b>		<b>44</b>

Survey applicants were then asked a set of questions about the challenges they may have faced while participating in the Credential pilot.

Was getting college transcripts, High School diploma, or GED turned in a challenge?

Response	Percentage	Count
Yes	9.1%	4
No	90.9%	40
<b>Total Responses</b>		<b>44</b>

Was having sufficient training and/or coursework a challenge to meet requirements?

Response	Percentage	Count
Yes	18.2%	8
No	81.8%	36
<b>Total Responses</b>		<b>44</b>

Was being able to provide documented work experience a challenge?

Response	Percentage	Count
Yes	15.9%	7
No	84.1%	37
<b>Total Responses</b>		<b>44</b>

Was identifying professional contributions and submitting with corresponding documentation a challenge?

Response	Percentage	Count
Yes	11.4%	5
No	88.6%	39
<b>Total Responses</b>		<b>44</b>

Do you believe the age ranges for School-Age & Youth Development Credentials are accurate? (School-Age Credential age range is 5 to 12 years and the Youth Development Credential age range is 10-18 years).

Response	Percentage	Count
Yes they are accurate	92.5%	37
No, they are not accurate	7.5%	3
<b>Total Responses</b>		<b>40</b>

If joined, do you believe that the age range for a SAYD Credential should be 5-18 years?

Response	Percentage	Count
Yes	73.3%	11
No	26.7%	4
<b>Total Responses</b>		<b>15</b>

The School-Age & Youth Development Credentials have two unique additional Content Areas built-in to the framework for the Level 4 and Level 5 Credentials that were questioned for their validity to the Credential.

How important are these two additional content areas to obtaining a School-Age and/or Youth Development Credential?

	Not Important	Somewhat Important	Important	Very Important	Total Responses
Program and Agency Governance and Function	5 (12.2%)	7 (17.1%)	20 (48.8%)	9 (22.0%)	41
Advocacy and Policy	4 (9.8%)	9 (22.0%)	12 (29.3%)	16 (39.0%)	41

At the time that the survey was launched there were 242 applicants with pending School-Age and/or Youth Development Credential applications and 26 with ineligible School-Age and/or Youth Development Credential applications making a grand total of 216 pending applications. The direct route survey elicited a response rate of 12.5% (27) of these applicants responding to the Survey answering “NO” they had not yet been awarded a Credential.

Have you been awarded a Gateways School-Age and/or Youth Development Credential?

Response	Percentage	Count
Yes	48.1%	25
No	51.9%	27
<b>Total Responses</b>		<b>52</b>

If you have not yet been awarded a Credential, what is your estimated time frame for completion?

Response	Percentage	Count
0-6 months	65.2%	15
6-12 months	8.7%	2
1-2 years	8.7%	2
2+ years	17.4%	4
<b>Total Responses</b>		<b>23</b>

**What has prevented you from earning the School-Age and/or Youth Development Credential?  
Mark all that apply.**

Response	Percentage	Count
Education and training requirements	13.0%	3
Professional contributions	4.3%	1
School-Age work related work experience	8.7%	2
I submitted my portfolio for Committee to review	47.8%	11
Lack of time	30.4%	7
I don't know	26.1%	6
I have withdrawn from the pilot program	0.0%	0
<b>Total Responses</b>		<b>23</b>

**What worked well during the pilot process? Please choose all that apply.**

Response	Percentage	Count
Application process	82.9%	34
Communication with INCCRRA staff	65.9%	27
Other, please specify...	7.3%	3
<b>Total Responses</b>		<b>41</b>

## Entitled Route—Student Responses

Higher Education Institutions who align their coursework to meet Content Areas, benchmarks/competencies and framework requirements are considered to be an Entitled Institution. Students who apply for a Credential based on having completed this coursework apply via entitled route. Six colleges and universities in Illinois agreed to implement the School-Age and/or Youth Development Credential pilots between June 2014 and December 2015 (18 months). Both two and four year higher education institutions were represented in the pilot:

- Kankakee Community College—Kankakee
  - School-Age Credential Levels 2 & 4
  - Youth Development Levels 2 & 4
- Eastern Illinois University—Charleston
  - School-Age Credential Level 3
  - Youth Development Level 3
- Waubensee Community College—Sugar Grove
  - School-Age Credential Levels 2 & 4
- University of Illinois at Chicago—Chicago
  - Youth Development Level 5
- Millikin University—Decatur
  - Youth Development Level 5
- Harold Washington College—Chicago
  - Youth Development Levels 2 through 4

Students attending these entitled institutions who earned a Credential, as well as students still in the process of completing coursework to earn a Credential, were invited to complete the survey. A total of 15 School-Age & Youth Development Credentials were awarded through the entitled route at the time the survey. The entitled route survey elicited a response rate of 13% of those indicating they had earned a School-Age Credential. During the SAYD pilot, Level 3 Credentials were the only Level Credential that had been awarded.

## Entitled Route—Faculty Responses

To participate in the pilot, faculty submitted a Request for Proposal (RFP) which included a matrix, program layout and grid to align coursework to the School-Age & Youth Development Credential requirements. Faculty support was crucial to the success of the pilot.

- Eastern Illinois University - Elisabeth Steele
- Waubensee Community College - Carla Ahmann
- Kankakee Community College - Jessica Reardanz
- Harold Washington College - Deborah Rogers-Jaye
- Harold Washington College – Michael Heathfield
- Millikin University – Tina Cloney
- Millikin University – Tisha Hess
- University of Illinois at Chicago – Stacey Horn
- University of Illinois at Chicago – Emilia Chico

Faculty participated in webinars, telenets and face-to-face meetings to share progress, raise concerns, and ensure the success of the pilot. Faculty also completed a survey (results below). With a response from all pilot institution faculties, 62 % responded indicating the Credential components did not need any additional explanation. Additionally, nearly 88% thought the Content Areas and benchmarks/competencies were easy to understand.

In order to follow the required Credential benchmarks/competencies, entitled route institutions may have needed to adjust curriculum. The two additional Content Areas specific to the SAYD Credential were deemed important by 100% of SAYD pilot entitled route faculty. According to faculty, no additional Content Areas were needed for the SAYD Credential.

### Did your institution have to create or modify any courses in order to meet the Content Area requirements of the School-Age & Youth Development Credential?

Response	Percentage	Count
Yes	50.0%	4
No	50.0%	4
<b>Total Responses</b>		<b>41</b>

### How important are these two additional Content Areas to obtaining a School-Age & Youth Development Credential?

	Not Important	Somewhat Important	Important	Very Important	Total Responses
<b>Program and Agency Governance and Function</b>	0 (0.0%)	4 (50.0%)	3 (37.5%)	1 (12.5%)	8
<b>Advocacy and Policy</b>	0 (0.0%)	3 (37.5%)	3 (37.5%)	2 (25.0%)	8

A range of marketing tools were used to promote the School-Age & Youth Development Credential during the pilot (Appendix I and J). These marketing tools included:

- Brochures
- Flyers
- Presentations
- Telenets and webinars

Faculty was asked to respond to the usefulness of marketing resources provided.

**Were the Gateways entitled route brochures helpful in marketing the School-Age and/or Youth Development Credential?**

Response	Percentage	Count
Yes	62.5%	5
No	37.5%	3
<b>Total Responses</b>		<b>8</b>

**Will your institution continue to market and offer the School-Age and/or Youth Development Credential after the pilot ends?**

Response	Percentage	Count
Yes	87.5%	7
No	12.5%	1
<b>Total Responses</b>		<b>8</b>

**Do you feel that the following School-Age & Youth Development Professional Contributions are relevant to earning a Credential?**

	Yes	No	Total Responses
Program Improvement	8 (100.0%)	0 (0.0%)	8
Service in a Professional Organization	8 (100.0%)	0 (0.0%)	8
Presentations/Training	6 (75.0%)	2 (25.0%)	8
Advocacy	8 (100.0%)	0 (0.0%)	8
Writing and Publication	2 (25.0%)	6 (75.0%)	8
Research/Grants writing	3 (37.5%)	5 (62.5%)	8

**Do you believe that the age ranges for the School-Age & Youth Development Credentials are accurate? (School-Age Credential age range is 5 to 12 years and the Youth Development Credential age range is 10-18 years)**

Response	Percentage	Count
Yes they are accurate	75.0%	6
No, they are not accurate and they should be changed	25.0%	2
<b>Total Responses</b>		<b>8</b>

**Should the School-Age & Youth Development Credentials continue to be earned separately? Or should they be joined and earned as one Credential?**

Response	Percentage	Count
They should continue to be earned separately	62.5%	5
They should be joined and earned as one Credential	37.5%	3
<b>Total Responses</b>		<b>8</b>

Although 75% of the workforce indicated agreement with a joined age range of 5 - 18 for one Credential, just 37.5% of faculty responded that one Credential should be offered joining SA and YD.

*Of note: All professionals who earned a School-Age Credential during the pilot also earned a Youth Development Credential. Merging the two Credentials into one would not affect Credential eligibility for any pilot applicants. Additionally, the work experience for each applicant fell within the age range of five through 16. By merging the Credentials into one, an age range of five through 16 would meet the needs of SAYD professionals.*

## Overall Credential Process

### Conclusion

The passion and perseverance of the originating I-SAY Leadership Team and SAYD Committee members was exemplary. The kickoff meeting held in 2006 marked the beginning of the development of a Credential designed for School-Age & Youth Development workforce that culminated a decade later with the pilot's completion in 2016. These dedicated professionals, along with state agency and organizational partners (Appendix L) contributed time and resources that culminated in the creation of the Gateways School-Age & Youth Development Credential.

Analysis of the data upon completion of the pilots led to a recommendation to merge the School-Age Credential and the Youth Development Credential into one School-Age & Youth Development (SAYD) Credential (Appendix M). The primary factors leading to this decision:

1. The School-Age Credential pilot progressed quickly with an abundance of applicants
2. The Youth Development Credential had less interest and fewer applicants/was not as quick to progress
3. Secured funding is not readily available for two Credentials – a specific concern for the youth development age range

The pilot demonstrated that a Credential designed for a workforce serving children and youth with the age range of 5–16 would meet the needs of the workforce - and is more likely to be secured by funding given the state's fiscal challenges.

Based on the pilot results and fiscal reality, the SAYD Committee recommended approval for an SAYD Credential for the workforce serving children and youth from age 5–16. The separate SA and YD Credential benchmarks/competencies were merged back to their original design. Revisions were also made to incorporate changes based on faculty and survey data, and to ensure SAYD Credential requirements for professionals working with children and youth ages 5 through 16 were fully articulated. SA and YD Credential Frameworks were already similar in design and easily merged into one SAYD Credential Framework (Appendix N). Recommendations advancing these decisions were sent to the Qualifications and Credential (QC) Committee on April 19, 2016, PDAC Steering Committee on May 18, 2016 and advanced to PDAC in June of 2016.

Gateways Credentials are a symbol of professional achievement that validate practitioners in Illinois have requisite knowledge and education and are awarded by the Illinois Department of Human Services Bureau of Child Care & Development (IDHS). The School-Age & Youth Development Credential pilots were a successful validation of the professional achievements of School-Age & Youth Development professionals. Between direct and entitled applicants, 71 School-Age Credentials and 48 Youth Development Credentials were awarded across the entire state of Illinois. During the development of this Credential, there were widespread funding challenges which created program instability. Ultimately, the School-Age & Youth Development Credential highlights the quality, importance, and dedication of School-Age & Youth Development professionals in Illinois.



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# Appendix A

IAN save the date 2006

Illinois AfterSchool Network & Gateways to Opportunity are  
sponsoring a statewide **School-Age/Youth Credential Symposium**

# SAVE THE DATE

# OCTOBER 4, 2006

**WEDNESDAY, OCTOBER 4, 2006**

**10AM-3PM**

**BLOOMINGTON, IL**

**PURPOSE:**

To convene school-age stakeholders from around the state of Illinois to discuss and gather information on the possibility of developing a School-Age/Youth Credential.

The credential could become an integral part of Illinois' early care and education career lattice and the Gateways to Opportunity network. Details on the network can be found at [www.ilgateways.com](http://www.ilgateways.com).

Specific details will be mailed out this fall and posted on the Gateways website. Please feel free to replicate and share this flyer as you see appropriate.





# STATEWIDE SCHOOL AGE/YOUTH CREDENTIAL SYMPOSIUM 2006



**GATEWAYS TO OPPORTUNITY**  
The Illinois Early Care & Education Professional Development Network



# Appendix B

## School-Age & Youth Development Credentials Content Areas

**A: Human Growth and Development**—School-Age & Youth Development professionals use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with children. Professionals have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of school-age practice. The capabilities of the school-age practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual child development and the important contexts within which children grow and learn. Professionals view child development knowledge, and the associated values, as the core of their professional practice. Professionals use their values, understanding and skills for planning and implementing learning interactions and programs.

**B: Health, Safety, and Well-Being**—Professionals understand that physical health, mental health, and safety are the foundations for development and learning in children. They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of children. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn habits that will ensure their health and safety.

**C: Observation and Assessment**—Professionals value the roles of informal and formal observation and assessment to gain understanding about an individual's development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand children as well as means for program evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual's skills, abilities, interests and needs, to monitor an individual's progress, and to continually evaluate and reflect on and modify their own roles and practices.

**D: Curriculum or Program Design**—Professionals have broad knowledge of appropriate curriculum and goals for children. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual's construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual's current abilities and interests to expand competence in all content areas and developmental domains.

**E: Interactions, Relationships, and Environments**—Professionals use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities children. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about children and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual’s abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

**F: Family and Community Relationships**—Professionals understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of children, and their families.

**G: Personal and Professional Development**—Professionals identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for children, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

**H: Program and Agency Governance and Function**—School-Age & Youth Development professionals understand their responsibility to maintain accurate documentation for group, program, and financial requirements. Professionals monitor daily program operations, as well as employ strategies which include implementation of risk and crisis management of facility, participants, and staff. Professionals engage in day-to-day supervision, through shared leadership and decision-making practices, of facilities, staff, volunteers, and resources to ensure communication and implementation of agency policies and procedures.

**I: Advocacy and Policy**—School-Age & Youth Development professionals ensure that the rights of children are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of children, working with young people and with peers, colleagues, and other stakeholders.

# Appendix C

## School-Age & Youth Development Credential Pilot Timeline

Timeline	
Identify Leadership Team	July – August 2006
Develop Content Areas	July 2006 – May 2011
Shared	Steering – 5/20/2013
Obtain Consultant	2006
Develop Benchmarks	2007
Shared	Steering – 5/20/2011
Develop Framework	2011
Shared	QC – 6/19/2012 Steering – 7/19/2012
Partner with Higher Education	April – June 2013
Marketing Plan	April – June 2014
Pilot	June 2014 – December 2015
Revisions	December 2015 – March 2016
Final Approval	QC – 4/19/16 Steering* PDAC* IDHS*
State-wide Roll-out	July 2016

### Estimated dates for approval:

Qualifications & Credentials – April 19, 2016

PDAC Steering – May 18, 2016

PDAC – June 24, 2016

Illinois Department of Human Service (IDHS) – June 2016

# Appendix D

## Legislative and Administrative Rule

### **Joint Committee on Administrative Rules** **ADMINISTRATIVE CODE**

#### TITLE 89: SOCIAL SERVICES

#### CHAPTER IV: DEPARTMENT OF HUMAN SERVICES

#### SUBCHAPTER a: GENERAL PROGRAM PROVISIONS

#### PART 50 CHILD CARE

#### SECTION 50.710 GATEWAYS TO OPPORTUNITY, THE ILLINOIS PROFESSIONAL DEVELOPMENT SYSTEM

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##### **Section 50.710 Gateways to Opportunity, the Illinois Professional Development System**

- a) Subject to the availability of funds, the Department, through its agents, shall administer Gateways to Opportunity.
- b) Gateways to Opportunity is a professional development system designed to support a diverse, stable and quality workforce for settings serving children, youth and families specifically to:
  - 1) Enhance the quality of services for children, youth and families;
  - 2) Increase positive outcomes for children, youth and families;
  - 3) Advance the availability of coursework and training related to quality services for children, youth and families; and
  - 4) Identify Core Professional Knowledge for practitioners in settings serving children, youth and families.
- c) The Department shall award Gateways to Opportunity Credentials to early care and education, school-age, youth development, and family support practitioners through two application routes, as outlined in Section 50.730.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# **Joint Committee on Administrative Rules**

# **ADMINISTRATIVE CODE**

**TITLE 89: SOCIAL SERVICES**  
**CHAPTER IV: DEPARTMENT OF HUMAN SERVICES**  
**SUBCHAPTER a: GENERAL PROGRAM PROVISIONS**  
**PART 50 CHILD CARE**  
**SECTION 50.720 GATEWAYS TO OPPORTUNITY CREDENTIALS**

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## **Section 50.720 Gateways to Opportunity Credentials**

Credentialing, as set forth by this Part, is only for the purpose of validating an individual's qualifications. Credentials are awarded based on a variety of professional achievements in field experience, knowledge and skills, educational attainment and/or training accomplishments.

- a) **Gateways to Opportunity Early Care and Education (ECE) Credential**  
The ECE Credential is designed to identify and validate skills necessary to work in high quality early care and education programs. It is awarded based on educational and professional achievement in services for young children ages birth to eight years. The ECE Credential shall have six levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the early development and learning of children ages birth to eight years.
- b) **Gateways to Opportunity Illinois Director Credential**  
The Illinois Director Credential is designed to identify and validate the skills necessary to administer high quality early childhood and/or school age care programs. It is awarded based on educational and professional achievement in the administration of early childhood and school age programs. The Illinois Director Credential shall have three levels and each will be awarded for increasing complexity of education and skills, including college coursework specifically related to the development of children ages birth to 12 years and program management.
- c) **Gateways to Opportunity Infant/Toddler Credential**  
The Infant/Toddler Credential is designed to identify and validate the skills necessary to work in high quality programs serving infants and toddlers ages birth to three years. It is awarded based on educational and professional achievement in infant/toddler services. The Infant/Toddler Credential shall have five levels and each will be awarded for increasing acquisition of education and skills, including college coursework specifically related to the care and development of children ages birth to three years.
- d) **Gateways to Opportunity School-Age/Youth Development Credentials**  
The School-Age/Youth Development Credentials are designed to identify and validate the skills necessary to work in high quality programs serving school-age children and youth ages five to 20 years. It is awarded based on educational and professional achievement in services for school-age children and youth. The School-Age/Youth Development

Credentials shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to the development of children and youth ages five to 20 years.

- e) Gateways to Opportunity Family Specialist Credential  
The Family Specialist Credential is designed to identify and validate the skills necessary to work in high quality family support service programs. It is awarded based on educational and professional achievement in services for families. The Family Specialist Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to services for families.
  
- f) Gateways to Opportunity Family Child Care Credential  
The Family Child Care Credential is designed to identify and validate the skills necessary to work in high quality family child care homes. The credential is awarded based on educational and professional achievement in family child care. The Family Child Care Credential shall have at least three levels, each being awarded for increasing acquisition of education and skill, including college coursework specifically related to family child care.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# **Joint Committee on Administrative Rules**

# **ADMINISTRATIVE CODE**

**TITLE 89: SOCIAL SERVICES**  
**CHAPTER IV: DEPARTMENT OF HUMAN SERVICES**  
**SUBCHAPTER a: GENERAL PROGRAM PROVISIONS**  
**PART 50 CHILD CARE**  
**SECTION 50.730 APPLICATION FOR CREDENTIALS**

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## **Section 50.730 Application for Credentials**

- a) The Gateways to Opportunity Credentials shall be available through two application routes:
  - 1) **The Direct Route Application Process**  
The applicant submits an application, college transcripts, and a portfolio verifying experience and professional contributions to the Gateways to Opportunity Credential Office.
  - 2) **The Entitled Route Program**  
The applicant successfully completes approved college coursework that covers the Core Professional Knowledge for each specific credential at the entitled education institution. An entitled education institution is a college or university that has aligned its coursework with specific credential benchmarks based on State and national standards identified in Section 50.750(c) and meets additional credential requirements through coursework. Applicants can find additional information about entitled education institutions at: <http://www.ilgateways.com/en/gateways-credential-entitlement-information>.
- b) The applicant shall be responsible for providing all information and documentation required to demonstrate his or her qualifications for a particular credential to the Gateways to Opportunity Credential Office, specifically:
  - 1) A Credential Application, available from the Gateways to Opportunity Credential Office, 1226 Towanda Plaza, Bloomington, Illinois 61701;
  - 2) Official college transcripts from the higher education institutions; and
  - 3) A portfolio verifying experience and professional contributions.
- c) The Gateways to Opportunity Credential Application can be accessed at: [www.ilgateways.com/en/participant-application](http://www.ilgateways.com/en/participant-application).

- d) The information and documentation identified in Section 50.730(b) is reviewed according to the appropriate Credential Framework (see Section 50.740) that can be found at <http://www.ilgateways.com/en/gateways-to-opportunity-credentials>.
- e) The Department or its agents will notify applicants, in writing, of eligibility for a credential within 60 days after receipt of all required documentation. Applicants that disagree with the credential determination may request reconsideration by writing to the IDHS Bureau of Child Care and Development (BCCD), 400 W. Lawrence, Springfield, Illinois 62762, within 60 days after notification of the original determination. The final decision on eligibility for credentials will be made by the Child Care Professional Development Manager in consultation with the BCCD Bureau Chief. The criteria used during reconsideration by DHS' Bureau of Child Care and Development will be the same Credential Framework used to determine eligibility. The Credential Framework is located in Section 50.740 and on the GTO website at <http://www.ilgateways.com/en/gateways-to-opportunity-credentials>.

(Source: Added at 36 Ill. Reg. 16085, effective October 29, 2012)

# Appendix E

## Public Act 096-0864

### Public Act 096-0864

HB0806 Enrolled LRB096 07449 NHT 17541 b

AN ACT concerning education.

### **Be it enacted by the People of the State of Illinois, represented in the General Assembly:**

Section 3. The Department of Human Services Act is amended by adding Section 10–65 as follows:

(20 ILCS 1305/10-65 new)

Sec. 10-65. Gateways to Opportunity.

(a) Subject to the availability of funds, the Department of Human Services shall operate a Gateways to Opportunity program, a comprehensive professional development system. The goal of Gateways to Opportunity is to support a diverse, stable, and quality workforce for settings serving children and youth, specifically to:

- (1) enhance the quality of services;
  - (2) increase positive outcomes for children and youth;
- and
- (3) advance the availability of coursework and training related to quality services for children and youth.

(b) The Department shall award Gateways to Opportunity credentials to early care and education, school-age, and youth development practitioners. The credentials shall validate an individual's qualifications and shall be issued based on a variety of professional achievements in field experience, knowledge and skills, educational attainment, and training accomplishments. The Department shall adopt rules outlining the framework for awarding credentials.

(c) The Gateways to Opportunity program shall identify professional knowledge guidelines for practitioners serving children and youth. The professional knowledge guidelines shall define what all adults who work with children and youth need to know, understand, and be able to demonstrate to support children's and youth's development, school readiness, and school success. The Department shall adopt rules to identify content areas, alignment with other professional standards, and competency levels.

# Appendix F

## Public Act 096-1302

SB3543 Enrolled

AN ACT concerning children.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Short title. This Act may be cited as the Afterschool Youth Development Project Act.

Section 5. Purpose and findings. The General Assembly declares that it is the policy of this State to provide all young people between the ages of 6 and 19 with access to quality afterschool programs through a State commitment to sufficient and sustainable funding for programs that promote positive youth development. The need for this policy is based on a series of facts: The General Assembly finds that youth who are engaged in quality afterschool activities are more likely to succeed in academics, employment, and civic affairs than youth who do not participate in afterschool activities. Youth with high levels of participation in quality afterschool programs miss fewer days of school, have lower drop-out rates, and higher rates of graduation.

The General Assembly also finds that youth in Illinois face greater barriers to success than ever before:

(1) Statewide demand for quality afterschool activities far outpaces the current supply, with shortfall estimates between 60 and 70 percent.

(2) Illinois youth spend fewer hours in school than in most other states and approximately 45% of all children in grades K-12 are either responsible for themselves or are in the care of a sibling during afterschool hours.

(3) On school days, the hours between 3:00 p.m. and 6:00 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes, and sex. The General Assembly also finds that the State of Illinois, having demonstrated national leadership in advancing toward universal early childhood education, must also expand youth development programming in order to realize the full, continued benefits of public investment in Illinois' young people.

The policy established by this Act will be developed through an afterschool demonstration program the results of which will be used to establish standards and policies to design and fund a statewide system of quality afterschool programs accessible to all youth between the ages of 6 and 19 that promote positive outcomes in such areas as education, employment, and civic success.

Section 10. Definitions. As used in this Act: "Afterschool program" means positive youth development activities provided to youth between the ages of 6 and 19 during the hours before or after school, during summer recess from school, or during the weekends. These activities may include, but are not limited to, the following activity areas: academic support; arts, music, sports, cultural enrichment, and other recreation; health promotion and diseases prevention; life skills and work and career development; and youth leadership development. For the purposes of this Act, "afterschool program" also means a program funded under the Afterschool Demonstration Program.

"Demonstration" or "Demonstration Program" means the Afterschool Demonstration Program as established under this Act.

"Council" means the Illinois Youth Development Council.

"Community advisory group" means a group of key local stakeholders convened to help ensure effective program delivery through increased collaboration. This group is required as a condition of participating in the demonstration period.

Section 15. Illinois Youth Development Council.

(a) Creation. In order to effectively achieve the policy established in this Act, the Illinois Youth Development Council shall be created. The purpose of the Council is to provide oversight and coordination to the State's public funds currently invested to support positive youth development programs and activities and to set systemwide policies and priorities to accomplish the following 5 major objectives: (i) set afterschool program expansion priorities, such as addressing gaps in programming for specific ages and populations; (ii) create outcome measures and require all afterschool programs to be evaluated to ensure that outcomes are being met; (iii) oversee the establishment of a statewide program improvement system that provides technical assistance and capacity building to increase program participation and quality systemwide; (iv) monitor and assess afterschool program quality through outcome measures; and (v) establish State policy to support the attainment of outcomes. The Council shall be created within the Department of Human Services.

(b) Governance. The Illinois Youth Development Council shall reflect the regional, racial, socioeconomic, and cultural diversity of the State to ensure representation of the needs of all Illinois youth. The Council shall be composed of no less than 28 and no more than 32 members. The Council may establish a defined length of term for membership on the Council.

(1) Membership. The Council shall include representation from both public and private organizations comprised of the following:

(A) Four members of the General Assembly: one appointed by the President of the Senate, one appointed by the Minority Leader of the Senate, one appointed by the Speaker of the House of Representatives, and one appointed by the Minority Leader of the House of Representatives.

(B) The chief administrators of the following State agencies: the Department of Human Services; the Illinois State Board of Education; the Department of Children and Family Services; the Department of Public Health; the Department of Juvenile Justice; the Department of Healthcare and Family Services; the Department of Commerce and Economic Opportunity; the Illinois Board of Higher Education; and the Illinois Community College Board.

(C) The Chair of the Illinois Workforce Investment Board and the Executive Director of the Illinois Violence Prevention Authority. The following Council members shall be appointed by the

Governor:

(D) Two officials from a unit of local government.

(E) At least 3 representatives of direct youth service providers and faith-based providers.

(F) Three young people who are between the ages of 16 and 21 and who are members of the Youth Advisory Group as established in paragraph (2) of this subsection.

(G) Two parents of children between the ages of 6 and 19.

(H) One academic researcher in the field of youth development.

(I) Additional public members that include local government stakeholders and nongovernmental stakeholders with an interest in youth development and afterschool programs, including representation from the following private sector fields and constituencies: child and youth advocacy; children and youth with special needs; child and adolescent health; business; and law enforcement.

Persons may be nominated by organizations representing the fields outlined in this Section. The Governor shall designate one of the Council members who is a nongovernment stakeholder to serve as co-chairperson. The Council shall create a subcommittee of additional direct youth service providers as well as other subcommittees as deemed necessary.

(2) Youth Advisory Group. To ensure that the Council is responsive to the needs and priorities of Illinois' young people, the Council shall establish an independent Youth Advisory Group, which shall be composed of a diverse body of 15 youths between the ages of 14 and 19 from across the State. Members that surpass the age of 19 while serving on the Youth Advisory Group may complete the term of the appointment. The Youth Advisory Group shall be charged with: (i) presenting recommendations to the Council 4 times per year on issues related to

afterschool and youth development programming and policy; and (ii) reviewing key programmatic, funding, and policy decisions made by the Council. To develop priorities and recommendations, the Youth Advisory Group may engage students from across the State via focus groups, on-line surveys, and other means. The Youth Advisory Group shall be administered by the Department of Human Services and facilitated by an independent, established youth organization with expertise in youth civic engagement. This youth civic engagement organization shall administer the application requirements and process and shall nominate 30 youth. The Department of Human Services shall select 15 of the nominees for the Youth Advisory Group, 3 of whom shall serve on the Council.

(c) Activities. The major objectives of the Council shall be accomplished through the following activities:

- (1) Publishing an annual plan that sets system goals for Illinois' afterschool funding that include key indicators, performance standards, and outcome measures and that outlines funding evaluation and reporting requirements.
- (2) Developing and maintaining a system and processes to collect and report consistent program and outcome data on all afterschool programs funded by State and local government.
- (3) Developing linkages between afterschool data systems and other statewide youth program outcome data systems (e.g. schools, post-secondary education, juvenile justice, etc.).
- (4) Developing procedures for implementing an evaluation of the statewide system of program providers, including programs established by this Act.
- (5) Reviewing evaluation results and data reports to inform future investments and allocations and to shape State policy.
- (6) Developing technical assistance and capacity-building infrastructure and ensuring appropriate workforce development strategies across agencies for those who will be working in afterschool programs.
- (7) Reviewing and making public recommendations to the Governor and the General Assembly with respect to the budgets for State youth services to ensure the adequacy of those budgets and alignment to system goals outlined in the plan described in paragraph (1) of this subsection.
- (8) Developing and overseeing execution of a research agenda to inform future program planning.
- (9) Providing strategic advice to other State agencies, the Illinois General Assembly, and Illinois' Constitutional Officers on afterschool-related activities statewide.
- (10) Approving awards of grants to demonstration projects as outlined in Section 20 of this Act.

(d) Accountability. The Council shall annually report to the Governor and the General Assembly on the Council's progress towards its goals and objectives. The Department of Human Services shall provide resources to the Council, including administrative services and data collection and shall be responsible for conducting procurement processes required by the Act. The Department may contract with vendors to provide all or a portion of any necessary resources.

#### Section 20. Afterschool Demonstration Program.

(a) Program. The Department of Human Services, in coordination with the Council, shall establish and administer a 3-year statewide, quality Afterschool Demonstration Program with an evaluation and outcome-based expansion model. The ultimate goal of the Demonstration shall be to develop and evaluate the costs, impact, and quality outcomes of afterschool programs in order to establish an effective expansion toward universal access.

(b) Eligible activity areas. Afterschool programs created under the Demonstration Program shall serve youths in Illinois by promoting one or more of the following:

- (1) Academic support activities, including but not limited to remediation, tutoring, homework assistance, advocacy with teachers, college preparatory guidance, college tours, application assistance, and college counseling.

- (2) Arts, music, sports, recreation, and cultural enrichment, including structured, ongoing activities such as theatre groups, development of exhibits, graphic design, cultural activities, and sports and athletic teams.
- (3) Health promotion and disease prevention, including activities and tools for increasing knowledge and practice of healthy behavior, drug, alcohol, tobacco and pregnancy prevention, conflict resolution, and violence prevention.
- (4) Life skills and work and career development activities that prepare youth for a successful transition to the workplace, including career awareness, job fairs, career exploration, job shadowing, work readiness skills, interview skills, resume building and work experience, and paid internships and summer jobs.
- (5) Youth leadership development activities aimed at increasing youths' communication skills and ability to help a group make decisions, to facilitate or lead a group discussion, and to initiate and direct projects involving other people including civic engagement, service learning, and other activities that promote youth leadership.

(c) Eligible entities. Currently funded or new entities, including but not limited to the following, shall be eligible to apply for funding:

- (1) Schools or school districts.
- (2) Community-based organizations.
- (3) Faith-based organizations.
- (4) Park districts.
- (5) Libraries.
- (6) Cultural institutions.

Priority for participation in the Demonstration Program shall be given to entities with experience in providing afterschool programs in Illinois.

(d) Program criteria. New or existing applicants shall demonstrate the capacity to achieve the goals of this Act and meet the deadlines set forth by the Council through:

- (1) The promotion of the development of those items outlined in subsection (b) of this Section.
- (2) Evidence of community need and collaboration to avoid duplicating or supplanting existing services, which shall be shown through the creation of or reliance on an appropriate, existing community advisory group composed of a diverse makeup of members that may include, but is not limited to, educators, afterschool providers, local government officials, local business owners, parents, and youth.
- (3) Cost-effective methods that will maximize the impact of the total dollar amount of the award.

(e) Expansion. Three years from the award of the first dollars, initial findings of an outcome evaluation of the Demonstration, conducted by an independent evaluator as described in subsection (d) of Section 25 of this Act, shall be reported to the Governor, the General Assembly, the Council, and the Youth Advisory Group with a hearing scheduled before the appropriate committees of the House and Senate for the purpose of establishing an effective expansion toward universal access. A positive outcome evaluation, whereby performance outcomes determined by the Council are met, shall trigger a phased-in expansion toward full implementation.

#### Section 25. Effectiveness of afterschool programs.

(a) Program standards. Research has shown that high-performing youth programs demonstrate shared features of program quality. The Council shall establish a universal framework of youth development program standards that commonly define measurable indicators of program quality across the diverse array of eligible demonstration program activities.

(b) Evaluation and monitoring. Afterschool programs shall be held accountable to universal program quality standards as adopted by the Council. Data informing performance against these standards shall be monitored and collected by the Department of Human Services. Each afterschool program, in coordination with the corresponding community advisory group, shall also assess needs and gaps relative to addressing outcome goals.

(c) Capacity-building supports. A statewide program quality improvement system shall be established by the Council utilizing a qualified third party to provide assessment, coaching, technical assistance, and system and professional development. Provided supports shall first target those afterschool programs created under the Demonstration with the ultimate goal of expansion to support the larger statewide system of youth development program providers.

(d) Demonstration outcome evaluation. An evaluation of the Demonstration shall be conducted by a third-party evaluator or evaluators selected through a competitive request for proposals (RFP) process. The purpose of the evaluation is to determine how well the Demonstration Program meets the cost, impact, and quality outcome goals established by the Council. Initial findings shall be reported to the Council, the Governor, and the General Assembly within 3 years from the award of the first dollars and shall be the primary determining evidence to trigger expansion as described in subsection (e) of Section 20 of this Act.

Section 30. Funding. The creation and establishment of the Council, the Youth Advisory Group, and the Afterschool Demonstration Program shall be subject to appropriations, however the Department of Human Services shall be permitted to accept private funding or private resources at any time to implement this Act.

Section 99. Effective date. This Act takes effect upon becoming law.

Effective Date: 07/27/2010

**Content Area A – Human Growth and Development**

School-Age and Youth Development practitioners use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with school-age and youth. Practitioners have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of school-age and youth development practice. The capabilities of the school-age and youth development practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual development and the important contexts within which school-age and youth grow and learn. Practitioners view school-age and youth development knowledge, and the associated values, as the core of their professional practice. Practitioners use their values, understanding and skills for planning and implementing learning interactions and programs.

<b>Performance Area A1: Employs knowledge of concepts, principles, and theories of development and learning, ages 5-16, to provide cohesive learning relationships and environments that are appropriate individually, developmentally and socially.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A1.1 Concepts and principles of human growth and development and major theories and theorists that guide the study and practice related to school-age and youth ages 5 – 16, including stage theories, brain research, human sexuality, and moral and social development.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A1)</b> ~ Identifies representative developmental characteristics of school-age and youth in their program, family, or community.		<b>1A, 2C</b>	<b>3.02</b>
	<b>Knowledge</b>	<b>(Levels 2-4: A2)</b> ~ Defines the relationship between stages of development and prevailing practice.			
<b>A1.2 Concepts and theories of social and emotional development including Social and Emotional learning (SEL), resilience theory, and asset development.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A3)</b> ~ Articulates the relationship between social/emotional theories and school-age and youth success in the family, community, and school.	<b>5</b>	<b>2B</b>	<b>3.02</b>
<b>A1.3 Characteristics of social and physical environments that influence development, including those related to culture, language, and socioeconomic factors in family, community, and programs.</b>	<b>Application</b>	<b>(Levels 2-4: A4)</b> ~ Illustrates how developmental variations and family culture, language, and environment influences growth and development.	<b>2</b>	<b>3C</b>	<b>3.02</b>
	<b>Application</b>	<b>(Levels 2-4: A5)</b> ~ Demonstrates an appreciation of the impact of family, culture, heredity, and environment on school-age and youth development.			
<b>A1.4 Basic health, safety, and fitness needs of school-age and youth.</b>	<b>Analysis</b>	<b>(Levels 2-4: A6)</b> ~ Correlates the basic health, safety, and fitness needs with the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.	<b>17</b>	<b>2B</b>	<b>3.02</b>
<b>A1.5 Alignment of interventions, and selection of materials to accommodate developmental, individual, and social needs of school-age and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A7)</b> ~ Reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of school-age and youth.	<b>15</b>	<b>1F, 6C</b>	<b>3.02, 5.06</b>

<b>Performance Area A2: Recognizes philosophies of practices (e.g. constructivism) that lead to individual interventions and programmatic responses that provide appropriate services, supports and opportunities, ages 5-16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A2.1 Paradigms of teaching and learning to include Behaviorism, Cognitivism, Constructivism, and Humanism.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A8)</b> ~ Describes a variety of teaching and learning paradigms relevant when working with school-age and youth.		<b>1A, 1G</b>	<b>3.03, 5.03</b>
	<b>Application</b>	<b>(Levels 2-4: A9)</b> ~ Creates strategies for use with school-age and youth based on one or more paradigms of teaching and learning.			
<b>A2.2 Theory and practice of school-age and youth development to assist school-age and youth in meeting basic personal and social needs, and to build skills to function and contribute successfully in daily life.</b>	<b>Application</b>	<b>(Levels 2-4: A10)</b> ~ Demonstrates social and emotional learning skills and competencies for managing healthy relationships.  Summarizes prevailing strength based and empowerment school-age and youth development strategies, including the roles of supports, opportunities, and quality services for meeting the needs of all youth.	<b>1, 3</b>	<b>5D, 5I</b>	<b>3.03, 4.02</b>
<b>A2.3 Methodologies to support individual developmental needs that may include inquiry, project based, experiential, adventure, service learning, direct instruction, learner centered approaches, and others.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A11)</b> ~ Explores a variety of methodologies of teaching and learning to support the needs of school-age and youth.	<b>14</b>	<b>1A, 1G</b>	<b>3.03</b>
	<b>Application</b>	<b>(Levels 2-4: A12)</b> ~ Prepares activities and programs based on one or more methodologies of teaching and learning.			
<b>Performance Area A3: Recognizes differences in personalities, dispositions and development in school-age and youth, ages 5-16, and the ways in which those differences impact their capacities, needs and program participation.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A3.1 Correlation of temperament, behavior, and identity with constructs of physical, social, and emotional development.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A13)</b> ~ Articulates a stance that views school-age and youth as capable, responsible, growing human beings.	<b>1, 14</b>	<b>5L, 3N</b>	<b>4.02, 5.03</b>
<b>A3.2 Adaptations of service to correspond with developmental needs and capabilities of school-age and youth.</b>	<b>Analysis</b>	<b>(Levels 2-4: A14)</b> ~ Differentiates between school-age and youth by choosing activities and ways of approaching activities, responsibilities, and discussions based on age and developmental levels.	<b>12</b>	<b>2E, 3L</b>	<b>3.02, 5.03</b>
<b>A3.3 Variety of learning styles to include Multiple Intelligences, Visual/Auditory/Kinesthetic, and Hemispheric.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A15)</b> ~ Recognizes that each individual has a unique spectrum of learning styles that influences their experiences, behavior, and ability to take in and use information.	<b>2</b>	<b>3C, 3D</b>	<b>3.02</b>
	<b>Application</b>	<b>(Levels 2-4: A16)</b> ~ Explores a variety of learning styles and the effect of differing styles in a learning environment.			
<b>A3.4 Influence of culture, health, and personality on participation and necessary supports for school-age and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A17)</b> ~ Reflects on one's own personal background, perspective, and biases as they relate to working with school-age and youth's families including the effects of styles, abilities, interests, ages, languages, and cultures.	<b>2, 7</b>	<b>3C, 3F</b>	<b>5.03, 13.03</b>

	<b>Application</b>	<b>(Levels 2-4: A18)</b> ~ Considers backgrounds, perspectives, and biases of school-age and youth’s families (e.g. styles, abilities, interests, ages, languages, and cultures) and how they connect with chosen programs, activities, program interventions, materials, curricula and supports.			
<b>A3.5 Assessment of emotional, social, and physical health of school-age and youth.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A19)</b> ~ Identifies characteristics associated with developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.	<b>30</b>	<b>2A, 3A, 5G</b>	<b>4.05, 8.02</b>
	<b>Comprehension</b>	<b>(Levels 2-4: A20)</b> ~ Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.			
	<b>Comprehension</b>	<b>(Levels 2-4: A21)</b> ~ Describes referral procedures for school-age and youth who show signs & symptoms of physical/emotional mistreatment, and other scenarios that put school-age and youth at risk.			
<b>Performance Area A4: Identifies the variety of potentials and risks individuals have that may require special services and program adaptations to serve all school-age and youth, ages 5 through 16, regardless of their cognitive, social, physical, behavioral and learning abilities.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>A4.1 Physical, social, and environmental protective and risk factors that influence development and learning for school-age and youth.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A22)</b> ~ Recognizes developmental consequences of stress and trauma, and the role of protective factors and resilience in school-age and youth’s development and learning, especially social and emotional well-being.	<b>18</b>	<b>2B</b>	<b>4.02</b>
	<b>Comprehension</b>	<b>(Levels 2-4: A23)</b> ~ Defines the critical role of asset development to encourage healthy development with school-age and youth.			
<b>A4.2 Spectrum of physical, cognitive and emotional abilities that include standard and non-standard, normative and non-normative patterns for school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: A24)</b> ~ Differentiates particular patterns which distinguish typical from atypical development.	<b>2</b>	<b>2A, 3N</b>	<b>3.02, 4.05</b>
	<b>Comprehension</b>	<b>(Levels 2-4: A25)</b> ~ Respects the uniqueness of each school-age and youth individual.			
<b>A4.3 Adaptations and accommodations for school-age and youth according to their unique abilities.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A26)</b> ~ Describes the areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).	<b>2, 24</b>	<b>3A, 4S, 9F</b>	<b>3.02, 10.03, 13.07</b>
	<b>Application</b>	<b>(Levels 2-4: A27)</b> ~ Collaborates with families and schools to support the special needs of school-age and youth, and support the IEP (Individual Education Plan) when appropriate.			
	<b>Application</b>	<b>(Levels 2-4: A28)</b> ~ Provides enrichment opportunities for school-age and youth who have been identified as gifted and talented in a given			

		area (e.g. academically, artistically, and athletically).			
<b>Performance Area A5: Employs a strengths-based approach to support the maximum growth and learning potential of all school-age and youth ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A5.1 Concepts and theories that support school-age and youth development to include resilience theory, social and emotional learning, zone of proximal development, and asset-based approaches.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A29)</b> ~ Summarizes commonalities and differences between foundational theories and models for school-age and youth development work.		<b>1A</b>	<b>3.02</b>
<b>A5.2 Scaffolding of techniques and methodologies to develop leadership and empowerment with school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: A30)</b> ~ Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency.	<b>3</b>	<b>2D, 5K</b>	<b>3.03, 3.04, 5.03</b>
<b>A5.3 Challenges and barriers for school-age and youth that include structural bias, and a culture of fear.</b>	<b>Comprehension</b>	<b>(Levels 2-4: A31)</b> ~ Defines and documents common societal and structural biases that affect school-age and youth to include structural bias, and a culture of fear.	<b>1</b>	<b>3C, 3F</b>	<b>3.01</b>
	<b>Application</b>	<b>(Levels 2-4: A32)</b> ~ Employs self-reflective techniques to examine personal beliefs and biases about working with school-age and youth.			
<b>A5.4 Creating an environment that invites school-age and youth to explore their strengths and potentials that is non-judgmental, accepting, and celebratory.</b>	<b>Knowledge</b>	<b>(Levels 2-4: A33)</b> ~ Outlines attributes of learning environments that either support or hinder school-age and youth's ability to freely explore their potentials.	<b>10, 11</b>	<b>5D, 5L</b>	<b>6.01-6.06, and 7.01-7.04</b>
	<b>Application</b>	<b>(Levels 2-4: A34)</b> ~ Supports and affirms school-age and youth through positive interactions.			
	<b>Application</b>	<b>(Levels 2-4: A35)</b> ~ Assesses a variety of settings for attributes that support or hinder school-age and youth's ability to freely explore their potentials.			
<b>A5.5 Initiatives and concepts that support and provide opportunities for youth, including school-age and youth empowerment, positive school-age and youth development, leadership and asset building</b>	<b>Comprehension</b>	<b>(Levels 2-4: A36)</b> ~ Articulates a youth development philosophy that is affirming and assertive in facilitating empowerment and leadership skills with school-age and youth.	<b>1,3</b>	<b>3N 5K</b>	<b>4.01 4.02 4.06</b>

**Content Area B – Health, Safety, and Well-Being**

Professionals (Practitioners) understand that physical health, mental health, and safety are the foundations for development and learning in school-age and youth. They acknowledge the value of creating a healthful environment to foster the physical, cognitive language and social-emotional development of school-age and youth. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for school-age and youth to learn habits that will ensure their health and safety.

<b>Performance Area B1: Recognizes all aspects of relationships and programs that provide physical and emotional safety to school-age and youth ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>B1.1 Current regulations, standards and guidelines related to safe environments for school-age and youth (e.g., procedures for accident prevention and response, transportation, supervision, health and hygiene, security, and mandated reporting).</b>	<b>Application</b>	<b>(Levels 2-4: B1)</b> ~ Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth's health and safety.	<b>16, 18</b>	<b>11C, 11D</b>	<b>7.01-7.04</b>
	<b>Application</b>	<b>(Levels 2-4: B2)</b> ~ Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.			<b>AND 8.01-8.08</b>
<b>B1.2 Standards and protocols for managing and assisting school-age and youth in crisis (e.g. those living in crisis situations, mental health, sexual assault).</b>	<b>Knowledge</b>	<b>(Levels 2-4: B3)</b> ~ Identifies a range of mental health issues that affect school-age and youth and families.	<b>18</b>	<b>2C, 11K, 9L</b>	<b>8.02, 10.01</b>
	<b>Comprehension</b>	<b>(Levels 2-4: B4)</b> ~ Articulates the legal and ethical roles, responsibilities, and boundaries of a school-age and youth development practitioner when confronted with crisis situations involving school-age and youth and families.			<b>10.03, 11.02</b>
<b>B1.3 School-age and youth centered approaches for building on positive aspects of self-image and developing self-esteem.</b>	<b>Comprehension</b>	<b>(Levels 2-4: B5)</b> ~ Describes the relationship between self-concept and self-esteem, how self-esteem can be influenced by self-concept, and practices to support school-age and youth in developing a positive self-concept.	<b>1, 2</b>	<b>1A, 2A</b>	<b>3.04, 4.02</b>
	<b>Application</b>	<b>(Levels 2-4: B6)</b> ~ Communicates a philosophy of practice based on theories of human motivation (e.g. those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).			
<b>B1.4 Intentional community building using a variety of methods to create a safe, inviting environment, and a sense of belonging for families, school-age, youth, staff, and community members.</b>	<b>Comprehension</b>	<b>(Levels 2-4: B7)</b> ~ Summarizes a vision and definition of community to focus the development of a sense of community in a variety of settings.	<b>1, 7</b>	<b>3G, 5L</b>	<b>3.01, 6.01, 4.04, 4.06</b>
	<b>Application</b>	<b>(Levels 2-4: B8)</b> ~ Develops strategies for providing opportunities for school-age, youth, families and staff to feel emotionally safe (e.g. be included, absence of threat/harassment).			

**Performance Area B2: Provides accurate, age-appropriate information and guidance to school-age and youth, ages 5**

through 16, to promote health and well-being.					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>B2.1 Approaches for addressing key developmental challenges for school-age and youth that includes information about peer pressure, bullying, Internet safety, physical/emotional harassment and violence.</b>	<b>Knowledge</b>	(Levels 2-4: <b>B9</b> ) ~ Identifies relevant and accurate local, state, federal, and international resources related to health and wellness for school-age and youth.	18	4Q	8.02
	<b>Application</b>	(Levels 2-4: <b>B10</b> ) ~ Uses formal and informal methods to identify relevant health and wellness topics for school-age and youth.			
<b>B2.2 Resources and information to promote positive behaviors (e.g. self-regulation, peaceful conflict resolution, takes initiative, values diversity) and attitudes that protect school-age and youth from risk factors (e.g. bullying, violence).</b>	<b>Comprehension</b>	(Levels 2-4: <b>B11</b> ) ~ Describes resilience and asset development frameworks.	1, 14	1A, 1L	3.02, 4.02
	<b>Application</b>	(Levels 2-4: <b>B12</b> ) ~ Practices strategies to support asset development with school-age and youth.			
<b>B2.3 Basic health, safety, and nutritional needs of school-age and youth, to include fitness, eating habits, healthy choices, and prevention.</b>	<b>Comprehension</b>	(Levels 2-4: <b>B13</b> ) ~ Summarizes research data and information about health issues for school-age and youth to include healthy/unhealthy dietary behaviors, physical activity, unintentional injuries, violence, positive relationships (e.g. peers, family, and friendships).	18	10C	8.02
	<b>Application</b>	(Levels 2-4: <b>B14</b> ) ~ Utilizes information to support school-age and youth to engage in healthy and active lifestyles.			
<b>B2.4 Strategies for exploring choices, ethical decision making, and healthy risk taking with school-age and youth.</b>	<b>Application</b>	(Levels 2-4: <b>B15</b> ) ~ Assists school-age and youth in evaluating information from which to make healthy and ethical decisions about their own health, safety, and wellness.	3	1L, 6G	3.04, 5.07
		(Levels 2-4: <b>B16</b> ) ~ Articulates a youth development philosophy that is affirming and assertive in facilitating empowerment and leadership skills with school-age and youth.			
Performance Area B3: Recognizes how school-age and youth, ages 5-16, explore, develop and sustain their values and beliefs.					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>B3.1 Methods for creating an environment for school-age and youth that involves responsibility and accountability to others, and inspires thoughtful exploration of beliefs through dialogue and self-discovery.</b>	<b>Application</b>	(Levels 2-4: <b>B17</b> ) ~ Assists school-age and youth to navigate the choices and consequences involved with cliques and “in-groups/out-groups”.	3, 6, 13	3L, 5K	3.04, 4.02, 4.04
	<b>Application</b>	(Levels 2-4: <b>B18</b> ) ~ Provides opportunities for school-age and youth to practice responsibility to and for oneself and others.			
	<b>Application</b>	(Levels 2-4: <b>B19</b> ) ~ Utilizes approaches that enable school-age and youth to make relevant and age-appropriate choices.			

<b>B3.2 Strategies for recognizing, exploring and teaching healthy risk taking and resistance skills.</b>	<b>Comprehension</b>	(Levels 2-4: B20) ~ Describes different types of peer influence (e.g. friendly, indirect, teasing, coercive), and authentic alternatives to yielding to peer influence for school-age and youth.	4, 28	4N, 5R	4.04
	<b>Application</b>	(Levels 2-4: B21) ~ Co-creates realistic scenarios with school-age and youth in which to practice alternatives to peer influence.			
<b>B3.3 Recognition of targeted messages from the media and society that influence the thinking, emotions, and behaviors of school-age and youth.</b>	<b>Comprehension</b>	(Levels 2-4: B22) ~ Assists school-age and youth to identify and recognize how media messages affect them, including the ability to access, analyze, evaluate and/or communicate information.	14	2H, 4Q, 6G	3.03, 5.07
	<b>Application</b>	(Levels 2-4: B23) ~ Engages school-age and youth in activities, reflection, and discussion to think critically about messages from a variety of media.			
<b>Performance Area B4: Establishes principles and implements practice that supports equality and social justice to celebrate the positive benefits of racial, ethnic, religious, class, ability, sexuality, and gender diversity in a pluralistic society, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B4.1 Facilitate in creating an environment that strengthens the individual in the context of the group whereby school-age and youth support each other as they explore their identities as unique individuals.</b>	<b>Knowledge</b>	(Levels 2-4: B24) ~ Recognizes that all processes, policies, places, and programs are either inviting or disinviting and summoning or shunning of human potential.	17	3N, 5D, 5H, 7H	3.01, 4.06, 10.01
	<b>Application</b>	(Levels 2-4: B25) ~ Composes a personal plan for behaving in an inviting manner with school-age, youth, families, staff, and community.			
<b>B4.2 Techniques for bridging differences that arise from misunderstanding, miscommunication, bias, or conflict between and among people of varying backgrounds.</b>	<b>Application</b>	(Levels 2-4: B26) ~ Responds to situations of misunderstanding in ways that help school-age and youth resolve or transform the conflict through listening, and seeking win-win solutions.	5	5G, 5K, 7F, 7J	3.01, 3.04, 4.02
	<b>Application</b>	(Levels 2-4: B27) ~ Models compassionate listening by posing questions that are non-adversarial and non-judgmental, listening and accepting information as the perceptions of another person.			
<b>B4.3 Responses to privilege, power, and oppression, and how they are exhibited in the program and between people.</b>	<b>Comprehension</b>	(Levels 2-4: B28) ~ Recognizes that there is a continuum of power and privilege based on a person's race, gender, class, sexual orientation, and age where something of value is afforded or denied based solely on the group in which they belong.	2	3E, 3J	5.05, 13.01
<b>Performance Area B5: Identifies the building blocks of positive identity and how to maximize potential in school-age and youth, ages 5-16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B5.1 Policies, places, programs, and processes specifically designed to invite school-age and youth to explore and build a positive self-</b>	<b>Application</b>	(Levels 2-4: B29) ~ Arranges opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.	10, 12, 14	2G, 5K	5.02, 5.03, 5.04

concept.	Application	(Levels 2-4: B30) ~ Creates situations where school-age and youth can share responsibility with and for themselves, others, and the program.			
B5.2 Attitudes, practices, and protocols to permeate the environment with positive regard, recognition, and mutual respect.	Application	(Levels 2-4: B31) ~ Facilitates school-age and youth in developing a personal code of behavior for interacting with oneself and others with respect, care, consideration, and appreciation.	1, 5	5K	3.01, 4.01
	Application	(Levels 2-4: B32) ~ Celebrates successful collaborations, individual efforts and accomplishments of school-age, youth and colleagues.			
	Synthesis	(Levels 2-4: B33) ~ Creates a plan to be intentionally inviting with school-age, youth, families, colleagues, and visitors to a program.			
B5.3 Strategies to engage school-age and youth in self-reflection.	Application	(Levels 2-4: B34) ~ Provides opportunities for school-age and youth to engage in self-reflection using an array of techniques (e.g. story writing, art activities, show and tell, and journaling).	13	2H	3.03
B5.4 Strategies and processes for creating enriched environments for school-age and youth to explore and investigate different roles and identities.	Application	(Levels 2-4: B35) ~ Assists school-age and youth to interpret how a situation appears from another person's point-of-view.	4, 14	1G, 4C	4.03, 5.06
	Evaluation	(Levels 2-4: B36) ~ Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.			
<b>Performance Area B6: Assist school-age and youth, ages 5 through 16, to express and achieve positive goals in personal relationships, families, groups, school and the world of work.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
B6.1 Social and emotional learning competencies to include self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.	Application	(Levels 2-4: B37) ~ Models social and emotional learning competencies when interacting with school-age, youth, staff, families, and community members.	4, 7	5R	4.02
	Application	(Levels 2-4: B38) ~ Uses strategies to intentionally develop social and emotional competencies with school-age and youth.			
B6.2 Strategies to give school-age and youth support and opportunities that will assist them in achieving healthy long-term outcomes (e.g. healthy family/social relationships, contributor to community economic self-sufficiency).	Application	(Levels 2-4: B39) ~ Consults with school-age and youth to determine activities that are engaging, challenging, and relevant.	13, 28	3L, 4C	5.05, 5.07
	Analysis	(Levels 2-4: B40) ~ Inventories opportunities for school-age and youth to be engaged in the community, develop skills for healthy relationships, and participate in meaningful activities.			

<b>B6.3 Activities, processes, and strategies for school-age and youth to explore the concepts of success and failure – and how to respond to each.</b>	<b>Comprehension</b>	<b>(Levels 2-4: B41)</b> ~ Describes behaviors consistent with a fear of success and/or failure including avoidance, making excuses, and perfectionism.	<b>4</b>	<b>5D, 5N</b>	<b>4.02</b>
	<b>Application</b>	<b>(Levels 2-4: B21)</b> ~ Assists school-age and youth to define success and failure in terms of elements they can control (e.g. effort, integrity, strengths).			
<b>B6.4 Methods for assisting school-age and youth in the art of strategic thinking and goal setting to influence one’s personal future.</b>	<b>Knowledge</b>	<b>(Levels 2-4: B43)</b> ~ Identifies a range of strategies to help school-age and youth to set achievable goals.	<b>4, 28</b>	<b>4I, 4K</b>	<b>3.04, 5.04</b>
	<b>Application</b>	<b>(Levels 2-4: B44)</b> ~ Assists school-age and youth to set, track, and realize goals.			
<b>B6.5 Techniques for exploring relationship skills that emphasize communication, feelings literacy, and conflict resolution.</b>	<b>Knowledge</b>	<b>(Levels 2-4: B45)</b> ~ Identifies a variety of styles for approaching conflict.	<b>3</b>	<b>5G, 5R</b>	<b>4.02, 4.04</b>
	<b>Application</b>	<b>(Levels 2-4: B46)</b> ~ Develops and/or implements strategies to assist school-age and youth to successfully negotiate conflict.			
<b>Performance Area B7: Enables school-age and youth, ages 5-16, to organize information in order to make decisions and take action.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B7.1 Resources on personal and social topics identified by school-age and youth as relevant.</b>	<b>Application</b>	<b>(Levels 2-4: B47)</b> ~ Surveys school-age and youth about social topics that are relevant and of interest.	<b>14, 28</b>	<b>4L, 4P</b>	<b>5.05, 5.06</b>
	<b>Analysis</b>	<b>(Levels 2-4: B48)</b> ~ Identifies and selects materials on social topics that are relevant to school-age and youth.			
<b>B7.2 Approaches for assisting school-age and youth to recognize and critically reflect on societal messages and pressures, such as media messages, advertising, and stereotyping.</b>	<b>Knowledge</b>	<b>(Levels 2-4: B49)</b> ~ Identifies media messages, advertising, and stereotypes directed at school-age and youth.	<b>15</b>	<b>4N, 7G</b>	<b>3.04 5.07</b>
	<b>Application</b>	<b>(Levels 2-4: B50)</b> ~ Utilizes sources for school-age and youth to share or publish their own stories (e.g. websites, zones, newsletters, self-publishing).			
<b>B7.3 Research and guidelines for school-age and youth’s use of electronic media.</b>	<b>Comprehension</b>	<b>(Levels 2-4: B51)</b> ~ Discusses established safety guidelines for school-age and youth’s use of interactive media as it impacts their lives.	<b>16, 19</b>	<b>4F</b>	<b>8.02</b>
<b>B7.4 Decision making models to help school-age and youth navigate the making of healthy choices, work in groups, and have healthy relationships.</b>	<b>Knowledge</b>	<b>(Levels 2-4: B52)</b> ~ Names various decision-making models suitable for school-age and youth.	<b>3</b>	<b>2A</b>	<b>3.04, 5.07</b>

### Content Area C – Observation and Assessment

Professionals value the roles of informal and formal observation and assessment to gain understanding about an individual's development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand school-age and youth as well as means for program evaluation and accountability. They take responsibility using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual's skills, abilities, interests and needs, to monitor an individual's progress, and to continually evaluate and reflect on and modify their own roles and practices.

<b>Performance Area C1: Recognizes and organizes observation and assessment information to monitor the progress of school-age and youth ages 5-16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
C1.1 Approaches to observation and assessment that are holistic and integrate compatible theories and models that connect school-age and youth to real-life, real-world situations.	Comprehension	(Levels 2-4: C1) ~ Explains the differences between assessment and evaluation and how they interact.		8A, 8B, 8H	
	Comprehension	(Levels 2-4: C2) ~ Defines, and gives examples, of observation strategies and authentic assessment in settings dedicated to school-age and youth.			
	Knowledge	(Levels 2-4: C3) ~ Describes the importance of using developmentally and contextually appropriate assessment procedures, in a non-judgmental fashion, to benefit school-age and youth.			
C1.2 Assessment tools and methods generally used in settings with school-age and youth to include observation, screening, diagnostic, and curriculum Content Areas, including commonly-used published norm-referenced measures.	Knowledge	(Levels 2-4: C4) ~ Describes differences in the purposes of assorted assessment and observation methods and approaches.	16	8B, 11J	
	Evaluation	(Levels 2-4: C5) ~ Evaluates appropriate and inappropriate uses of assessment tools and methods, including the ethical and unethical use of information gathered from assessment practices.			
C1.3 Observation/assessment strategies (e.g. screening tools, surveys, interviews, goal monitoring, work sampling) and documentation methods (checklists, portfolios, journals, rubrics, charting) used to inform ongoing decisions about health, development, teaching/learning, and interventions with school-age and youth.	Comprehension	(Levels 2-4: C6) ~ Identifies formats for analyzing and summarizing observation and assessment information according to the appropriate use of the tool, method, and purpose to inform interactions and program development.		8D	
	Application	(Levels 2-4: C7) ~ Administers observation and assessment strategies according to the chosen tools and methods.			
C1.4 Strategies, tools, and documentation designs for	Comprehension	(Levels 2-4: C8) ~ Reviews screening and assessment indicators, tools, and procedures, that denotes evidence that a school-age or	18, 29	5G,	8.02,

deliberate on-going observation and screening for recognition of abuse/neglect, and warning signs of situations causing stress and upheaval in the lives of school-age and youth.	Comprehension	youth individual may be struggling or in distress (e.g. in crisis, under stress, neglected, abused).  (Levels 2-4: C9) ~ Understands the legal/ethical procedures and responsibilities for using assessment information to report situations for school-age and youth who are struggling or in distress, including the obligations of being a mandated reporter.		11J, 11K	10.03, 13.06
<b>Performance Area C2: Employs systematic evaluation frameworks to support evidence-based practice, ages 5-16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies		Standards	
				NAA	IPTS COA
C2.1 Contexts for evaluation methods and frameworks built on the notion that evaluation is a process of thinking and acting, rather than simply a product or measuring device.	Knowledge	(Levels 2-4: C10) ~ Identifies evidence based practices or best practices with school-age and youth in a variety of settings (e.g. out-of-school programs, schools, day care, recreational programs).		8A, 8B	1.02, 5.03
	Comprehension	(Levels 2-4: C11) ~ Describes the purposes of evaluation when working with school-age and youth based on accepted evaluation and best practices to make informed decisions.			
C2.2 Approaches, frameworks, and models of evaluation to meet the needs of school-age, youth, families, and programs.	Knowledge	(Levels 2-4: C12) ~ Recognizes benefits and limitations for a range of evaluation approaches and models in relation to cultural, linguistic, and ability contexts.		8B	5.03
	Comprehension	(Levels 2-4: C13) ~ Differentiates between quantitative and qualitative evaluation, and identifies purposes for each.			
C2.3 Evaluation tools, instruments, and methods to include formal, informal, published, standardized, participative, action research, and others that apply.	Comprehension	(Levels 2-4: C14) ~ Classifies purposes, benefits, and limitations of varying types of evaluation tools, instruments, and methods.		8B, 8J	
C2.4 Formats for summarizing and sharing information with school-age, youth, families, other professionals, and appropriate local and state agencies in ways that are relevant, organized, ethical, and legal.	Comprehension	(Levels 2-4: C15) ~ Explains legal procedures, ethical considerations, and effect of assessment/evaluation on school-age, youth, and families.		36	8F, 11K
	Comprehension	(Levels 2-4: C16) ~ Describes ways to conduct assessment and evaluation that respects privacy and confidentiality for school-age, youth, and families.			
<b>Performance Area C3: Establishes outcome indicators of positive development for school-age and youth, ages 5-16, to support individual and program success.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies		Standards	
				NAA	IPTS COA

C3.1 Personal and professional commitment to active, ongoing evaluation as a catalyst for individual growth and social change, using established models and methods.	Knowledge	(Levels 2-4: C17) ~ Identifies strategies for relevant, ethical, contextual, and appropriate data collection and interpretation for program evaluation.		8B, 8O	1.02
	Comprehension	(Levels 2-4: C18) ~ Recognizes qualities and components of effective outcome models and frameworks that support programmatic and individual growth.			
C3.2 Outcomes from which to assess, monitor, and evaluate programmatic and individual school-age and youth's progress.	Application	(Levels 2-4: C19) ~ Chooses outcomes based on recognized standards for school-age and youth.		4B	1.02
C3.3 Collecting, summarizing, and interpreting evaluation information to identify relevant strategies for making progress toward outcomes and goals.	Comprehension	(Levels 2-4: C20) ~ Understands and describes the connections between achievement outcomes with the realization of programmatic, educational, and life goals.		6D, 6P	1.02
	Application	(Levels 2-4: C21) ~ Implements plans to achieve outcomes and goals.			
	Application	(Levels 2-4: C22) ~ Monitors and documents progress toward, and achievement of goals.			
C3.4 Roles and contributions of families, colleagues, other professionals, school-age, and youth in identifying relevant and constructive outcomes for individuals, groups, and programs.	Knowledge	(Levels 2-4: C23) ~ Identifies the roles of a variety of team members, including school-age and youth, who contribute to the designation, monitoring of progress, and achievement of outcomes.	24	9Q, 9R	1.02, 5.05
	Application	(Levels 2-4: C24) ~ Implements a specified process for communicating with different team members about progress toward outcomes/goals, noting when/how/who to make referrals for further resources and support.			
<b>Performance Area C4: Partners with school-age and youth, ages 5-16 to create self and peer evaluation procedures and processes.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>		<b>Standards</b> NAA IPTS COA	
C4.1 Self-assessment and evaluation methods for school-age and youth to support development as learners, family members, community members.	Knowledge	(Levels 2-4: C25) ~ Identifies a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for school-age and youth (e.g. learning style inventories, leadership assessments, asset identification, formal and informal rubrics, and peer evaluation).		8K	3.02, 5.03, 5.06
C4.2 Information from a variety of self-assessment tools and strategies that is useful and relevant to the school-age and youth.	Comprehension	(Levels 2-4: C26) ~ Consults with school-age and youth to interpret self-assessment results.	4, 28	6F, 8K	1.02, 3.03
	Application	(Levels 2-4: C27) ~ Follows supports that are established for school-age and youth to achieve goals and outcomes based on relevant self-assessment information.			

<b>C4.3 Empowerment approaches to evaluation and assessment with school-age, youth, families, organizations, and institutions to maximize growth potential with school-age and youth through administration, interpretation, and utilization of self-assessment data.</b>	<b>Application</b>	<b>(Levels 2-4: C28)</b> ~ Confers with school-age, youth, families, and relevant organizations/institutions when developing, conducting, sharing results, developing outcomes, setting goals, and monitoring progress when using self-assessments and evaluations.	<b>23</b>	<b>9L, 9P</b>	<b>5.05, 10.03, 11.04</b>
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**Content Area D – Curriculum or Program Design**

Professionals have broad knowledge of appropriate curriculum and goals for school-age and youth. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual’s construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual’s current abilities and interests to expand competence in all Content Areas and developmental domains.

<b>Performance Area D1: Utilizes experience, knowledge, and research to continually improve program quality, ages 5-16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>D1.1 Local, state and national standards related to school-age and youth development and programming.</b>	<b>Knowledge</b>	<b>(Levels 2-4: D1)</b> ~ Recognizes the array of standards available to professionals in the school-age and youth development field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation).		<b>4A</b>	<b>1.02</b>
	<b>Comprehension</b>	<b>(Levels 2-4: D2)</b> ~ Compares local, state, and national standards to discern recognized customary attitudes, methods, and processes for those who work with school-age and youth.			
<b>D1.2 Best practice techniques and methodologies that, through experience and research, have proven to be effective for planning, programming, and interacting with school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: D3)</b> ~ Engages in sharing and development opportunities with colleagues, both internal and external to one’s work situation, to continually renew familiarity with a variety of best practices when working with school-age and youth.		<b>10G</b>	<b>1.02</b>
<b>D1.3 Appropriate uses of technology to support exploration, growth, and learning for school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: D4)</b> ~ Demonstrates proficiency with current technological applications and programs including: personal computers, cell phones, internet usage, word processing, email, and texting.		<b>4G</b>	<b>5.06</b>
<b>Performance Area D2: Recognizes the range of stakeholders required to design effective school-age and youth programs, ages 5-16.</b>					

Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>D2.1 Family, community, and staff partnerships for school-age and youth program development and oversight.</b>	<b>Knowledge</b>	<b>(Levels 2-4: D5)</b> ~ Identifies a variety of stakeholders, including school-age and youth, who have unique perspectives to provide to curriculum and program planning.	<b>25, 28</b>	<b>4P, 9L</b>	<b>5.05, 10.02</b>
	<b>Application</b>	<b>(Levels 2-4: D6)</b> ~ Determines and utilizes stakeholder contributions in the curriculum and/or program planning process.			
<b>D2.2 Organizational and collaborative skills for convening meetings, summits, and sessions to identify and/or design relevant curriculum and programs for school-age and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D7)</b> ~ Describes verbal, written, and technological communication skills necessary to mobilize stakeholders for program planning.	<b>8</b>	<b>9E</b>	<b>13.03</b>
	<b>Application</b>	<b>(Levels 2-4: D8)</b> ~ Practices collaborative principles when involved in group work, including: <ul style="list-style-type: none"> <li>• awareness that the talents, skills, and gifts of each member of the group strengthen it and contribute to its work</li> <li>• respect for each member of the group - even when not sharing that member's perspective</li> <li>• recognition that collaboration is not simple cooperation with others, but a sharing of tasks and responsibilities as equals.</li> </ul>			
<b>D2.3 Concepts and processes to facilitate communication between stakeholders when conceiving, identifying, designing, implementing and evaluating programming and curriculum.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D9)</b> ~ Describes common meeting planning strategies to coordinate the mutual development and implementation of programming (e.g. ground rules, facilitation tips, and documentation/distribution of minutes).	<b>8</b>	<b>9E</b>	<b>4.02</b>
<b>D2.4 Concepts, principles, and methods for selecting or designing curriculum, programs, and materials for school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: D10)</b> ~ Chooses resources that support the mission of the organization based on established criteria, identified goals, and are pertinent to the needs of school-age and youth.	<b>14</b>	<b>4L</b>	<b>5.03</b>
<b>D2.5 Quality improvement models and processes that provide structured and regular connection with stakeholders to maintain programming that is current and relevant.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D11)</b> ~ Describes the roles of stakeholders in program improvement to include school-age, youth, families, community members, professionals, and other organizations/institutions.	<b>25, 36</b>	<b>9A</b>	<b>5.05, 10.02</b>
<b>Performance Area D3: Supports agency mission, values and objectives in program design and delivery, ages 5-16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA

<b>D3.1 Short- and long-term planning approaches and actions for organizing programs and curriculum content consistent with strategic goals of the organization.</b>	<b>Application</b>	<b>(Levels 2-4: D12)</b> ~ Teams with, and provides reports or updates to, those who are responsible for providing oversight and adherence to strategic planning goals.	<b>34</b>	<b>9I</b>	<b>1.02, 5.03</b>
<b>D3.2 Approaches for collaborating and communicating with families and communities to strategically situate the agency/programs in a local context and engage in solutions that support school-age and youth development when designing programs.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D13)</b> ~ Understands the guiding role of a governing or advisory board as a connection between the program, neighborhoods, and communities that can protect the public trust.	<b>25</b>	<b>9A, 11B</b>	<b>1.02, 11.02</b>
	<b>Comprehension</b>	<b>(Levels 2-4: D14)</b> ~ Understands that governing or advisory boards are strengthened by representation of interests in the community, and consists of people who reflect a range of skills, abilities, and professions.			
<b>D3.3 Programming alignment with the vision, mission, values, goals and outcomes of the organization where the practitioner works.</b>	<b>Application</b>	<b>(Levels 2-4: D15)</b> ~ Evaluates delivery of programs according to strategic goals, objectives, and outcomes of the organization.		<b>6F</b>	<b>1.02</b>
<b>Performance Area D4: Creates program models that build individual, group and structural impact on development and learning, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>D4.1 Approaches to learning that espouse particular learning theories and methodologies of education and learning with school-age and youth (e.g. Behaviorism, Constructivism, experiential, multiple intelligences, Montessori, recreation).</b>	<b>Comprehension</b>	<b>(Levels 2-4: D16)</b> ~ Reviews a range of approaches to learning relevant to development and learning with school-age and youth.		<b>1A, 11A</b>	
	<b>Application</b>	<b>(Levels 2-4: D17)</b> ~ Distinguishes between “schooling” and learning in formal, non-formal, and informal contexts.			
<b>D4.2 Differentiated techniques to provide school-age and youth with a variety of ways to access information and ideas based on developmental level, ability, and interests.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D18)</b> ~ Respects varying needs, abilities, and capacities of school-age and youth when engaged in learning situations.	<b>4, 14</b>	<b>2B, 3L</b>	<b>3.02, 5.03</b>
	<b>Application</b>	<b>(Levels 2-4: D19)</b> ~ Adjusts one’s style to reflect the developmental, cultural, and linguistic ability levels and learning styles of individual school-age and youth.			
<b>D4.3 Enrichment strategies, experiences and processes that support learning standards and identified needs for school-age and youth in relevant areas such as creative expression, social and emotional learning, and the practice of life skills (e.g. financial literacy, organizational and study skills).</b>	<b>Comprehension</b>	<b>(Levels 2-4: D20)</b> ~ Articulates ways to organize space, plan for choice, and implement programs that permit school-age and youth to engage in creative expression.	<b>12, 14</b>	<b>4E, 4M, 5M</b>	<b>5.03, 5.04, 5.07</b>
	<b>Knowledge</b>	<b>(Levels 2-4: D21)</b> ~ Outlines specific skills in the management of personal financial affairs needed for daily application as a young person, and as an adult.			

<b>D4.4 Personal and structural bias inherent in individual frames-of-reference, programming, and materials.</b>	<b>Analysis</b>	<b>(Levels 2-4: D22)</b> ~ Acknowledges personal preferences and delineates between those that are supportive and those that may result in stereotyping, prejudice, and discrimination when working with school-age and youth.	<b>1</b>	<b>3F, 10D</b>	<b>3.01, 4.06</b>
<b>Performance Area D5: Employs a balance between structured and unstructured activities with school-age and youth ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>D5.1 Environments to engage school-age and youth and provide flexibility for setting, structured and unstructured, formal, non-formal and informal, as well as individual and group activities.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D23)</b> ~ Articulates the value of unstructured time, play, and activities in the development of school-age and youth.	<b>9, 10, 11, 12, 13</b>	<b>2B, 5M</b>	<b>5.01, 5.02, 5.04, 9.01, 9.02, 6.01, 6.06, 7.01, 7.04</b>
	<b>Application</b>	<b>(Levels 2-4: D23)</b> ~ Provides for a variety of activities that enables choice and voice, encourages physical, creative, social, and/or cognitive stimulation, and takes place in an environment that is safe and secure.			
<b>D5.2 Formats and supervision that are developmentally, culturally, and linguistically appropriate, and provide the necessary safety and protection for the type of activity, age, maturity levels, and environment.</b>	<b>Knowledge</b>	<b>(Levels 2-4: D24)</b> ~ Describes relevant procedures and documentation for different activities (e.g. traveling off-site, use of equipment).	<b>12, 13, 29</b>	<b>11C, 6G</b>	<b>5.01, 5.04, 5.07, 5.08, 12.01, 12.03</b>
	<b>Application</b>	<b>(Levels 2-4: D26)</b> ~ Implements programming with school-age and youth to include teaching specific skills, offering relevant programming, and participating in enjoyable activities in individual, small- and large-group settings appropriate to the age and developmental level of school-age and youth.			
<b>D5.3 Relationships and roles to guide, mentor, facilitate, structure, and/or teach in a setting with school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: D27)</b> ~ Manages an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.	<b>1, 2</b>	<b>5A, 11K</b>	<b>3.01, 3.02, 4.02</b>
	<b>Application</b>	<b>(Levels 2-4: D28)</b> ~ Determines and practices professional and ethical boundaries/protocols when interacting with people of all ages.			
<b>Performance Area D6: Employs group work knowledge and skills to build cohesive programs and strong participation, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>

D6.1 Stages of group development and dynamics of group interaction.	Comprehension	(Levels 2-4: D29) ~ Recognizes that individuals are influenced by group dynamics and development in relation to how long a group has been together, norms, and shared experiences.	5	1A, 5B	3.01, 4.01, 4.02, 4.04, 4.06
	Application	(Levels 2-4: D30) ~ Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.			
	Application	(Levels 2-4: D31) ~ Establishes a positive social and emotional climate with school-age and youth.			
D6.2 Conditions and techniques to support the development of a sense of community, and the maintenance of community.	Comprehension	(Levels 2-4: D32) ~ Articulates a vision of creating a healthy and sustainable community in regard to programming with school-age and youth.	5	1A, 3G, 5J	4.01, 4.02
	Comprehension	(Levels 2-4: D33) ~ Summarizes activities and experiences that support community development (e.g. routines, rituals, rites-of-passage, responsibilities, empowerment/choice, and community agreements/commitments).			
D6.3 Facilitation and management techniques for groups of various sizes to encourage interaction and participation.	Knowledge	(Levels 2-4: D34) ~ Identifies a range of facilitation strategies or techniques and recognizes how one's own facilitative behavior influences group behavior.	4, 5	5A, 5K	3.03, 4.02
	Application	(Levels 2-4: D35) ~ Practices a variety of group facilitation skills such as role modeling helpful group behavior, active listening, using explicit communication/directions, building trust by following through on commitments, monitoring use of humor to be inclusive and supportive (rather than sarcastic).			
	Application	(Levels 2-4: D36) ~ Selects attending skills (e.g. active listening, open invitation to talk, encouragement, paraphrasing, reflecting feelings, and summarization) based on a given situation, such as 1-1 discussion, small group or large group.			
D6.4 Approaches to delegation, collaboration, and leadership when working with groups.	Application	(Levels 2-4: D37) ~ Assesses one's personal facilitation strengths and challenges, and develops a plan for furthering one's facilitation skills.		10B	4.06
<b>Performance Area D7: Establishes program models in which school-age and youths, ages 5 through 16, engagement is central to practice.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards NAA IPTS COA		
D7.1 School-age and youth centered approaches, models, and strategies to a process of personal discovery and meaning making.	Comprehension	(Levels 2-4: D38) ~ Distinguishes between school-age and youth centered approaches and adult-centered approaches of learning.	12, 14	1A, 1H	5.03, 5.05, 5.07
	Application	(Levels 2-4: D39) ~ Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful			

		projects, and solve relevant problems to experience growth.			
<b>D7.2 Philosophical and practical views of power and control when working with school-age, youth, and families.</b>	<b>Comprehension</b>	<b>(Levels 2-4: D40)</b> ~ Reviews general societal attitudes and treatment of young people and how these attitudes manifest when adults, school-age, and youth are in a working relationship.	<b>1</b>	<b>3F</b>	<b>13.01</b>
<b>D7.3 Systems and structures for gathering significant and authentic input into programming, environment, relationships, and administration from school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: D41)</b> ~ Partners with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes.	<b>4, 14, 28</b>	<b>4K, 4P</b>	<b>5.03, 5.05</b>

**Content Area E – Interactions, Relationships and Environments**

Professionals use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities for school-age and youth. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about school-age, youth, and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual’s abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

<b>Performance Area E1: Establishes communication with all school-age and youth, ages 5 through 16, that is positive, respectful, and enabling.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E1.1 Strategies to actively engage school-age and youth in ways that are respectful, supportive, and encouraging.</b>	<b>Application</b>	<b>(Levels 2-4: E1)</b> ~ Employs listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging.	<b>1, 2</b>	<b>7I, 7J</b>	<b>3.01, 3.02, 3.03</b>
	<b>Application</b>	<b>(Levels 2-4: E2)</b> ~ Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.			
	<b>Application</b>	<b>(Levels 2-4: E3)</b> ~ Initiates conversations and dialogue with school-age and youth around their interests.			

E1.2 Positive communication techniques that convey respect when interacting with school-age and youth.	Comprehension	(Levels 2-4: E4) ~ Distinguishes language that is passive, aggressive, and assertive when communicating.	1, 5	7C, 7H	3.01
	Application	(Levels 2-4: E5) ~ Practices language that is assertive and conveys empathy when communicating with school-age and youth.			
	Application	(Levels 2-4: E6) ~ Uses verbal and body language that is non-judgmental.			
E1.3 Approaches to conflict that recognize the equality of all participants and results in mutual resolution of conflict and restoration of relationships while modeling proactive skills with school-age and youth.	Application	(Levels 2-4: E7) ~ Establishes program norms that protect the health and safety of school-age and youth, encourages social and emotional skills (e.g. respect, responsibility, and safety) and discourages oppressive behavior (e.g. harassment, threats, bullying).	16, 18	3N, 5J	4.01, 4.02, 4.04
	Application	(Levels 2-4: E8) ~ Models anti-oppressive behavior (e.g. uses gender-neutral language, challenges language and behavior that exhibits stereotyping, respects different styles of leadership and communication, is conscious of one's own thinking and behavior).			
<b>Performance Area E2: Builds positive, creative and growth-oriented relationships with all school-age and youth, ages 5-16, that focus on their futures.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
E2.1 Guidance strategies that reflect the professional understanding and belief that school-age and youth need affirming, empowering, and mutually respectful support for developing their social identity and self-esteem.	Knowledge	(Levels 2-4: E9) ~ Relates guidance practices to knowledge of school-age and youth personalities, developmental stages, culture, linguistic and ability levels.	2, 5	2E, 3C	3.01, 3.02, 4.02, 4.06
	Comprehension	(Levels 2-4: E10) ~ Describes positive behavior guidance programs and processes that convey respect, offer choices, and support positive skill building with school-age and youth.			
E2.2 Techniques to establish a consistent, predictable, and safe environment that promotes social and emotional skills and responds to behavioral needs.	Application	(Levels 2-4: E11) ~ Creates an environment that respects boundaries through consistent use of rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.	5	3G, 5A	4.01, 4.02
	Application	(Levels 2-4: E12) ~ Demonstrates a variety of positive guidance techniques (e.g. positive reinforcement, encouragement, logical consequences, and modeling).			
E2.3 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with school-age and youth, and support a vision of themselves and their futures.	Comprehension	(Levels 2-4: E13) ~ Describes methods for intentional relationship building and development of trust between group members.	1	5N, 5R	4.02, 4.03
E2.4 Activities and processes to support development of assets, skills, and attributes to enable	Application	(Levels 2-4: E14) ~ Supports school-age and youth in identifying strengths, interests, and skills that connect with future plans and goals.	4, 28	8K	3.03, 3.04

school-age and youth to act on future goals.					
<b>E2.5 Consultation and assistance from a variety of sources when confronting challenges and issues (e.g. peers, colleagues, families, other professionals).</b>	<b>Comprehension</b>	(Levels 2-4: E15) ~ Understands that certain situations may be beyond the control and abilities of one person to resolve, and seeks information and/or assistance from those with knowledge and experience in the given areas.	<b>34</b>	<b>10F</b>	<b>11.04</b>
	<b>Application</b>	(Levels 2-4: E16) ~ Consults with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.			
<b>Performance Area E3: Recognizes and employs experiential strategies to address a variety of learning styles, ages 5-16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E3.1 Accepted notions of experiential learning that places the individual at the center of a learning experience, honors past experience, and supports individuals in constructing knowledge as active participants.</b>	<b>Knowledge</b>	(Levels 2-4: E17) ~ Defines “experience” as it relates to how people construct knowledge.		<b>1A, 1C</b>	<b>5.03</b>
	<b>Comprehension</b>	(Levels 2-4: E18) ~ Compares similarities and differences to how school-age and youth learn and how adults learn.			
<b>E3.2 Continuum of learning approaches for working with school-age and youth to encompass experiential and non-experiential methods.</b>	<b>Comprehension</b>	(Levels 2-4: E19) ~ Differentiates between experiential and didactic methods.	<b>14</b>	<b>6A</b>	
	<b>Comprehension</b>	(Levels 2-4: E20) ~ Provides examples of programs and activities that are experiential.			
<b>E3.3 Facilitation strategies to encourage school-age and youth to be actively involved in relevant experiences.</b>	<b>Comprehension</b>	(Levels 2-4: E21) ~ Describes the role and skill-set of a facilitator when engaged in an experiential process with school-age and youth.	<b>4</b>	<b>6B</b>	<b>5.02</b>
	<b>Application</b>	(Levels 2-4: E22) ~ Provides an interactive environment by facilitating group work with school-age and youth.			
<b>E3.4 Situations that are suitable for employing experiential techniques when working with school-age and youth.</b>	<b>Comprehension</b>	(Levels 2-4: E23) ~ Recognizes and capitalizes on teachable/learnable moments with school-age and youth.	<b>2, 4</b>	<b>4N, 6G</b>	<b>3.02</b>
	<b>Application</b>	(Levels 2-4: E24) ~ Employs experiential processes to include reflection and application of learning when engaged in activities and other experiences.			<b>3.03</b>
<b>Performance Area E4: Establishes regular, structured opportunities for school-age and youth, ages 5-16, and adults to think critically about issues that participants identify as important to them.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E4.1 Strategies and structures for the development of critical thinking.</b>	<b>Application</b>	(Levels 2-4: E25) ~ Engages school-age and youth in conversations and asks questions to stimulate depth of thinking, thinking for themselves, and about issues that are relevant and important to them.	<b>4</b>	<b>7F</b>	<b>3.03</b>

<b>E4.2 Strategies to support school-age and youth in the development of autonomy, independence &amp; interdependence when working alone or in groups.</b>	<b>Application</b>	<b>(Levels 2-4: E26)</b> ~ Assists school-age and youth in making informed and responsible choices during programs, (e.g. what to do, how and with whom to participate).	<b>3</b>	<b>5K, 5L</b>	<b>3.04</b>
	<b>Application</b>	<b>(Levels 2-4: E27)</b> ~ Encourages leadership by assisting school-age and youth without taking control.			
<b>E4.3 Processes and resources for school-age and youth to make intentional and informed decisions.</b>	<b>Analysis</b>	<b>(Levels 2-4: E28)</b> ~ Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.	<b>15</b>	<b>4L</b>	<b>3.04, 5.06</b>
<b>Performance Area E5: Supports school-age and youth, ages 5 through 16, to use their learning to tackle problems and take action.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>5.1 Problem Posing techniques that engage school-age, youth, and adults in reflective dialogue.</b>	<b>Application</b>	<b>(Levels 2-4: E29)</b> ~ Provides problem posing prompts and questioning to trigger discussion that connects school-age and youth interests with current events and community issues.	<b>4</b>	<b>4C, 7F</b>	<b>3.03, 5.03, 5.05</b>
	<b>Application</b>	<b>(Levels 2-4: E30)</b> ~ Consults with school-age and youth about issues upon which they are interested in taking action.			
<b>E5.2 Leadership development as a mechanism to support school-age and youth in their development as change agents.</b>	<b>Application</b>	<b>(Levels 2-4: E31)</b> ~ Presents school-age and youth with opportunities to explore their capacities for contributing to the community and larger world.	<b>14</b>	<b>5K, 6G</b>	<b>5.05, 5.07</b>
<b>E5.2 Service learning projects and processes that connect youth's interests and enthusiasm with topics or causes that allow them to take action.</b>	<b>Application</b>	<b>(Levels 2-4: E31)</b> ~ Assists youth when taking action on issues they have identified as important (e.g. research projects, forming teams, finding sponsors, making plans, fundraising, and evaluation).	<b>4</b>	<b>4N 4P</b>	<b>5.03 5.05 5.07</b>
<b>E5.3 Strategies for developing school-age and youth's voice through collective discourse and actions.</b>	<b>Application</b>	<b>(Levels 2-4: E32)</b> ~ Provides opportunities for school-age and youth to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment.	<b>14</b>	<b>1G, 3G</b>	<b>3.03, 5.07</b>
<b>E5.3 Peer education and leadership development as a mechanism to support school-age and youth in their development as change agents.</b>	<b>Comprehension</b>	<b>(Levels 2-4: E32)</b> ~ Summarizes characteristics of successful peer education programs for school-age and youth.	<b>14</b>	<b>5K 6G</b>	<b>5.05 5.07</b>
	<b>Application</b>				
<b>Performance Area E6: Creates an environment of high support and high challenge to facilitate learning, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E6.1 Approaches for defining high expectations and offering an array of options with school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: E33)</b> ~ Co-creates community expectations and standards with school-age and youth that facilitate learning and development.	<b>5</b>	<b>5J</b>	<b>3.04, 4.01, 4.02</b>

	<b>Application</b>	<b>(Levels 2-4: E34)</b> ~ Encourages school-age and youth to make choices based on co-created community expectations and standards.			
<b>E6.2 Strategies for supporting school-age and youth to broaden their horizons through choices and challenges.</b>	<b>Comprehension</b>	<b>(Levels 2-4: E35)</b> ~ Differentiates between support and pressure when challenging school-age and youth to make choices when participating in new experiences.	<b>2</b>	<b>7H</b>	<b>3.04, 5.02</b>
<b>E6.3 Goal setting and outcome development with and for school-age and youth with expectations that they will be attained.</b>	<b>Application</b>	<b>(Levels 2-4: E36)</b> ~ Models high accountability toward achieving personal and professional goals.	<b>4</b>	<b>4P</b>	<b>5.07</b>
	<b>Application</b>	<b>(Levels 2-4: E37)</b> ~ Encourages school-age and youth to achieve self-defined goals and outcomes.			
<b>E6.4 Rationale, methods and approaches for developing critical thinking, decision-making, and problem solving skills.</b>	<b>Comprehension</b>	<b>(Levels 2-4: E38)</b> ~ Describes developmentally appropriate scenarios that require school-age and youth to use critical thinking, decision making, and/or problem solving skills.	<b>4</b>	<b>2A</b>	<b>3.03, 5.07</b>
<b>Performance Area E7: Recognizes that school-age and youth's attitudes, behaviors, and outcomes are both independently and interdependently developed and sustained, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E7.1 The role of multiculturalism and pluralism in society, and the messages that are communicated to school-age and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: E39)</b> ~ Compares viewpoints from a variety of cultural perspectives.		<b>3C, 3F, 10D</b>	<b>3.01</b>
	<b>Analysis</b>	<b>(Levels 2-4: E40)</b> ~ Reflects on own learning, beliefs, and values based on influences from one's background and cultural context.			
<b>E7.2 Strategies for increasing competencies, capacities, and responsibilities according to a school-age and youth individual's developmental level and ability.</b>	<b>Application</b>	<b>(Levels 2-4: E41)</b> ~ Utilizes opportunities for school-age and youth to have responsibility and to take responsibility for oneself and others that are appropriate to each individual's developmental level and ability.	<b>3</b>	<b>5K</b>	<b>3.04, 4.02, 5.07</b>
<b>E7.3 Understanding and appreciation of community building, and requisite skills for being an effective team member.</b>	<b>Comprehension</b>	<b>(Levels 2-4: E42)</b> ~ Describes the pivotal role of trust when creating a sense of community, along with the roles and responsibilities of each member when cultivating trusting relationships within a developing community.	<b>1</b>	<b>5B, 5D</b>	<b>4.01, 4.02</b>
	<b>Application</b>	<b>(Levels 2-4: E43)</b> ~ Models consistency, integrity, and trustworthiness when working with school-age and youth.			

### Content Area F – Family and Community Relationships

Professionals understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of school-age, youth, and their families.

<b>Performance Area F1: Recognizes and supports cultural difference and diverse family structures, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>F1.1 The range and variety of family structures and the challenges that families may encounter in contemporary society.</b>	<b>Knowledge</b>	<b>(Levels 2-4: F1)</b> ~ Identifies privileges, rights, and obstacles that families encounter based on their family structures.	1, 7	3N, 11P	10.01
	<b>Application</b>	<b>(Levels 2-4: F2)</b> ~ Demonstrates respect for all school-age, youth, and their families regardless of family circumstances.			
<b>F1.2 Prior learning, differing experiences, family and cultural backgrounds influence a school-age and youth’s learning and behavior.</b>	<b>Comprehension</b>	<b>(Levels 2-4: F3)</b> ~ Describes how family context and frame-of-reference influences school-age and youth development and choices.		3C	
<b>F1.3 The role of pluralism when working with school-age, youth, and families.</b>	<b>Application</b>	<b>(Levels 2-4: F4)</b> ~ Adapts practices to respect and accommodate an array of family structures that takes into account culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions.	7	3N, 9L	10.01, 13.01, 13.03
	<b>Application</b>	<b>(Levels 2-4: F5)</b> ~ Honors and respects a variety of family structures and a changing definition of “family” influenced by culture, generations, and the notion of a “chosen family.”			
<b>F 1.4 Theories of families that emphasize how family systems organize themselves to carry out the daily challenges and tasks of life while adjusting to the developmental needs of its members.</b>	<b>Comprehension</b>	<b>(Levels 2-4: F6)</b> ~ Explains how families maintain balance and organize themselves (e.g. holism, hierarchies, boundaries, interdependence, equilibrium, and homeostasis).		1A, 9B	
<b>Performance Area F2: Identifies and utilizes the adult supports needed for positive school-age and youth development, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>F2.1 Sources of adult support, social networks and support systems in the family, school, and community to proactively build assets with school-age and youth.</b>	<b>Knowledge</b>	<b>(Levels 2-4: F7)</b> ~ Recognizes the 40 Developmental Assets from the Search Institute as a model for supporting young people’s growth, and the importance of school-age and youth having healthy relationships with a multiplicity of adults.	2	3C, 9L, 9M	1.02

	<b>Knowledge</b>	<b>(Levels 2-4: F8)</b> ~ Identifies a variety of adult roles within the family, school, and community structures to provide services, supports, and opportunities for school-age and youth.			
<b>F2.2 Roles and contributions of adults from a school-age and youth individual's network in asset building, advocacy, and being an ally with school-age and youth.</b>	<b>Knowledge</b> <b>Comprehension</b>	<b>(Levels 2-4: F9)</b> ~ Identifies attributes, skills, characteristics, and qualities for adults to be beneficial allies who practice effective asset building and advocacy with school-age and youth.  <b>(Levels 2-4: F10)</b> ~ Defines the concept of school-age/youth/adult partnerships, where the goal is to provide an equal chance of utilizing skills, decision-making, and learning from one another.	<b>4</b>	<b>6C</b>	<b>4.02,</b> <b>10.02</b>
<b>F 2.3 Skills for creating a structure and network to support school-age and youth.</b>	<b>Knowledge</b> <b>Comprehension</b>	<b>(Levels 2-4: F11)</b> ~ Recognizes professional boundaries and confidentiality needs when working with families, school-age, youth, and in the community.  <b>(Levels 2-4: F12)</b> ~ Gives examples of ways to communicate and collaborate with caregivers, schools, community organizations, and referral agencies.	<b>24, 25</b>	<b>7I,</b> <b>9A,</b> <b>9L,</b> <b>11K</b>	<b>10.02,</b> <b>11.02,</b> <b>13.05,</b> <b>13.03</b>
<b>Performance Area F3: Employs practices that strengthen family and community connections, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b> <b>NAA</b> <b>IPTS</b> <b>COA</b>		
<b>F3.1 Skills for effective verbal communication including empathetic listening, establishing lines of communication, and matching communication style and level to the listener.</b>	<b>Knowledge</b> <b>Comprehension</b>	<b>(Levels 2-4: F13)</b> ~ Gives examples of effective verbal communication skills including adjusting to diverse communication styles, and languages.  <b>(Levels 2-4: F14)</b> ~ Describes how to adapt communication styles to meet a variety of situations (e.g. 1-1 communication, small group, large group, and public speaking).		<b>7D, 7I</b>	<b>3.01,</b> <b>13.03</b>
<b>F3.2 Skills for effective written communication common in school-age and youth programming (e.g. newsletters, reports, websites, press releases) including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to reader and to purpose of communication.</b>	<b>Comprehension</b> <b>Application</b>	<b>(Levels 2-4: F15)</b> ~ Describes the benefits and limitations of a variety of communication formats used to communicate with families, community organizations, and media.  <b>(Levels 2-4: F16)</b> ~ Uses a variety of communication formats to convey information in relevant situations.		<b>7C, 7I</b>	<b>10.02,</b> <b>11.01</b>
<b>F 3.3 Skills to work with others in gaining perspectives, assessing needs, solving problems, and resolving conflicts.</b>	<b>Comprehension</b> <b>Application</b>	<b>(Levels 2-4: F17)</b> ~ Summarizes a variety of collaborative tools to meet a diversity of problem solving and conflict resolution styles.  <b>(Levels 2-4: F18)</b> ~ Demonstrates an ability to use a variety of collaboration and partnership strategies to effectively interact with others.	<b>8</b>	<b>7J, 9D</b>	<b>4.02,</b> <b>11.03,</b> <b>11.04</b>

F 3.4 Role of program in the larger community context.	Knowledge	(Levels 2-4: F19) ~ Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).	25	3E, 9M	11.02
	Knowledge	(Levels 2-4: F20) ~ Identifies local organizations and opportunities that present possibilities for partnership and collaboration (e.g. neighborhood associations, PTA meetings, community gardens).			
F3.5 Opportunities for home and program collaboration and participation in family-oriented services, supports, volunteerism, and partnerships.	Comprehension	(Levels 2-4: F21) ~ Describes the family role in identifying priorities and interests in the program.	23, 24	9B, 9K	10.02
	Application	(Levels 2-4: F22) ~ Describes and utilizes conditions and supports that encourage families to participate, partner, or attend program functions/events.			
F3.6 Mechanisms to strengthen family and community connections.	Application	(Levels 2-4: F23) ~ Participates in a range of community events relevant to school-age, youth, and family interests.	25	9A, 9L, 9M	11.02
	Application	(Levels 2-4: F24) ~ Selects a range of community resources available to school-age, youth, and families.			
<b>Performance Area F4: Recognizes and collaborates with the key community institutions that impact the lives of school-age and youth, ages 5 through 16, and their families.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS NAA IPTS COA		
F4.1 Skills for managing relationships with schools, political entities, and other school-age and youth focused organizations.	Knowledge	(Levels 2-4: F25) ~ Recognizes that organizations (and groups of organizations) are a collection of parts that work together to accomplish an overall goal (or goals).	25	9A, 11B	11.02, 11.03, 11.04
	Comprehension	(Levels 2-4: F26) ~ Describes the need or reason to partner with other systems to benefit school-age, youth, and their families.			
F4.2 Roles, responsibilities, and referral procedures for typical members of school interdisciplinary teams, including those defined by law and policy, and the resources and skills that each discipline brings to the team.	Knowledge	(Levels 2-4: F27) ~ Defines the roles of school-age, youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.	36	11G, 11H	13.07
	Comprehension	(Levels 2-4: F28) ~ Articulates federal and state laws related to referral for special education or services in a range of contexts.			
	Application	(Levels 2-4: F29) ~ Adapts programming to include goals and objectives for school-age and youth with varying abilities.			
F4.3 Skills for helping families develop a capacity to navigate systems (e.g. schools, hospitals, mental health, and juvenile justice).	Knowledge	(Levels 2-4: F230) ~ Connects school-age, youth, and family needs and interests with relevant resources in the community.	23	9L, 9M	11.02
F4.4 Models of team interaction useful for accomplishing different program functions, including assessments, planning, and	Knowledge	(Levels 2-4: F31) ~ Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.	7, 25	5Q, 6M, 11F,	11.04, 13.06, 13.07

implementation, and those related to inclusion of school-age and youth with disabilities in school and community programs.	Comprehension  Comprehension	(Levels 2-4: F32) ~ Describes the general procedures, advantages, and challenges of working with a multi-disciplinary team for different purposes.  (Levels 2-4: F33) ~ Describes boundaries of professional responsibilities, protocols, and legal requirements when working/consulting with families, schools, and school-age and youth with disabilities.		11G	
F 4.5 Skills for contributing to the team process, including those related to different team roles (e.g. facilitation, consultation) and functions (e.g. goal setting, decision making, conflict resolution).	Comprehension	(Levels 2-4: F34) ~ Describes a variety of skills essential for working with a variety of teams from systems and institutions that affect school-age and youth.	25	9E	11.03, 11.04
F 4.6 Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation.	Knowledge	(Levels 2-4: F35) ~ Describes key skills for working effectively with colleagues, volunteers, and those in supervisory roles.	8	9E, 9I	
F4.7 Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for school-age, youth, families, staff, and programs.	Application	(Levels 2-4: F36) ~ Articulates a personal vision about one's role in working in partnership with other systems and institutions that affect school-age, youth, and families.	25	9A, 11B	11.02, 11.03
F4.8 Structure and rules of the political process as it affects school-age, youth, families, and programs.	Comprehension	(Levels 2-4: F37) ~ Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.	25	9A	11.02
<b>Performance Area F5: Identifies and develops an array of local allies and resources in the community, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS NAA IPTS COA		
F5.1 Components of strategic direction to include codes of ethics, values, vision, and mission.	Comprehension	(Levels 2-4: F38) ~ Compares a variety of organizational codes of ethics, visions and missions in the school-age and youth field.	31	11B, 11Q	1.01, 1.02
F5.2 Approaches and collaboration strategies for identifying relevant resources, allies, and partners in the community and acting upon community needs, issues, and common ground with a variety or network of concurring organizations and individuals.	Application	(Levels 2-4: F39) ~ Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections.	25	8B, 9A, 9L	11.01, 11.02

<b>F5.3 Skills for creating a collaborative community network with individuals and organizations embracing a similar mission.</b>	<b>Comprehension</b>	<b>(Levels 2-4: F40)</b> ~ Describes techniques for working in collaborative partnerships (e.g. exploring common ground, brainstorming, creating a shared vision, and organizing around a common interest/need).	<b>25</b>	<b>9D, 9E</b>	
<b>F5.4 Advocacy role for individuals and organizations on behalf of, and in partnership with school-age, youth, and families.</b>	<b>Comprehension</b>	<b>(Levels 2-4: F41)</b> ~ Differentiates between education and advocacy, and identifies that advocacy occurs on a continuum, with self-advocacy on one end, and policy in the public interest on the other end.	<b>25, 36</b>	<b>11N</b>	
	<b>Application</b>	<b>(Levels 2-4: F42)</b> ~ Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.			

**Content Area G – Personal and Professional Development**

Professionals identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for school-age, youth, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

<b>Performance Area G1: Establishes an articulate professional identity that includes the purpose, processes and outcomes of school-age and youth development work, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>G1.1 Perspectives on the nature of school-age and youth practice that respect the developmental, contextual, linguistic, ability, and cultural diversity of families, school-age, and youth.</b>	<b>Knowledge</b>	<b>(Levels 2-4: G1)</b> ~ Engages in self-reflection, reading, research, and understanding of foundational and current school-age and youth development issues, policies, and contexts.	<b>1</b>	<b>1A, 3C, 3N, 10C</b>	<b>3.01, 3.02, 10.01, 13.03</b>
	<b>Knowledge</b>	<b>(Levels 2-4: G2)</b> ~ Identifies the values and principles underpinning school-age and youth practice, and their impact for one’s responsibilities and activities.			
	<b>Knowledge</b>	<b>(Levels 2-4: G3)</b> ~ Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.			
<b>G1.2 Historical, philosophical, social, and regulatory foundations of school-age and youth practice to support continual personal and professional development as a practitioner and professional in the</b>	<b>Knowledge</b>	<b>(Levels 2-4: G4)</b> ~ Outlines the evolution of school-age and youth practice in Illinois, the United States, and around the world.	<b>30</b>	<b>11A, 11B</b>	
	<b>Comprehension</b>	<b>(Levels 2-4: G5)</b> ~ Summarizes federal, tribal, state, and local regulations of programs and services related to school-age and youth practice.			

field.					
<b>G1.3 Strategies to recognize, learn about, and demonstrate respect and sensitivity for the individual strengths, assets, independence and interdependence of school-age, youth, families, and team members in the context of varied developmental, contextual, linguistic ability, and cultural perspectives.</b>	<b>Application</b>	<b>(Levels 2-4: G6)</b> ~ Demonstrates respect for individual families, school-age, youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.	<b>1, 7, 8</b>	<b>3N, 11P</b>	<b>3.01, 10.01, 13.01, 13.03</b>
<b>G1.4 Adult perceptions of school-age and youth as able, valuable, responsible and capable of making a variety of personal choices and decisions.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G7)</b> ~ Articulates the concept that school-age and youth possess many untapped abilities in a multitude of areas.	<b>2, 4</b>	<b>3D, 3L</b>	<b>3.03, 3.04, 5.07</b>
	<b>Comprehension</b>	<b>(Levels 2-4: G8)</b> ~ Describes strategies that invite school-age and youth to realize their full potential.			
<b>G1.5 Influences of personal background, values, philosophies, stances, and actions on interactions with others in both personal and professional capacities.</b>	<b>Application</b>	<b>(Levels 2-4: G9)</b> ~ Routinely reflects on values, strategies, and interactions and the effects they have on relationships, programs, and environments when working with school-age and youth.	<b>1</b>	<b>3F, 10A</b>	<b>4.06</b>
<b>G1.6 Strategies to continually educate oneself about current trends in school-age and youth work in order to update one's philosophy and approaches as a professional.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G10)</b> ~ Identifies personal and professional areas of growth in order to engage in focused professional developmental opportunities.	<b>34</b>	<b>10I</b>	
<b>Performance Area G2: Utilizes self-awareness and a range of strategies to enhance workplace effectiveness through achievement of work objectives, career and personal goals, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b> <b>NAA IPTS COA</b>		
<b>G2.1 Self-assessment and problem-solving tools and strategies for reflecting on practice and evaluating one's own beliefs and actions according to professional standards.</b>	<b>Application</b>	<b>(Levels 2-4: G11)</b> ~ Consults with colleagues, supervisors, and/or participants to gain multiple perspectives about one's performance.	<b>8, 31</b>	<b>10F, 10H</b>	
	<b>Application</b>	<b>(Levels 2-4: G12)</b> ~ Uses professional resources to continually improve practice.			
<b>G2.2 Opportunities and resources for identifying areas for growth and development as a professional when working with school-age and youth.</b>	<b>Application</b>	<b>(Levels 2-4: G13)</b> ~ Seeks out professional development relationships to enhance professional growth (e.g. identifies mentors, coaches, joins professional associations or peer networks).	<b>33, 34</b>	<b>10F, 10G</b>	
<b>G2.3 Critical reflection on one's professional and educational practices from community, state, national, and global perspectives.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G14)</b> ~ Reviews and compares local and state school-age and youth standards and practices.	<b>36</b>	<b>11B</b>	

<b>G2.4 Professional resources to develop and guide a career path in school-age and youth practice.</b>	<b>Knowledge</b>	<b>(Levels 2-4: G15)</b> ~ Identifies relevant people, associations, publications and on-line resources to gather information about career options in school-age and youth work.	<b>33, 34</b>	<b>10H</b>	
	<b>Application</b>	<b>(Levels 2-4: G16)</b> ~ Utilizes career opportunities, goals, and action steps needed to achieve stated goals.			
<b>G2.5 Strategies for developing personal goals, outcomes, and action plans to align one’s current knowledge and practice with standards, effective practices, and mission of the workplace based on identified areas for growth and development.</b>	<b>Application</b>	<b>(Levels 2-4: G17)</b> ~ Aligns personal goals and outcomes with organizational mission and planning.	<b>31</b>	<b>10B</b>	<b>1.01, 1.02</b>
	<b>Application</b>	<b>(Levels 2-4: G18)</b> ~ Uses a variety of decision-making models in personal and professional practice.			
<b>G2.6 Training, coaching, and supervision opportunities to continually develop professional strengths, skills, attitudes, and knowledge.</b>	<b>Application</b>	<b>(Levels 2-4: G19)</b> ~ Participates in professional organizations and on-going professional development to enhance knowledge and skills.	<b>33, 34</b>	<b>10G, 11E</b>	
	<b>Application</b>	<b>(Levels 2-4: G20)</b> ~ Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.			
<b>Performance Area G3: Establishes connections to the wider field of school-age and youth development beyond individual job and program, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>G3.1 Opportunities for participating in development of the profession, school-age and youth field, including opportunities at the program, local, state, and national levels, and those available through professional organizations and through collegial activities in the program, or community, and other institutions.</b>	<b>Knowledge</b>	<b>(Levels 2-4: G21)</b> ~ Identifies professional organizations and explains the roles of professionals and their contributions to the field and to the community.	<b>31, 33</b>	<b>11A, 11E</b>	
	<b>Application</b>	<b>(Levels 2-4: G22)</b> ~ Participates in service, volunteer, and membership opportunities with organizations, associations, and/or systems related to the school-age and youth field.			
<b>G3.2 Opportunities and resources for training and professional development, including those available through professional literature, organizations, websites, program, local, state, and national agencies or entities, and colleges and universities.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G23)</b> ~ Describes the purpose of, and identifies options for, professional growth activities.	<b>33, 34</b>	<b>10A, 10B</b>	
	<b>Comprehension</b>	<b>(Levels 2-4: G24)</b> ~ Identifies online resources for professional development (e.g. webinars, distance learning).			

<b>G3.3 Commitment and opportunities to contribute to the knowledge base and practice related to the school-age and youth field.</b>	<b>Application</b>	<b>(Levels 2-4: G25)</b> ~ Identifies strategies to apply professional knowledge in the field to seek new projects or programs.	<b>31</b>	<b>10H, 11I</b>	
<b>Performance Area G4: Fulfills the legal, regulatory, and ethical requirements relevant to school-age practice, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b> <b>NAA IPTS COA</b>		
<b>G4.1 Strategies for adhering to recognized codes of ethics to maintain the public's trust through honest, truthful, and responsible transactions, partnerships, and relationships.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G26)</b> ~ Describes the key components of relevant codes of ethics for the school-age and youth field and ways the codes of ethics can be used to guide professional practices.	<b>31</b>	<b>11J</b>	
<b>G4.2 Certification, licensing, and supervision requirements and/or local, state and national standards for working in the school-age and youth field.</b>	<b>Knowledge</b>	<b>(Levels 2-4: G27)</b> ~ Identifies the necessary, desired, and useful skill sets for working with school-age and youth.	<b>31</b>	<b>10C</b>	
<b>G4.3 Accountability systems and processes for honoring the rights of school-age and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: G28)</b> ~ Describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families, school-age, and youth (e.g. right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).	<b>29</b>	<b>11D, 11F, 11K, 11Q</b>	<b>13.01 13.02, 13.03, 13.04, 13.05, 13.06, 13.07</b>

### Content Area H – Program and Agency Governance and Function

Professionals understand their responsibility to maintain accurate documentation for group, program, and financial requirements. Professionals monitor daily program operations, as well as employ strategies which include implementation of risk and crisis management of facility, participants, and staff. Professionals engage in day-to-day supervision, through shared leadership and decision-making practices, of facilities, staff, volunteers, and resources to ensure communication and implementation of agency policies and procedures.

<b>Performance Area H1: Maintains accurate documentation for group, program, and fiscal requirements, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b> <b>NAA IPTS COA</b>		
<b>H1.1 Accurate information and maintenance of files regarding program, personnel files, volunteers, school-age and youth.</b>	<b>Knowledge</b>	<b>(Levels 2-4: H1)</b> ~ Identifies paper and/or electronic recording systems used to maintain accurate documentation.	<b>35</b>	<b>11B, 11K</b>	<b>2.03, 9.07</b>
	<b>Comprehension</b>	<b>(Levels 2-4: H2)</b> ~ Describes methods for accurate record keeping including only essential and relevant information (e.g. registration			

		forms, emergency contact information, special and/or medical needs, permission forms).			
<b>H1.2 Security of information on program, personnel, school-age, and youth.</b>	<b>Comprehension</b>	<b>(Levels 2-4: H3)</b> ~ Describes the differences between privacy, confidentiality, and restricted information.	<b>35</b>	<b>11J, 11K</b>	<b>13.04, 13.05, 13.06</b>
	<b>Application</b>	<b>(Levels 2-4: H4)</b> ~ Follows policies and procedures to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.			
<b>H1.3 Accepted financial, budgeting, and accounting practices that include planning, management, and oversight.</b>	<b>Knowledge</b>	<b>(Levels 2-4: H5)</b> ~ Names resources for supporting financial needs of programs.	<b>36</b>	<b>4N, 11B, 11C</b>	
	<b>Application</b>	<b>(Levels 2-4: H6)</b> ~ Follows policies and procedures for gaining approval and documenting the use of program resources.			
	<b>Application</b>	<b>(Levels 2-4: H7)</b> ~ Contributes to creating a program budget, when appropriate.			
<b>Performance Area H2: Employs risk and crisis management of facility, participants, and staff, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>H2.1 Identification of risks, and reduction of potential loss and liability.</b>	<b>Comprehension</b>	<b>(Levels 2-4: H8)</b> ~ Identifies potential operational risks and specifies ways to reduce or eliminate them.	<b>29</b>	<b>11D, 11K</b>	<b>9.01, 9.02, 9.09</b>
	<b>Application</b>	<b>(Levels 2-4: H9)</b> ~ Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements.			
<b>H2.2 Practices to protect assets (e.g. compliance with legal requirements, insurance and liability issues, health and safety, employment practices, participants' rights, conflict of interest, and interagency collaborations).</b>	<b>Application</b>	<b>(Levels 2-4: H10)</b> ~ Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.	<b>17, 29</b>	<b>11C, 11K</b>	<b>9.03, 9.05, 9.07, 9.08</b>
<b>H2.3 Local, state, and national licensing, accreditation, and certification criteria.</b>	<b>Comprehension</b>	<b>(Levels 2-4: H11)</b> ~ Differentiates between licensing, accreditation, certification, and registration.		<b>11A</b>	
	<b>Comprehension</b>	<b>(Levels 2-4: H12)</b> ~ Articulates relevant local and state licensing, accreditation and certification criteria for school-age and youth workers.			
<b>Performance Area H3: Enacts day-to-day supervision of facilities, staff, volunteers, and resources, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>H3.1 Support and oversight of school-age, youth, programming, and resources.</b>	<b>Application</b>	<b>(Levels 2-4: H13)</b> ~ Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization.	<b>22, 34</b>	<b>9I, 9S,</b>	<b>12.01 12.02,</b>

	<b>Application</b>	<b>(Levels 2-4: H14)</b> ~ Participates in regular activities with supervisors and staff designed to increase communication, support growth, and encourage accountability (e.g. staff meetings, 1-1 conferences with supervisors and staff).		<b>11C, 11K</b>	<b>12.03, 12.04, 12.05</b>
<b>H3.2 Staff &amp; volunteer orientation, supervision, and relevant training designed to empower, gain skills, and ensure that the program operates in a manner in line with its mission, philosophy, policies, and procedures.</b>	<b>Application</b>	<b>(Levels 2-4: H15)</b> ~ Obtains required relevant certifications and training (e.g. CPR, universal precautions, and first aid).	<b>31</b>	<b>10G</b>	<b>9.11</b>
<b>Performance Area H4: Ensures communication and implementation of agency policies, and procedures, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>H4.1 Communication strategies to convey required, relevant, and important information to school-age, youth, families, community members, staff, and supervisory entities.</b>	<b>Application</b>	<b>(Levels 2-4: H16)</b> ~ Collaborates with supervisors and colleagues to disseminate information to school-age, youth, families, and the community.	<b>8, 24</b>	<b>9A</b>	<b>10.02, 10.03, 11.01</b>
<b>H4.2 Applicable laws, regulations, guidelines, and codes, including those related to health and safety.</b>	<b>Application</b>	<b>(Levels 2-4: H17)</b> ~ Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling).	<b>29, 30</b>	<b>11J</b>	<b>8.03 8.04, 8.06 12.02</b>
<b>Performance Area H5: Establishes shared leadership and decision-making practices, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>H5.1 Models, processes, and strategies to create a culture that promotes excellence, satisfaction, and positive outcomes.</b>	<b>Application</b>	<b>(Levels 2-4: H18)</b> ~ Partners with supervisors, managers, and colleagues to implement a continuous improvement process.	<b>8</b>	<b>9I, 9S</b>	<b>1.02</b>
<b>H5.2 Strategic planning intent, methods, and processes to determine direction, focus organizational resources, program delivery, and determining progress/success.</b>	<b>Comprehension</b>	<b>(Levels 2-4: H19)</b> ~ Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.	<b>36</b>	<b>11B</b>	<b>1.02</b>
<b>H5.3 Collaborative practices with staff, families, school-age, youth, and community members.</b>	<b>Application</b>	<b>(Levels 2-4: H20)</b> ~ Demonstrates collaborative and teamwork skills when working with school-age, youth, colleagues, supervisors, families, and community members (e.g. group/community focus, respecting a diversity of perspectives).	<b>28</b>	<b>9E, 9L</b>	<b>3.01, 5.05 10.02 11.04</b>

	<b>Application</b>	<b>(Levels 2-4: H21)</b> ~ Participates in action planning with relevant stakeholders when responsible for achieving particular goals and outcomes.			
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**Content Area I – Advocacy and Policy**

Professionals ensure that the rights of school-age and youth are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of school-age and youth, working with young people and with peers, colleagues, and other stakeholders.

<b>Performance Area I1: Ensures that the rights of school-age and youth, ages 5 through 16, are promoted and upheld.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>11.1 Personal and professional commitment to maintaining openness and sensitivity to wide-ranging issues of diversity in a pluralistic society.</b>	<b>Application</b>	<b>(Levels 2-4: I1)</b> ~ Honors the varied backgrounds and identities of all school-age, youth, and families.	1, 7	3F, 3N	3.01, 3.02 10.01
<b>11.2 School-age and youth rights philosophies, perceptions, issues, and challenges.</b>	<b>Knowledge</b>	<b>(Levels 2-4: I2)</b> ~ Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adulthood, ageism, and fear of young people (ephebiphobia).	1, 5	3E	13.01
<b>11.3 Commitment to rights of school-age and youth through practices, procedures, strategies, and planning.</b>	<b>Application</b>	<b>(Levels 2-4: I3)</b> ~ Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions.	2, 17	5G, 5K	4.04, 5.04, 5.05, 5.07
	<b>Application</b>	<b>(Levels 2-4: I4)</b> ~ Employs practices to support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).			
<b>Performance Area I2: Recognizes implications of local, state, and national trends and policies with regard to professional practice, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>12.1 Impacts of historical and current public policies at the local, state, and federal levels on school-age, youth, and families.</b>	<b>Comprehension</b>	<b>(Levels 2-4: I5)</b> ~ Recognizes that public policy decisions influence attitudes, actions, and daily programming with school-age and youth.		9A	
	<b>Comprehension</b>	<b>(Levels 2-4: I6)</b> ~ Articulates the role advocacy can play in public policy decisions.			

I2.2 Policy influence and development strategies as an individual, professional, and in recognized professional organizations (e.g. professional associations).	Application	(Levels 2-4: I7) ~ Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice.	25	11N	
I2.3 Policies and practices of systems of influence in the lives of school-age and youth (e.g. formal and non-formal education, juvenile justice, welfare).	Comprehension	(Levels 2-4: I8) ~ Explains the immediate impact of education, policing, and welfare systems on the lives of school-age, youth, and families.		9A	
<b>Performance Area I3: Utilizes experience, knowledge, and research to plan and lead change at a range of levels, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS NAA IPTS COA		
I3.1 Research and emerging trends regarding holistic and systemic approaches to improving developmental and long-term outcomes for school-age and youth.	Comprehension	(Levels 2-4: I9) ~ Reviews current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.	2	10C, 10E	
I3.2 Structure and rules of the political process as it affects school-age, youth, families, and programs.	Knowledge	(Levels 2-4: I10) ~ Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth.	25	9A	
I3.3 Approaches and collaboration strategies for identifying relevant resources, allies, and partners in the community and acting upon community needs, issues, and common ground with a variety or network of concurring organizations and individuals.	Comprehension	(Levels 2-4: I11) ~ Compares a variety of tools that may be used to conduct community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping).	25	8B, 9A, 9L	11.02
	Application	(Levels 2-4: I12) ~ Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections.			
I3.4 Skills for creating a collaborative community network with individuals and organizations embracing a similar mission.	Comprehension	(Levels 2-4: I13) ~ Describes techniques for working in collaborative partnerships (e.g. exploring common ground, brainstorming, creating a shared vision, and organizing around a common interest or need).	25	9D, 9E	11.01, 11.03, 11.04
I3.5 Advocacy role for individuals and organizations on behalf of, and in partnership with school-age, youth, and, and families.	Knowledge	(Levels 2-4: I14) ~ Describes how advocacy occurs on a continuum, with self-advocacy on one end, and policy in the public interest on the other end.	25, 28	11N	
	Comprehension	(Levels 2-4: I15) ~ Differentiates between education, advocacy, and lobbying.			
	Application	(Levels 2-4: I16) ~ Identifies situations where education and/or advocacy is called for, and communicates an action plan for			

		addressing a need.			
<b>Performance Area I4: Advocates with and on behalf of school-age and youth, ages 5 through 16, with peers, colleagues, and other stakeholders.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
I4.1 Commitment and opportunities to raise awareness, understanding and action steps regarding school-age, youth, and family strengths, issues, needs, and challenges.	Comprehension	(Levels 2-4: I17) ~ Demonstrates knowledge of school-age, youth, and family advocacy issues.	7, 24	9A, 10G,	
	Application	(Levels 2-4: I18) ~ Discusses ideas related to school-age and youth rights, abilities, and needs with colleagues, families, volunteers, school-age, and youth.			
I4.2 Opportunities to educate and advocate on behalf of school-age and youth's rights.	Application	(Levels 2-4: I19) ~ Joins with others (e.g. colleagues, organizations, school-age and youth) to advocate for school-age and youth's rights in the community.	25	11E, 11N	
I4.3 Opportunities, supports, and strategies to balance communities contributing to school-age and youth with school-age and youth contributing communities.	Application	(Levels 2-4: I20) Participates in school-age and youth adult partnerships.	2, 3	5k 5n	3.03 3.04 5.07
	Application	(Levels 2-4: I21) Supports school-age and youth as leaders within the program, organization, and when involved in community projects.			
I4.4 Intentional approaches for partnering with youth to advocate and take action on issues that connect to their lived experiences.	Application	(Levels 2-4: I22) ~ Provides planned opportunities with school-age and youth for formal leadership training connected to concrete experiences (e.g. authentic leadership opportunities within the program and organization).	14, 28	4C 4N	5.07

### Content Area A – Human Growth and Development

School-Age and Youth Development practitioners use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with school-age and youth. Practitioners have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of school-age and youth practice. The capabilities of the school-age and youth practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual development and the important contexts within which school-age and youth grow and learn. Practitioners view development knowledge, and the associated values, as the core of their professional practice. Practitioners use their values, understanding and skills for planning and implementing learning interactions and programs.

<b>Performance Area A1: Employs knowledge of concepts, principles, and theories of development and learning, ages 5 through 16, to provide cohesive learning relationships and environments that are appropriate individually, developmentally and socially.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A1.1 Concepts and principles of human growth and development and major theories and theorists that guide the study and practice related to school-age and youth ages 5 through 16, including stage theories, brain research, human sexuality, and moral and social development.</b>	<b>Analysis</b>	<b>(Level 5: A1)</b> ~ Compares and summarizes the major development theories for school-age and youth.	2	2A, 2E	5.01, 5.02, 5.03, 5.04, 5.05, 5.06
	<b>Synthesis</b>	<b>(Level 5: A2)</b> ~ Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.			
	<b>Synthesis</b>	<b>(Level 5: A3)</b> ~ Designs a learning environment appropriate to a developmentally diverse population of school-age and youth.			
<b>A1.2 Concepts and theories of adolescent social and emotional development including Social and Emotional learning (SEL), resilience theory, and asset development.</b>	<b>Application</b>	<b>(Level 5: A4)</b> ~ Sequences and employs activities to support the development of assets and Social and Emotional (SEL) competencies.	14	2E, 2G	3.04
	<b>Evaluation</b>	<b>(Level 5: A5)</b> ~ Summarizes school-age and youth social and emotional development and offers recommendations for support/interventions to initiate progress.			
<b>A1.3 Characteristics of social and physical environments that influence school-age and youth development, including those related to culture, language, and socioeconomic factors in family, community, and programs.</b>	<b>Synthesis</b>	<b>(Level 5: A6)</b> ~ Designs a learning setting to accommodate expectations based on the knowledge of school-age and youths' culture, language, socioeconomic and environmental factors.	12, 14	3B, 3C	5.03
<b>A1.4 Basic health, safety, and fitness needs of school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: A7)</b> ~ Formulates a checklist of developmentally appropriate attributes and activities to enhance health, safety, and fitness for school-age and youth.	14, 17	1F, 2E	8.01, 8.02, 9.01, 9.02
		<b>(Level 5: A8)</b> ~ Compares and contrasts existing programs (including			

	<b>Evaluation</b>	those that are evidence-based) for health, safety, and fitness attributes & activities for school-age and youth.			
<b>A1.5 Alignment of interventions, and selection of materials to accommodate developmental, individual, and social needs of school-age and youth.</b>	<b>Evaluation</b>	<b>(Level 5: A9)</b> ~ Rates a variety of established materials, strategies, technologies, and processes that meet developmental, individual, and social needs of school-age and youth.	<b>15</b>	<b>1F</b>	<b>5.06</b>
<b>Performance Area A2: Recognizes philosophies of practices (e.g. school-age and youth development, constructivism) that lead to individual interventions and programmatic responses that provide appropriate services, supports and opportunities, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A2.1 Paradigms of teaching and learning to include Behaviorism, Cognitivism, Constructivism, Design-Based, and Humanism.</b>	<b>Comprehension</b>	<b>(Level 5: A10)</b> ~ Compares and contrasts a variety of teaching and learning paradigms.	<b>28</b>	<b>1A</b>	
	<b>Synthesis</b>	<b>(Level 5: A11)</b> ~ Composes a philosophy of practice for working with school-age and youth.			
	<b>Synthesis</b>	<b>(Level 5: A12)</b> ~ Outlines and implements interventions and strategies for working with school-age and youth based on one's philosophy of practice.			
<b>A2.2 Theory and practice of school-age and youth development to assist school-age and youth in meeting basic personal and social needs, and to build skills to function and contribute successfully in daily life.</b>	<b>Application</b>	<b>(Level 5: A13)</b> ~ Employs strategies consistent with one's professional philosophy and stance for school-age and youth work.		<b>1A</b>	
	<b>Synthesis</b>	<b>(Level 5: A14)</b> ~ Develops a professional stance for working with school-age and youth based on prevailing strength-based and empowerment school-age and youth development theories.			
<b>A2.3 Methodologies to support individual developmental needs that may include inquiry, project based, experiential, adventure, service learning, direct instruction, learner centered approaches, and others.</b>	<b>Application</b>	<b>(Level 5: A15)</b> ~ Adapts materials, activities, and programs based on the school-age and youths' developmental level and prior learning, and implements adaptations with school-age and youth.	<b>13, 14</b>	<b>4D, 4L, 6F</b>	<b>5.01, 5.03, 5.04, 5.05</b>
	<b>Evaluation</b>	<b>(Level 5: A16)</b> ~ Summarizes the effectiveness of activities and programs used with school-age and youth that are based on proven methodologies.			
<b>Performance Area A3: Recognizes differences in personalities, dispositions and development in school-age and youth, ages 5 through 16, and the ways in which those differences impact their capacities, needs and program participation.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>A3.1 Correlation of temperament, behavior, and identity with constructs of physical, social, and</b>	<b>Application</b>	<b>(Level 5: A17)</b> ~ Creates a physically and emotionally safe environment that is unique to the developmental levels of school-age and youth to support healthy exploration, learning, and relationship	<b>17, 18</b>	<b>5A, 5K</b>	<b>4.01, 4.02,</b>

emotional development.		building.			4.03, 4.04, 4.06
<b>A3.2 Adaptations of service to correspond with developmental needs and capabilities of school-age and youth.</b>	<b>Evaluation</b>	<b>(Level 5: A18)</b> ~ Sequences and modifies activities, processes, and programs based on age and developmental levels of school-age and youth.	14	2E, 4D, 4J	5.01
<b>A3.3 Variety of learning styles to include Multiple Intelligences, Visual/Auditory/Kinesthetic, and Hemispheric.</b>	<b>Comprehension</b>	<b>(Level 5: A19)</b> ~ Distinguishes between one's own learning preferences and facilitation styles.	2, 14	3D, 3H, 3L, 4M	5.01, 5.03
	<b>Application</b>	<b>(Level 5: A20)</b> ~ Assists school-age and youth to identify their own learning style preferences.			
	<b>Application</b>	<b>(Level 5: A21)</b> ~ Adapts activities, services, supports, and opportunities to meet a variety of learning styles for school-age and youth.			
<b>A3.4 Influence of culture, health, and personality on participation and necessary supports for school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: A22)</b> ~ Collaborates with families, school-age, and youth to design activities that reflect, support, and are suited to the styles, abilities, interests, ages, languages, and cultures of school-age and youth.	7, 23	3F, 3I, 9K	5.05, 10.02
	<b>Analysis</b>	<b>(Level 5: A23)</b> ~ Summarizes the role of cultural bias on human development, and the influence of one's own cultural perspectives/biases when working with school-age, youth, and families.			
<b>A3.5 Assessment of emotional, social, and physical health of school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: A24)</b> ~ Describes ways to ameliorate the effects of labeling or stereotyping of school-age and youth in terms of cultural, linguistic, and ability diversity.	2	3G, 5A 5E	4.01, 4.02, 4.04
	<b>Application</b>	<b>(Level 5: A25)</b> ~ Manages the learning environment and strategies to meet the unique needs of all school-age and youth.			
<b>Performance Area A4: Identifies the variety of potentials and risks individuals have that may require special services and program adaptations to serve all school-age and youth, ages 5 through 16, regardless of their cognitive, social, physical, behavioral and learning abilities.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>A4.1 Physical, social, and environmental protective and risk factors that influence development and learning for school-age and youth.</b>	<b>Analysis</b>	<b>(Level 5: A26)</b> ~ Recognizes the physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.	2	2E, 3C	
	<b>Application</b>	<b>(Level 5: A27)</b> ~ Adapts interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.			

	<b>Synthesis</b>	<b>(Level 5: A28)</b> ~ Anticipates the interaction between physical, social and environmental assets and risks and biological factors, and their effect on school-age and youth.			
<b>A4.2 Spectrum of physical, cognitive and emotional abilities that include standard and non-standard, normative and non-normative patterns for school-age and youth.</b>	<b>Analysis</b>	<b>(Level 5: A29)</b> ~ Recognizes the etiologies and characteristics of common disabilities.	<b>2, 24</b>	<b>2F, 9L</b>	<b>5.03, 10.02, 10.03, 13.07</b>
	<b>Application</b>	<b>(Level 5: A30)</b> ~ Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g. academic, social, athletic)			
	<b>Application</b>	<b>(Level 5: A31)</b> ~ Collaborates with families and schools to discern the physical, cognitive and emotional needs of school-age and youth.			
<b>A4.3 Adaptations and accommodations for school-age and youth according to their unique abilities.</b>	<b>Application</b>	<b>(Level 5: A32)</b> ~ Recognizes ADA guidelines as a baseline for accessibility standards and modifies the activity and learning environment to accommodate individual physical, cognitive, and emotional needs of school-age and youth.	<b>2, 4</b>	<b>1M, 3L, 3M</b>	<b>13.07</b>
	<b>Synthesis</b>	<b>(Level 5: A33)</b> ~ Assists school-age and youth in setting and achieving goals that suit their physical, social, emotional, and cognitive abilities.			
<b>Performance Area A5: Employs a strengths-based approach to support the maximum growth and learning potential of all school-age and youth, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>A5.1 Concepts and theories that support school-age and youth development to include resilience theory, social and emotional learning, zone of proximal development, and asset-based approaches.</b>	<b>Analysis</b>	<b>(Level 5: A34)</b> ~ Compares theories and concepts of school-age and youth development with one's frame-of-reference.	<b>5</b>	<b>2A, 10A</b>	
	<b>Evaluation</b>	<b>(Level 5: A35)</b> ~ Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.			
<b>A5.2 Scaffolding of techniques and methodologies to develop leadership and empowerment with school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: A36)</b> ~ Designs a scope and sequence of processes, concepts, and activities to intentionally develop leadership skills and create an environment that invites school-age and youth empowerment.	<b>3, 14</b>	<b>1C, 1L, 4J</b>	<b>3.03, 3.04, 5.05</b>
	<b>Synthesis</b>	<b>(Level 5: A37)</b> ~ Develops and implements an exploration of strategies for school-age and youth to capitalize on their strengths to address real and perceived biases and barriers.			

<b>A5.3 Challenges and barriers for school-age and youth that include adultism, structural bias, and a culture of fear.</b>	<b>Comprehension</b>	<b>(Level 5: A38)</b> ~ Examines the history and development of zero tolerance policies and the cumulative effects on practices when working with school-age and youth.	<b>1</b>	<b>2D, 3C, 3E, 5D</b>	
	<b>Application</b>	<b>(Level 5: A39)</b> ~ Identifies specific structural cases, causes, and outcomes of obstacles for school-age and youth, such as zero tolerance policies, that make it difficult for young people to reach their potential.			
	<b>Synthesis</b>	<b>(Level 5: A40)</b> ~ Prepares a personal awareness plan for perceiving and acting on structural barriers that affect school-age and youth.			
<b>A5.4 Initiatives and concepts that support and provide opportunities for young people, including school-age and youth empowerment, positive school-age and youth development, leadership and asset building.</b>	<b>Application</b>	<b>(Level 5: A41)</b> ~ Partners with school-age, youth, families, community members, and colleagues to intentionally help school-age and youth build assets.	<b>1, 3</b>	<b>3G, 9L</b>	<b>3.04 10.03</b>
	<b>Synthesis</b>	<b>(Level 5: A42)</b> ~ Incorporates and integrates various methods for creating an environment that values young people, and provides supports for school-age and youth to develop leadership and life skills.			
<b>A5.5 Creating an environment that invites school-age and youth to explore their strengths and potentials that is non-judgmental, accepting, and celebratory.</b>	<b>Application</b>	<b>(Level 5: A43)</b> ~ Develops and implements strategies for creating an environment that values young people, and where school-age and youth can explore interests, cultivate skills, and feel free to take healthy risks to expand their learning.	<b>11, 12, 14</b>	<b>5K, 5N</b>	<b>5.02, 5.04, 5.07</b>

## Content Area B – Health, Safety, and Well-Being

Professionals (Practitioners) understand that physical health, mental health, and safety are the foundations for development and learning in school-age and youth. They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of school-age and youth. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for school-age and youth to learn habits that will ensure their health and safety.

<b>Performance Area B1: Recognizes all aspects of relationships and programs that provide physical and emotional safety to school-age and youth, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>B1.1 Current regulations, standards and guidelines related to safe environments for school-age and youth (e.g., procedures for accident prevention and response, transportation, supervision, health and hygiene, security, and mandated reporting).</b>	<b>Application</b>	<b>(Level 5: B1)</b> ~ Implements strategies to enhance and increase the health, safety, and well-being of school-age and youth based on local/state/federal standards, regulations, and guidelines.	<b>29, 30</b>	<b>11C, 11D, 11J</b>	<b>8.01 – 8.08</b>  <b>and</b> <b>9.01 – 9.11</b>
	<b>Synthesis</b>	<b>(Level 5: B2)</b> ~ Develops and implements protocols aligned with local, state, and federal standards, regulations, and guidelines to address, prevent, and respond to the health and safety needs of school-age and youth.			
<b>B1.2 Standards and protocols for managing and assisting school-age and youth in crisis (e.g. those living in crisis situations, suicide, mental health, substance abuse, run away, pregnancy, sexual assault).</b>	<b>Application</b>	<b>(Level 5: B3)</b> ~ Implements protocols for addressing mental health issues with school-age, youth, and families.	<b>36</b>	<b>9B, 9H, 9L</b>	<b>3.01, 4.05, 6.01</b>
	<b>Synthesis</b>	<b>(Level 5: B4)</b> ~ Develops procedures for educating school-age and youth about their rights, options, and resources when in crisis (e.g. when and where to solicit help, hotlines).			
	<b>Synthesis</b>	<b>(Level 5: B5)</b> ~ Co-creates and implements a process with staff, school-age, youth, and families that is inviting and supportive so that participants feel safe to ask for help when in need.			
<b>B1.3 School-age and youth centered approaches for building on positive aspects of self-image and developing self-esteem.</b>	<b>Comprehension</b>	<b>(Level 5: B6)</b> ~ Analyzes school-age and youth settings for all areas that are inviting and disinviting to school-age and youth (e.g. peer/staff communications, curriculum, and items on the wall, rules, cleanliness, and roles of youth).	<b>1, 17</b>	<b>5A, 5D, 5L</b>	<b>3.04, 6.01</b>
	<b>Application</b>	<b>(Level 5: B7)</b> ~ Establishes a standard of collaborative leadership where school-age and youth can learn collaborative skills and practice being a “leader among leaders.”			
	<b>Application</b>	<b>(Level 5: B8)</b> ~ Develops and/or implements actions to strengthen or modify practices so they are inviting to school-age and youth.			
<b>B1.4 Intentional community</b>		<b>(Level 5: B9)</b> ~ Utilizes practices that create emotionally safe			



<b>B2.4 Strategies for exploring choices, ethical decision making, and healthy risk taking with school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: B18)</b> ~ Constructs a framework for creating a non-judgmental environment for school-age and youth to solve problems, practice making ethical choices from a range of options, and evaluate risks and consequences of their choices.	<b>5, 13</b>	<b>5K, 5L</b>	<b>3.03, 3.04</b>
<b>Performance Area B3: Recognizes how school-age and youth, ages 5 through 16, explore, develop and sustain their values and beliefs.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B3.1 Methods for creating an environment for school-age and youth that involves responsibility and accountability to others, and inspires thoughtful exploration of beliefs through dialogue and self-discovery.</b>	<b>Application</b>	<b>(Level 5: B19)</b> ~ Provides opportunities for school-age and youth to practice peer teaching and learning skills (e.g. cooperative learning, group work, peer tutoring, peer mediation).	<b>6, 14</b>	<b>4N, 5K</b>	<b>4.02, 5.07</b>
	<b>Synthesis</b>	<b>(Level 5: B20)</b> ~ Outlines and implements experiential approaches to engage school-age and youth in explorations of life skills (e.g. cooperation, autonomy, integrity, organization, perseverance, ethics).			
<b>B3.2 Strategies for recognizing, exploring and teaching healthy risk taking and resistance skills.</b>	<b>Application</b>	<b>(Level 5: B21)</b> ~ Implements strategies to guide school-age and youth to use resistance skills while keeping their friends, make/value their decisions, and feel good about their choices.	<b>3, 5</b>	<b>4N, 5K, 6G</b>	<b>3.04, 4.02</b>
	<b>Evaluation</b>	<b>(Level 5: B22)</b> ~ Develops and/or implements strategies to help school-age and youth evaluate a continuum of risk and the positive or negative consequences of risk taking at a variety of levels.			
<b>B3.3 Recognition of targeted messages from the media and society that influence the thinking, emotions, and behaviors of school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: B23)</b> ~ Integrates media literacy awareness and strategies throughout the programs for school-age and youth, where appropriate.	<b>14</b>	<b>1B, 1G, 1L, 6G</b>	<b>3.03</b>
	<b>Application</b>	<b>(Level 5: B24)</b> ~ Uses inquiry based approaches that encourage school-age and youth to recognize, critically question and/or analyze media messages.			
<b>Performance Area B4: Establishes principles and implements practice that supports equality and social justice to celebrate the positive benefits of racial, ethnic, religious, class, ability, sexuality, and gender diversity in a pluralistic society, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B4.1 Facilitate in creating an environment that strengthens the individual in the context of the group whereby school-age and youth support each other as they explore their identities as unique individuals.</b>	<b>Application</b>	<b>(Level 5: B25)</b> ~ Identifies, and constructively challenges, policies and procedures which create an exclusive or negative environment.	<b>5, 7, 25</b>	<b>3G, 3N, 5H</b>	<b>3.01, 4.01, 4.06, 13.02</b>
	<b>Application</b>	<b>(Level 5: B26)</b> ~ Collectively creates and implements agreements for establishing a culture in the program based on dignity and respect.			
	<b>Synthesis</b>	<b>(Level 5: B27)</b> ~ Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting with diverse school-age, youth, families, staff, and community.			

<b>B4.2 Techniques for bridging differences that arise from misunderstanding, miscommunication, bias, or conflict between and among people of varying backgrounds.</b>	<b>Application</b>	<b>(Level 5: B28)</b> ~ Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.	<b>2, 5</b>	<b>5G, 5K, 7J</b>	<b>3.02, 4.02, 4.04</b>
	<b>Application</b>	<b>(Level 5: B29)</b> ~ Facilitates nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.			
	<b>Analysis</b>	<b>(Level 5: B30)</b> ~ Matches responses to conflict based on the situation and developmental levels of school-age and youth, to include conflict management, resolution, transformation, restoration, and mediation.			
<b>B4.3 Responses to privilege, power, and oppression, and how they are exhibited in the program and between people.</b>	<b>Synthesis</b>	<b>(Level 5: B31)</b> ~ Prepares an array of strategies for preventing and responding to messages and behaviors that convey disrespect, intolerance and misunderstanding of self and others.	<b>5</b>	<b>3G, 5K, 5L</b>	<b>4.04, 5.07</b>
	<b>Synthesis</b>	<b>(Level 5: B32)</b> ~ Cultivates a learning environment where school-age and youth participate democratically, are engaged in issues that affect their lives, and craft solutions to relevant problems.			
<b>Performance Area B5: Identifies the building blocks of positive identity and how to maximize potential in school-age and youth, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA IPTS COA</b>		
<b>B5.1 Policies, places, programs, and processes specifically designed to invite school-age and youth to explore and build a positive self-concept.</b>	<b>Application</b>	<b>(Level 5: B33)</b> ~ Co-creates situations and programs with school-age and youth that are school-age and youth centered and amplifies opportunities for empowerment.	<b>14, 28</b>	<b>2H, 2I, 4L</b>	<b>5.03, 5.05</b>
	<b>Synthesis</b>	<b>(Level 5: B34)</b> ~ Designs and implements experiential learning opportunities that build on school-age and youth's strengths and prior knowledge.			
	<b>Synthesis</b>	<b>(Level 5: B35)</b> ~ Implements intentional structured skill-building opportunities so that school-age and youth's learning is supported and systematic.			
<b>B5.2 Attitudes, practices, and protocols to permeate the environment with positive regard, recognition, and mutual respect.</b>	<b>Synthesis</b>	<b>(Level 5: B36)</b> ~ Co-develops, implements and/or manages protocols to ensure that all people are treated with care, consideration, appreciation, and respect.	<b>36</b>	<b>3G, 3N, 11Q</b>	<b>4.01</b>
<b>B5.3 Strategies to engage school-age and youth in self-reflection.</b>	<b>Knowledge</b>	<b>(Level 5: B37)</b> ~ Describes a variety of methods to stimulate critical thought and reflection.	<b>14</b>	<b>6G, 10A</b>	<b>3.03</b>
	<b>Application</b>	<b>(Level 5: B38)</b> ~ Develops and/or implements a variety of self-reflection strategies (e.g. dialogue, journaling, blogging)			
<b>B5.4 Strategies and processes for creating enriched environments for school-age and youth to explore</b>	<b>Application</b>	<b>(Level 5: B39)</b> ~ Designs activities to support school-age and youth in building social and emotional intelligence.	<b>14</b>	<b>2A, 2G</b>	<b>4.02</b>

and investigate different roles and identities.	Synthesis	(Level 5: B40) ~ Develops and implements strategies for school-age and youth to work on forming a personal identity through the exploration of “otherness”, by interpreting self and others.			
<b>Performance Area B6: Assist school-age and youth, ages 5 through 16, to express and achieve positive goals in personal relationships, families, groups, school and the world of work.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
B6.1 Social and emotional learning competencies to include self-awareness, social awareness, self-management, relationship skills, and responsible decision making.	Application	(Level 5: B41) ~ Articulates and incorporates the concepts of emotional intelligence into daily practice.	29	1A, 5A, 5R	3.01
	Synthesis	(Level 5: B42) ~ Structures program policies and develops practices to support social and emotional learning through creation of a setting that is safe, caring, well-managed and participatory.			
B6.2 Strategies to give school-age and youth support and opportunities that will assist them in achieving healthy long-term outcomes (e.g. healthy family/social relationships, contributor to community economic self-sufficiency).	Comprehension	(Level 5: B43) ~ Describes relevant research to support school-age and youth development goals.	2, 14	4J, 10E	3.02, 5.07
	Synthesis	(Level 5: B44) ~ Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.			
B6.3 Activities, processes, and strategies for school-age and youth to explore the concepts of success and failure – and how to respond to each.	Application	(Level 5: B45) ~ Engages in activities and teachable/learnable moments that support school-age and youth to explore their comfort zones, and how to take healthy risks (e.g. making and learning from mistakes) in order to grow as human beings.	12, 13	1J, 1L, 5D	5.02, 5.07
	Application	(Level 5: B46) ~ Assists school-age and youth to identify, interpret, and critically evaluate messages from advertising and popular culture that stigmatize people (e.g. according to income, power, popularity, physical attributes).			
B6.4 Methods for assisting school-age and youth in the art of strategic thinking and goal setting to influence one’s personal future.	Synthesis	(Level 5: B47) ~ Designs and implements a goal setting sequence for school-age and youth that include setting, tracking, and evaluating progress.	2, 14	2I, 4I	5.07
	Evaluation	(Level 5: B48) ~ Compares and contrasts strategies and models for authentic goal setting (e.g. SMART, SMARTER, or STAR goal setting).			
B6.5 Techniques for exploring relationships skills that emphasize communication, feelings literacy, and conflict resolution.	Synthesis	(Level 5: B49) ~ Scaffolds and implements activities for exploring life skills and enhancing communication and conflict resolution skills with school-age and youth.	5	2I, 5G, 5O, 7J	4.04
	Evaluation	(Level 5: B50) ~ Adapts responses (e.g. de-escalation skills) for managing a variety of conflict and aggression among school-age and youth.			

<b>Performance Area B7: Enables school-age and youth, ages 5 through 16, to organize information in order to make decisions and take action.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>B7.1 Resources on personal and social topics identified by school-age and youth as relevant.</b>	<b>Synthesis</b>	<b>(Level 5: B51)</b> ~ Collaborates with school-age and youth to access a collection of resources of interest from a variety of sources.	<b>14, 15, 28</b>	<b>1H, 4C, 4P</b>	<b>5.05, 5.06, 5.07</b>
	<b>Synthesis</b>	<b>(Level 5: B52)</b> ~ Shares decision-making models and approaches with school-age and youth to facilitate the making of decisions and choices based on researched information. (see B7.4)			
<b>B7.2 Approaches for assisting school-age and youth to recognize and critically reflect on societal messages and pressures, such as media messages, advertising, and stereotyping.</b>	<b>Application</b>	<b>(Level 5: B53)</b> ~ Assists school-age and youth to critique messages through deconstructing advertisements by noticing the people, music, dress, tone of an ad and what it may say about the product and intended audience.	<b>4, 14</b>	<b>6C, 6G, 6J</b>	<b>5.07</b>
	<b>Application</b>	<b>(Level 5: B54)</b> ~ Discusses biases and stereotyping in media with school-age and youth, why these messages persist, and possible action steps to demystify media messages.			
	<b>Analysis</b>	<b>(Level 5: B55)</b> ~ Summarizes current advertising techniques aimed at school-age and youth that focus on emotional and symbolic states and developing self-esteem.			
<b>B7.3 Research and guidelines for school-age and youth's use of electronic media.</b>	<b>Application</b>	<b>(Level 5: B56)</b> ~ Guides and assists school-age and youth in assessing utilization of assorted media (e.g. texting/cell phone use, Internet, video games, mp3 players, television viewing, and social media) for both positive and negative life impacts.	<b>18, 19</b>	<b>4F, 4H, 4N</b>	<b>5.07, 9.09, 12.03</b>
	<b>Evaluation</b>	<b>(Level 5: B57)</b> ~ Develops recommendations for school-age and youth's use of a variety of media based on current research.			
<b>B7.4 Decision making models to help school-age and youth navigate the making healthy choices, work in groups, and have healthy relationships.</b>	<b>Application</b>	<b>(Level 5: B58)</b> ~ Facilitates experiences to explore a variety of decision-making strategies (e.g. consensus, democratic, autocratic) and appropriate situations to use the strategy.	<b>2, 3</b>	<b>2E, 5C</b>	<b>5.03, 5.07</b>
	<b>Evaluation</b>	<b>(Level 5: B59)</b> ~ Selects and adapts appropriate decision-making methods to match situations, topics, and developmental level of school-age and youth.			

### Content Area C – Observation and Assessment

Professionals value the roles of informal and formal observation and assessment to gain understanding about an individual’s development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand school-age and youth as well as means for program evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual’s skills, abilities, interests and needs, to monitor an individual’s progress, and to continually evaluate and reflect on and modify their own roles and practices.

Performance Area C1: Recognizes and organizes observation and assessment information to monitor school-age and youth’s progress, ages 5 through 16.					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>C1.1 Approaches to observation and assessment that are data based, holistic, and integrate compatible theories and models that connect school-age and youth to real-life, real-world situations.</b>	<b>Analysis</b>	<b>(Level 5: C1)</b> ~ Classifies theories and models of data based observation and assessment according to a personal and professional holistic vision of authentic assessment.		<b>8A</b>	
<b>C1.2 Assessment tools and methods generally used in settings with school-age and youth to include observation, screening, diagnostic, and curriculum Content Areas, including commonly-used published norm-referenced measures.</b>	<b>Application</b>	<b>(Level 5: C2)</b> ~ Selects and utilizes a variety of authentic assessment strategies that are formal, informal, developmentally responsive, and address the needs of individual school-age and youth.	<b>2</b>	<b>8J, 8H, 8O</b>	
	<b>Application</b>	<b>(Level 5: C3)</b> ~ Utilizes multiple formal and informal measurements that are contextually, linguistically and developmentally appropriate to inform effective practice.			
	<b>Application</b>	<b>(Level 5: C4)</b> ~ Adapts observation and assessment approaches and instruments to obtain valid, reliable data based information about learning development of school-age and youth with special needs.			
<b>C1.3 Observation/assessment strategies (e.g. screening tools, surveys, interviews, goal monitoring, work sampling) and documentation methods (checklists, portfolios, journals, rubrics, charting) used to inform ongoing decisions about health, development, teaching/learning, and interventions with school-age and youth.</b>	<b>Application</b>	<b>(Level 5: C5)</b> ~ <b>Implements assessment in various formats including reports, meetings, and uses media appropriately.</b>		<b>8B, 8C, 8M</b>	
	<b>Analysis</b>	<b>(Level 5: C6)</b> ~ Analyzes benefits, limitations, and ethical considerations of a variety of authentic and standardized measurement instruments and approaches used for assessing development and progress of school-age and youth (including reliability, validity, usefulness, application and sharing of information according to the Family Educational Rights and Privacy Act (FERPA)).			
<b>C1.4 Strategies, tools, and documentation designs for deliberate on-going observation and screening for recognition of</b>	<b>Synthesis</b>	<b>(Level 5: C7)</b> ~ Constructs a system for ongoing screening and assessment to identify when school-age and youth may be struggling or in distress.	<b>29, 36</b>	<b>11J, 11K</b>	<b>5.03, 13.05, 13.06</b>

abuse/neglect, and warning signs of situations causing stress and upheaval in the lives of school-age and youth.	Synthesis	(Level 5: C8) ~ Establishes protocols for privacy and confidentiality that are compatible with local, state, and federal mandated reporting laws.			
<b>Performance Area C2: Employs systematic evaluation frameworks to support evidence-based practice, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
C2.1 Contexts for evaluation methods and frameworks built on the notion that evaluation is a process of thinking and acting, rather than simply a product or measuring device.	Analysis	(Level 5: C9) ~ Identifies research that provides evidence to support one's philosophy and practice when working with school-age, youth, and families.	14	6F, 8A, 8E	
	Analysis	(Level 5: C10) ~ Summarizes varying ethical methods of evaluation that systematically gathers necessary information with, about, for, and by, participants.			
	Synthesis	(Level 5: C11) ~ Integrates assessment and evaluation by defining outcomes, assessing progress, and evaluating attainment of those outcomes.			
C2.2 Approaches, frameworks, and models of evaluation to meet the needs of school-age, youth, families, and program.	Application	(Level 5: C12) ~ Uses a variety of systematic approaches to undertake program evaluation such as logic models, participatory evaluation, and action research.	14	4B, 6F, 8B, 8Q	5.03
	Analysis	(Level 5: C13) ~ Determines the extent to which quantitative and qualitative methods are appropriate given the evaluation's purposes and intended uses.			
	Synthesis	(Level 5: C14) ~ Designs or adapts existing frameworks for ongoing, cumulative, and concluding evaluation of outcomes that meet the cultural, linguistic, ability, developmental, learning, and programmatic needs of school-age and youth.			
C2.3 Evaluation tools, instruments, and methods to include formal, informal, published, standardized, participative, action research, and others that apply.	Evaluation	(Level 5: C15) ~ Selects instruments based on established outcomes and needs of school-age and youth and is appropriate to age, culture, language & special needs.	14	8B, 8E, 8H	
	Evaluation	(Level 5: C16) ~ Reviews measurement, protocols, and instruments to evaluate the benefits and limitations of a variety of authentic and standardized approaches and instruments used in education with school-age and youth.			

<b>C2.4 Formats for summarizing and sharing information with school-age and youth, families, other professionals, and appropriate local and state agencies in ways that are relevant, organized, ethical, and legal.</b>	<b>Application</b>	<b>(Level 5: C17)</b> ~ Utilizes established formats for summarizing information and sets up protocols for sharing information according to the appropriate purpose and intended audience.	<b>28, 36</b>	<b>8L, 8N</b>	<b>10.02, 10.03, 11.04</b>
	<b>Synthesis</b>	<b>(Level 5: C18)</b> ~ Composes policies and procedures to facilitate family, school-age, and youth participation in the assessment/evaluation process.			
	<b>Evaluation</b>	<b>(Level 5: C19)</b> ~ Determines stakeholders for whom assessment and evaluation information is relevant, and how best to communicate the information with respect to legal, ethical protocols, and the sensitive nature of the information.			
<b>Performance Area C3: Establishes outcome indicators of positive development for school-age and youth, ages 5 through 16, to support individual and program success.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA IPTS COA</b>		
<b>C3.1 Personal and professional commitment to active, ongoing evaluation as a catalyst for individual growth and social change, using established models and methods.</b>	<b>Application</b>	<b>(Level 5: C20)</b> ~ Utilizes research-based standard outcome indicators as a baseline for designing programs and support for school-age and youth (e.g. 40 Developmental Assets, Youth Outcomes Compendium, SAMHSA, Youth Development Strategies, Inc.)		<b>8E, 8G</b>	<b>1.02, 5.03</b>
	<b>Synthesis</b>	<b>(Level 5: C21)</b> ~ Incorporates various observation, assessment, and documentation procedures to inform planning, programs, and practice, including the development and monitoring of Individual Education Programs.			
<b>C3.2 Outcomes from which to assess, monitor, and evaluate programmatic and individual school-age and youth progress.</b>	<b>Application</b>	<b>(Level 5: C22)</b> ~ Collaborates with colleagues, school-age, youth, and families to create outcomes and plans to realize identified individual and/or group program goals.	<b>23, 24</b>	<b>8J, 9P</b>	<b>5.03, 5.05, 10.02, 10.03</b>
	<b>Synthesis</b>	<b>(Level 5: C23)</b> ~ Designs individual outcomes based on evidence from quantitative/qualitative evaluation and formal/informal assessment to sustain each school-age and youth's progress toward established goals.			
<b>C3.3 Collecting, summarizing, and interpreting evaluation information to identify relevant strategies for making progress toward outcomes and goals.</b>	<b>Application</b>	<b>(Level 5: C24)</b> ~ Implements a continuous improvement process using program evaluations to inform goal-setting and outcome development.		<b>8D, 8I, 8L</b>	<b>1.02</b>
	<b>Evaluation</b>	<b>(Level 5: C25)</b> ~ Adapts/modifies strategies toward outcome/goal attainment through the use of metrics (i.e. a predictable way to measure) and interpretation of data from quantitative and qualitative sources.			
<b>C3.4 Roles and contributions of families, colleagues, other professionals, and school-age and youth in identifying relevant and</b>	<b>Synthesis</b>	<b>(Level 5: C26)</b> ~ Creates development opportunities for team members to support the formation of individual, group, and programmatic outcomes that are compatible with the mission and vision of the organization.	<b>8, 34</b>	<b>8I, 11M</b>	<b>1.02, 5.05, 10.02</b>

constructive outcomes for individuals, groups, and programs.	Evaluation	(Level 5: C27) ~ Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.			
<b>Performance Area C4: Partners with school-age and youth, ages 5 through 16, to create self and peer evaluation procedures and processes.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
C4.1 Self-assessment and evaluation methods for school-age and youth to support development as learners, family members, community members.	Application	(Level 5: C28) ~ Administers and interprets formal and informal self-assessment measures with school-age and youth.	2, 4	8B, 8E	5.03, 5.05
	Evaluation	(Level 5: C29) ~ Determines appropriate self-assessment tools, processes, and/or strategies based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.			
C4.2 Information from a variety of self-assessment and peer-evaluation tools and strategies that are useful and relevant to the school-age and youth.	Application	(Level 5: C30) ~ Supports school-age and youth in developing lifelong learning methods and habits to create and use self-assessment strategies on an ongoing basis.	4	8K	5.05, 5.07
	Synthesis	(Level 5: C31) ~ Collaborates with school-age and youth to make their efforts, abilities, and strengths visible, (through such tools as portfolios, publishing, presentations and service) based on mutually agreed upon goals from a variety of assessment information.			
	Evaluation	(Level 5: C32) ~ Co-creates goals and outcomes based on relevant self-assessment results that are accessible to school-age and youth.			
C4.3 Empowerment approaches to evaluation and assessment with school-age, youth, families, organizations, and institutions to maximize growth potential with school-age and youth through administration, interpretation, and utilization of self-assessment and peer evaluation data.	Synthesis	(Level 5: C33) ~ Partners with school-age, youth, and families to conduct evaluation that empowers stakeholders, is participatory, and addresses what stakeholders wish to accomplish, determines how well the school-age or youth is doing, and information for improvement.	23, 24	4I, 8A	5.05, 10.02, 10.03

### Content Area D – Curriculum or Program Design

Professionals have broad knowledge of appropriate curriculum and goals for school-age and youth. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual’s construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual’s current abilities and interests to expand competence in all Content Areas and developmental domains.

<b>Performance Area D1: Utilizes experience, knowledge, and research to continually improve program quality, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
D1.1 Local, state and national standards related to school-age and youth development and programming.	Synthesis	(Level 5: D1) ~ Develops a plan for implementation of required local, state, and federal standards for the practice of school-age and youth programming.	29, 35, 36	4A	1.02
	Synthesis	(Level 5: D2) ~ Outlines a theory of practice based on an examination of various recognized standards for the practice of school-age and youth development and programming.			
D1.2 Best practice techniques and methodologies that, through experience and research, have proven to be effective for planning, programming, and interacting with school-age and youth.	Synthesis	(Level 5: D3) ~ Incorporates current and emerging best practice research for working with school-age and youth including academic portions of the programming.	35	4A, 10C	1.02
D1.3 Appropriate uses of technology to support exploration, growth, and learning for school-age and youth.	Evaluation	(Level 5: D4) ~ Assesses and evaluates a variety of technologies, assistive technologies, and programs for developmental, contextual, linguistic, and ability compatibility for school-age youth.	9, 11	4F	5.03
<b>Performance Area D2: Recognizes the range of stakeholders required to design effective school-age and youth development programs, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
D2.1 Family, community, and staff partnerships for school-age and youth program development and oversight.	Synthesis	(Level 5: D5) ~ Develops partnership strategies for identifying, inviting, welcoming, and preparing stakeholders to contribute as equals in the curriculum and program planning process.	36	9H 9L	5.05
					10.02
D2.2 Organizational and collaborative skills for convening meetings, summits, and sessions to identify and/or design relevant curriculum and programs for school-	Application	(Level 5: D6) ~ Demonstrates meeting skills such as agenda planning, introductions, promoting participation, discussion focus/management, observing time commitments, and evaluation/debriefing of meetings.	8, 28	9E	11.03

age and youth.	<b>Synthesis</b>	<b>(Level 5: D7)</b> ~ Outlines strategies for engaging stakeholders in a collaborative process to include: creating a shared vision, co-creating and obtaining commitments from all participants to ground rules, and sharing of leadership tasks.			
<b>D2.3 Concepts and processes to facilitate communication between stakeholders when conceiving, identifying, designing, implementing and evaluating programming and curriculum.</b>	<b>Application</b>	<b>(Level 5: D8)</b> ~ Cultivates a sense of ownership and group identity with colleagues, school-age, youth, families, local schools, community members, and other organizations when involved in the curriculum and program identification and/or design process.	<b>25</b>	<b>9D 9L</b>	<b>5.05 10.02 11.02</b>
	<b>Synthesis</b>	Appreciates the complexity of curricular planning for children and youth with identified and emergent special education needs.  <b>(Level 5: D9)</b> ~ Develops or designates existing templates to document the curriculum or program identification/design process from initiation through evaluation.			
<b>D2.4 Concepts, principles, and methods for selecting or designing curriculum, programs, and materials for school-age and youth.</b>	<b>Analysis</b>	<b>(Level 5: D10)</b> ~ Uses a systematic approach to check for biases, and identify or create materials that are research based, culturally and contextually appropriate, and address applicable standards.	<b>14</b>	<b>4C 4L</b>	
	<b>Evaluation</b>	Applies knowledge of IL Learning Standards ( <a href="http://www.isbe.state.il.us/iils/">http://www.isbe.state.il.us/iils/</a> ) to support academic portions of the programs for school-age children and youth.  <b>(Level 5: D11)</b> ~ Educates stakeholders on rationale and methods for choosing curriculum, designing programs, and developing materials for school-age and youth.			
<b>D2.5 Quality improvement models and processes that provide structured and regular connection with stakeholders to maintain programming that is current and relevant.</b>	<b>Application</b>	<b>(Level 5: D12)</b> ~ Illustrates the role of stakeholders in a continuous improvement process, (such as Continuous Quality Improvement (CQI), Total Quality Management (TQM), Youth program quality assessment (YPQA)) in the context of ongoing program improvement with school-age and youth.	<b>25, 28</b>	<b>4B 4K 9H</b>	<b>5.05 10.02</b>
	<b>Application</b>	<b>(Level 5: D13)</b> ~ Links with stakeholders (including personnel, school-age, youth, families, local schools, and the community) through a structured continuous improvement process to collect and analyze data relevant to desired outcomes.			
	<b>Synthesis</b>	<b>(Level 5: D14)</b> ~ Develops and implements a system for continuous improvement over a period of time to set goals and measure progress with school-age and youth programming.			
<b>Performance Area D3: Supports agency mission, values and objectives in program design and delivery, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>		<b>Standards</b>	
				<b>NAA</b>	<b>IPTS</b>
					<b>COA</b>

<b>D3.1 Short- and long-term planning approaches and actions for organizing programs and curriculum content consistent with strategic goals of the organization.</b>	<b>Application</b>	<b>(Level 5: D15)</b> ~ Uses existing strategic plans to guide the formation of policies, programming/curriculum, resource development, enhancement of community-program relationships, evaluation of program objectives, attention to best practices, and observance of rules and regulations.	<b>14</b>	<b>4B 4K</b>	<b>1.01 1.02</b>
	<b>Synthesis</b>	<b>(Level 5: D16)</b> ~ Incorporates a structure to encourage strategic thinking in an organization (e.g. Appreciative Inquiry, PDCA: Plan, Do, Check, Act) to implement strategic goals and monitor progress of program/curriculum development consistent with the strategic mission and vision of the organization.			
<b>D3.2 Approaches for collaborating and communicating with families and communities to strategically situate the agency/programs in a local context and engage in solutions that support school-age and youth development when designing programs.</b>	<b>Application</b>	<b>(Level 5: D17)</b> ~ Engages in outreach to inform and educate the local neighborhoods and public at-large about the agency's mission and programming, benefits of the program, and the impact on families served.	<b>25 35 36</b>	<b>9A 9J</b>	<b>11.01</b>
	<b>Application</b>	<b>(Level 5: D18)</b> ~ Contributes to the strategic planning process to ensure that key stakeholders are acting in concert with the organization's mission, vision, and values.			
<b>D3.3 Aligning the program with the vision, mission, values, goals and outcomes of the organization where the practitioner works.</b>	<b>Application</b>	<b>(Level 5: D19)</b> ~ Develops and implements programs that are compatible with the strategic goals, objectives, and outcomes of the organization.	<b>14</b>	<b>4B, 6F</b>	<b>1.02</b>
	<b>Evaluation</b>	<b>(Level 5: D20)</b> ~ Constructs evaluation criteria for program development and implementation to assess compatibility with organizational strategic goals, objectives, and outcomes.			
<b>Performance Area D4: Creates program models that build individual, group and structural impact on development and learning, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA    IPTS    COA</b>		
<b>D4.1 Approaches to learning that espouse particular learning theories and methodologies of education and learning with school-age and youth (e.g. Behaviorism, Constructivism, experiential, multiple intelligences, Montessori, recreation).</b>	<b>Synthesis</b>	<b>(Level 5: D21)</b> ~ Incorporates program planning tools to facilitate learning, such as backward design, learner-centered framework, differentiated instruction, or self-created tool.	<b>2</b>	<b>6B</b>	<b>5.03</b>
	<b>Evaluation</b>	<b>(Level 5: D22)</b> ~ Evaluates approaches to learning to ascertain strengths and weaknesses of each approach for addressing a range of learning styles with school-age and youth.  Applies theories of linguistic, literacy, and mathematical and scientific thinking for programming to support school-age youth in acquiring knowledge, skills, and dispositions to further children and youth academic development.			

<p><b>D4.2 Differentiated techniques to provide school-age and youth with a variety of ways to access information and ideas based on developmental level, ability, and interests.</b></p>	<p><b>Application</b></p> <p><b>Application</b></p> <p><b>Evaluation</b></p>	<p><b>(Level 5: D23)</b> ~ Selects and uses facilitation differentiated instructional strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.</p> <p><b>(Level 5: D24)</b> ~ Uses established techniques to assist individuals that are holistic, school-age and youth centered, reflective, current (e.g. use of modern technology), and includes choice.</p> <p>Utilizes technology to support children and youth with special education needs to foster academic growth.</p> <p><b>(Level 5: D25)</b> ~ Compares the range of approaches to learning from adult directed (e.g. direct instruction) to learner-centered (e.g. problem-based learning).</p>	<p><b>2, 12</b></p>	<p><b>6B</b> <b>6C</b> <b>6K</b></p>	<p><b>3.04</b> <b>5.03</b> <b>5.04</b></p>
<p><b>D4.3 Enrichment strategies, experiences and processes that support learning standards and identified needs for school-age and youth in relevant areas such as creative expression, social and emotional learning, and the practice of life skills (e.g. financial literacy, employment, organizational and study skills).</b></p>	<p><b>Application</b></p> <p><b>Application</b></p> <p><b>Application</b></p> <p><b>Synthesis</b></p> <p><b>Synthesis</b></p>	<p><b>(Level 5: D26)</b> ~ Arranges for resources, both internal and external to the agency, to expand experiences and choices in creative expression.</p> <p><b>(Level 5: D27)</b> ~ Uses and adapts a variety of methods and strategies for skill development with school-age and youth, such as dialogue, direct experience, simulation, cooperative learning, individual exploration.</p> <p><b>(Level 5: D28)</b> ~ Adapts instruction of study/organizational skills to meet the needs of each individual, employing specialized strategies as required for implementation of Individualized Education Programs (IEPs).</p> <p><b>(Level 5: D29)</b> ~ Develops multi-sensory approaches to address and enrich standards and outcomes for school-age and youth.</p> <p><b>(Level 5: D30)</b> ~ Partners with school-age and youth to choose or develop life skill programs compatible with their life experiences, assets, needs; as well as developmental, cultural, linguistic, and ability levels.</p>	<p><b>12, 13, 14, 28</b></p>	<p><b>3J</b> <b>3K</b> <b>3L</b></p>	<p><b>5.01</b> <b>5.03</b> <b>11.02</b></p>
<p><b>D4.4 Personal and structural bias inherent in individual frames-of-reference, programming, and materials.</b></p>	<p><b>Synthesis</b></p> <p><b>Evaluation</b></p>	<p><b>(Level 5: D31)</b> ~ Creates a process for recognizing and addressing bias in the program.</p> <p><b>(Level 5: D32)</b> ~ Uses criteria designed to expose bias when choosing materials for use in the program (e.g. cultural, racial, gender, economic).</p>	<p><b>16</b></p>	<p><b>3F,</b> <b>4Q</b></p>	
<p><b>Performance Area D5: Employs a balance between structured and unstructured activities with school-age and youth ages 5 through 16.</b></p>					

Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>D5.1 Environments to engage school-age and youth and provide flexibility for setting, structured and unstructured, formal, non-formal and informal, as well as individual and group activities.</b>	<b>Application</b>	<b>(Level 5: D33)</b> ~ Provides regular, structured opportunities with peers and adults for school-age and youth to exchange ideas and think critically about a variety of developmentally appropriate topics that young people identify as important to them.	<b>14</b>	<b>2G, 6G</b>	<b>3.02 5.01 5.05</b>
	<b>Application</b>	<b>(Level 5: D34)</b> ~ Partners with school-age and youth to create and implement personal plans that are relevant, meaningful, and engaging.			
	<b>Synthesis</b>	<b>(Level 5: D35)</b> ~ Develops a holistic framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.			
<b>D5.2 Program formats, and supervision that are developmentally, culturally, and linguistically appropriate, and provide the necessary safety and protection for the type of activity, age, maturity levels, environment.</b>	<b>Application</b>	<b>(Level 5: D36)</b> ~ Adapts programming/activities according to the age/number of participants, weather, environment, and available staff.	<b>19, 21, 22</b>	<b>4D 4P</b>	<b>5.01, 12.01 12.03</b>
	<b>Application</b>	<b>(Level 5: D37)</b> ~ Plans for differing safety and supervision needs according to type of activity/materials being used, environment (e.g. indoor/outdoor), context (e.g. on-site vs. field trip), and developmental/age/maturity level of school-age and youth.			
<b>D5.3 Relationships and roles to guide, mentor, facilitate, structure, and/or teach in a setting with school-age and youth.</b>	<b>Application</b>	<b>(Level 5: D38)</b> ~ Adapts daily responses to school-age and youth to correspond with individual and group needs, feedback, and competencies.	<b>2</b>	<b>6H, 6I</b>	<b>3.03 3.04</b>
	<b>Evaluation</b>	<b>(Level 5: D39)</b> ~ Assesses and adjusts one's approach to working with school-age and youth as they develop individual and group competencies to include roles such as leader, guide, mentor, facilitator, and consultant.			
<b>Performance Area D6: Employs group work knowledge and skills to build cohesive programs and strong participation, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA

<b>D6.1 Stages of group development and dynamics of group interaction.</b>	<b>Comprehension</b>	<b>(Level 5: D40)</b> ~ Distinguishes between controlling group performance and facilitating group process.	<b>5</b>	<b>5A, 5B, 5J</b>	<b>3.04 4.01 4.02</b>
	<b>Application</b>	<b>(Level 5: D41)</b> ~ Intentionally and collectively establishes norms for positive group development and creation of a safe and inclusive sense of community.			
	<b>Evaluation</b>	<b>(Level 5: D42)</b> ~ Assesses group development according to an acknowledged theory or model and chooses activities and responses appropriate to a group's theoretical stage of development to support the needs and growth of the group process.			
<b>D6.2 Conditions and techniques to support the development of a sense of community, and the maintenance of community.</b>	<b>Application</b>	<b>(Level 5: D43)</b> ~ Employs a sequence of community building experiences and reflection, discussion, and processing designed to support group development and a sense of community.	<b>4</b>	<b>3G 5C</b>	<b>4.02 4.03</b>
	<b>Synthesis</b>	<b>(Level 5: D44)</b> ~ Establishes a personal philosophy from which to intentionally draw when creating a sense of community within an organization to include staff, school-age, youth, families, and people from the community.			
<b>D6.3 Facilitation and management techniques for groups of various sizes to encourage interaction and participation.</b>	<b>Application</b>	<b>(Level 5: D45)</b> ~ Utilizes appropriate responses to conflict within a group that may include direction, mediation, arbitration, judgment, listening sympathetically.	<b>5</b>	<b>5G, 5H, 5R</b>	<b>3.04 4.02 4.04 4.06</b>
	<b>Synthesis</b>	<b>(Level 5: D46)</b> ~ Chooses or designs programs and implements strategies for exploring conflict resolution, mediation, and healthy group work skills with school-age and youth.			
<b>D6.4 Approaches to delegation, collaboration, and leadership when working with groups.</b>	<b>Application</b>	<b>(Level 5: D47)</b> ~ Cultivates shared leadership with colleagues, school-age, and youth through varied experiences and roles in meetings, presentations, discussion groups, work teams, and informal groups.	<b>5, 8</b>	<b>5J, 5K, 5R</b>	<b>3.04 4.01 4.02 4.03</b>
	<b>Synthesis</b>	<b>(Level 5: D48)</b> ~ Develops a plan to enhance skills and techniques for successful group behavior (e.g. responsibility, respect, citizenship, honesty) in oneself, staff, school-age, and youth.			
<b>Performance Area D7: Establishes program models in which school-age and youth's engagement is central to practice, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>D7.1 School-age and youth centered approaches, models, and strategies to a process of personal discovery and meaning making.</b>	<b>Analysis</b>	<b>(Level 5: D49)</b> ~ Categorizes and defines school-age and youth centered approaches such as collaborative group learning, individual research and discovery, problem-based inquiry, performance, service learning, experiential learning, field experiences, self-paced tutorials.	<b>14</b>	<b>1A 4N</b>	<b>5.02 5.07</b>

	<b>Synthesis</b>	<b>(Level 5: D50)</b> ~ Incorporates experiential methods (e.g. scientific method, Zone of Proximal Development, teacher as facilitator, inquiry, service learning) into program planning and personal practice.			
<b>D7.2 Philosophical and practical views of power and control when working with school-age, youth, and families.</b>	<b>Synthesis</b>	<b>(Level 5: D51)</b> ~ Enumerates strategies for addressing the effects of adultism, or the inherent power differential between adults, school-age, and youth.	<b>1</b>	<b>3C 3F</b>	<b>3.01</b>
<b>D7.3 Systems and structures for gathering significant and authentic input into programming, environment, relationships, and administration from school-age and youth.</b>	<b>Analysis</b>	<b>(Level 5: D52)</b> ~ Investigates models for incorporating school-age and youth voices in program planning and ongoing decisions (e.g. youth councils, dedicated seats on the board, project teams).	<b>3, 8</b>	<b>9D, 9S, 11M</b>	<b>3.02</b>
	<b>Synthesis</b>	<b>(Level 5: D53)</b> ~ Develops and enhances growth opportunities for staff, school-age, and youth to improve leadership skills, and engages in a reciprocal process of encouraging and supporting people in the pursuit of goals shared by the members of the group, organization, or community.			<b>3.03 3.04 5.05</b>

### Content Area E – Interactions, Relationships and Environments

Professionals use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities for school-age and youth. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

<b>Performance Area E1: Establishes communication with all school-age and youth, ages 5 through 16, which is positive, respectful and enabling.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>E1.1 Strategies to actively engage school-age and youth in ways that are respectful, supportive, and encouraging.</b>	<b>Application</b>	<b>(Level 5: E1)</b> ~ Demonstrates various group communication strategies to support dialogue, reflection, listening, and sharing among group members.	<b>5</b>	<b>5C, 5J</b>	<b>3.03</b>
	<b>Synthesis</b>	<b>(Level 5: E2)</b> ~ Develops and implements strategies to practice complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).			
<b>E1.2 Positive communication techniques that convey respect when interacting with school-age and youth.</b>	<b>Application</b>	<b>(Level 5: E3)</b> ~ Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.	<b>5</b>	<b>9E</b>	<b>4.02</b>
<b>E1.3 Approaches to conflict that recognize the equality of all participants and results in mutual resolution of conflict and restoration of relationships while modeling proactive skills with school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: E4)</b> ~ Cultivates restorative practices with school-age and youth designed to restore and build community through dialogue, compassionate listening, resolution, and restitution.	<b>5, 6</b>	<b>5K, 5L</b>	<b>3.03</b>
<b>Performance Area E2: Builds positive, creative and growth-oriented relationships with all school-age and youth, ages 5 through 16, which focus on their futures.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>E2.1 Guidance strategies that reflect the professional understanding and belief that school-age and youth need affirming, empowering, and mutually respectful support for developing their social identity and self-esteem.</b>	<b>Evaluation</b>	<b>(Level 5: E5)</b> ~ Critiques positive behavior guidance programs and processes that convey respect, offer choices, and support positive skill building with school-age and youth.	<b>5</b>	<b>5A</b>	<b>3.01</b>

E2.2 Techniques to establish a consistent, predictable, and safe environment that promotes social and emotional skills and responds to behavioral needs.	Synthesis	(Level 5: E6) ~ Incorporates policies and procedures for implementing a consistent behavior guidance approach that is ethical, respectful, and empowering for staff, school-age, and youth.	5, 29	3E, 5A, 5B, 10E	3.01 4.01 4.06
	Synthesis	(Level 5: E7) ~ Constructs a personal and professional philosophy for guiding school-age and youth behavior in individual and group situations using information from current theory and research from a variety of cultural perspectives.			
E2.3 Characteristics of interpersonal relationships and interactions that provide a solid foundation for work with school-age and youth, and support a vision of themselves and their futures.	Synthesis	(Level 5: E8) ~ Partners with school-age and youth to develop individual guidance plans; using professionals, resources, and family members for support as needed.	4, 28	3I, 4N	4.01
E2.4 Activities and processes to support development of assets, skills, and attributes to enable school-age and youth to act on future goals.	Synthesis	(Level 5: E9) ~ Scaffolds activities to support skill development with school-age and youth that connects the relationship between their individual strengths and interests with their future goals.	14	4C, 4J, 4N	3.02 4.02
E2.5 Consultation and assistance from a variety of sources when confronting challenges and issues (e.g. peers, colleagues, families, other professionals).	Comprehension	(Level 5: E10) ~ Recognizes characteristics of situations that may require consultation, support, and problem solving.	8	10F, 10I	4.06
	Synthesis	(Level 5: E11) ~ Develops a proactive process for determining possible challenge areas when working with school-age and youth.			
<b>Performance Area E3: Recognizes and employs experiential strategies to address a variety of learning styles, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
E3.1 Accepted notions of experiential learning that places the individual at the center of a learning experience, honors past experience, and supports individuals in constructing knowledge as active participants.	Analysis	(Level 5: E12) ~ Outlines Constructivism as a philosophical foundation for experiential methods.		1A, 2A	5.02
	Evaluation	(Level 5: E13) ~ Compares and contrasts a variety of experiential methodologies (e.g. service learning, inquiry, project based, and internships).			
E3.2 Continuum of learning approaches for working with school-age and youth to encompass experiential and non-experiential methods.	Analysis	(Level 5: E14) ~ Classifies a variety of accepted approaches, from experiential to didactic, according to strengths and weaknesses of each approach.		6A, 6B	5.02
E3.3 Facilitation strategies to encourage school-age and youth to be actively involved in relevant	Application	(Level 5: E15) ~ Uses methods of open ended questioning, group discussion, problem solving, cooperative play, and guided and self-directed experiences to engage school-age and youth.	13, 14	1B 6G	3.03 3.04

experiences.	<b>Application</b>	(Level 5: E16) ~ Provides opportunities that encourage responsibility, creativity, self-discipline, social interactions, citizenship, leadership development, and a sense of belonging.			5.02
	<b>Synthesis</b>	(Level 5: E17) ~ Partners with school-age and youth to develop activities and programs that incorporate experiential techniques (e.g. hands-on projects, reflection, meaning-making, and application).			
<b>E3.4 Situations that is suitable for employing experiential techniques when working with school-age and youth.</b>	<b>Application</b>	(Level 5: E18) ~ Provides opportunities for school-age and youth to participate in meaningful community-based experiences.	25	1L 4N 9M	5.03 5.07
	<b>Synthesis</b>	(Level 5: E19) ~ Outlines programs and activities that incorporate experiential strategies with school-age and youth.			
	<b>Synthesis</b>	(Level 5: E20) ~ Creates programs based on established experiential models (e.g. inquiry model, experiential learning cycle) to include introduction/ frontloading techniques, reflection, generalization/ construction of knowledge, and application/sharing of learning.			
<b>Performance Area E4: Establishes regular, structured opportunities for school-age and youth, ages 5 through 16, and adults to think critically about issues that participants identify as important to them.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E4.1 Strategies and structures for the development of critical thinking.</b>	<b>Application</b>	(Level 5: E21) ~ Facilitates dialogue between school-age and youth and/or identified community or family members to encourage reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments.	3, 14	4N, 6G, 6J	3.03 5.05 5.07
	<b>Synthesis</b>	(Level 5: E22) ~ Devises simulations for school-age and youth to interact around issues that are identified as relevant to them.			
<b>E4.2 Strategies to support school-age and youth in the development of autonomy, independence &amp; interdependence when working alone or in groups.</b>	<b>Synthesis</b>	(Level 5: E23) ~ Creates an environment where school-age, youth, and staff share in the physical, emotional, and social maintenance of the community through structured activities, opportunities and spontaneous actions.	2, 3	2G, 5K	4.03 5.03 5.07
	<b>Evaluation</b>	(Level 5: E24) ~ Assesses abilities of school-age and youth to engage in self-moderated discussions and provides support as needed.			
<b>E4.3 Processes and resources for school-age and youth to make intentional and informed decisions.</b>	<b>Analysis</b>	(Level 5: E25) ~ Prioritizes and implements processes to support decision-making (e.g. brainstorming, nominal group process, affinity group process, and consensus).	3, 14	5J, 5K	3.03 5.03
<b>Performance Area E5: Supports school-age and youth, ages 5 through 16, to use their learning to tackle problems and take action.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		

	Expectation		NAA	IPTS	COA
<b>E5.1 Problem Posing techniques that engage school-age, youth, and adults in reflective dialogue.</b>	<b>Application</b>	<b>(Level 5: E26)</b> ~ Engages school-age, youth, staff and community members in explorations, reflection, and dialogue about issues of mutual interest.	14	4N	5.05 10.02 11.04
	<b>Synthesis</b>	<b>(Level 5: E27)</b> ~ Develops strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.			
<b>E5.2 Leadership development as a mechanism to support school-age in their development as change agents.</b>	<b>Application</b>	<b>(Level 5: E28)</b> ~ Provides experiences in and among the local community (e.g. interviewing community members, investigating community issues and needs) so that school-age and youth can identify local issues of interest to address.	25	1L, 2H, 9M	11.02
	<b>Synthesis</b>	<b>(Level 5: E29)</b> ~ Combines reflection and skill building with meaningful service throughout the community.			
<b>E5.3 Peer education and leadership as mechanisms to support school-age and youth in their development as change agents.</b>	<b>Application</b>	<b>(Level 5: E30)</b> ~ Facilitates peer education, leadership, mediation, and organizing opportunities concerning issues, actions, and ideas of interest to school-age and youth.	6	5R, 6G	5.05, 5.07
	<b>Synthesis</b>	<b>(Level 5: E31)</b> ~ Partners with school-age and youth to collaborate with peers from a variety of backgrounds and situations (e.g. geographically, culturally, linguistically), and through a variety of settings and events (e.g. youth summits, dialogue nights, and on-line formats).			
<b>E5.4 Strategies for developing school-age and youth voices through collective discourse and actions.</b>	<b>Synthesis</b>	<b>(Level 5: E32)</b> ~ Designs activities with school-age, youth, and opportunities to foster skills for collective action (e.g. service learning, research, leadership training).	14	6D, 6L	5.05
<b>Performance Area E6: Creates an environment of high support and high challenge to facilitate learning, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>E6.1 Approaches for defining high expectations and offering an array of options with school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: E33)</b> ~ Outlines a process for offering choices for school-age and youth that are respectful, reasonable, and realistic.	3, 5	5D, 5J, 5K	3.04 4.01 5.01 5.04
	<b>Synthesis</b>	<b>(Level 5: E34)</b> ~ Develops processes and procedures for partnering with school-age, youth, and staff to evaluate their own behavior in relation to community expectations and standards, and take steps to modify behavior as needed.			
	<b>Synthesis</b>	<b>(Level 5: E35)</b> ~ Designs programming that provide opportunities for school-age and youth to select from, and formulate, options for what to do and how to participate.			
<b>E6.2 Strategies for supporting school-age and youth to broaden</b>	<b>Application</b>	<b>(Level 5: E36)</b> ~ Creates an environment where school-age and youth are supported to extend themselves in developmentally	17	2A,	3.04

their horizons through choices and challenges.	<b>Analysis</b>	appropriate ways by identifying experiences that are outside of their comfort zones and taking the opportunity to try something new or different.  (Level 5: E37) ~ Distinguishes between a person's comfort zone, stretch or learning zone, and panic zone, and how they relate to making choices and challenging oneself.		<b>2B</b>	<b>5.04</b>
<b>E6.3 Goal setting and outcome development with and for school-age and youth with expectations that they will be attained.</b>	<b>Synthesis</b>	(Level 5: E38) ~ Designs organizational tools for the creation of personal action plans that support, encourage, and reinforce accountability toward goal attainment.	<b>28</b>	<b>4K, 8K</b>	<b>5.05</b>
	<b>Evaluation</b>	(Level 5: E39) ~ Determines, with school-age and youth, benchmarks for evaluating their progress for goal attainment.			
<b>E6.4 Rationale, methods and approaches for developing critical thinking, decision-making, and problem solving skills.</b>	<b>Application</b>	(Level 5: E40) ~ Employs interactive programming to reinforce critical thinking skills (e.g. reasoning, enquiry, analysis/information processing, flexibility, evaluation).	<b>14</b>	<b>4N, 6G, 6J</b>	<b>3.03 3.04</b>
	<b>Analysis</b>	(Level 5: E41) ~ Summarizes the role of critical thinking, decision making and problem solving in helping school-age and youth navigate the complexities of the environments in which they live.			
<b>Performance Area E7: Recognizes that school-age and youth's attitudes, behaviors, and outcomes are both independently and interdependently developed and sustained, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA IPTS COA</b>		
<b>E7.1 The role of multiculturalism and pluralism in society, and the messages that are communicated to school-age and youth.</b>	<b>Analysis</b>	(Level 5: E42) ~ Recognizes and explains benefits and challenges that arise in a multicultural and pluralistic environment when supporting school-age and youth to develop independence and interdependence skills.	<b>2, 12</b>	<b>3C, 3J</b>	<b>5.07</b>
	<b>Evaluation</b>	(Level 5: E43) ~ Supports school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.			
<b>E7.2 Strategies for increasing competencies, capacities, and responsibilities according to a school-age and youth individual's developmental level and ability.</b>	<b>Synthesis</b>	(Level 5: E44) ~ Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).	<b>14</b>	<b>2G</b>	<b>5.02 5.03</b>
<b>E7.3 Understanding and appreciation of community building, and requisite skills for being an effective team member.</b>	<b>Application</b>	(Level 5: E45) ~ Collaborates with school-age, youth, and staff to create rights and responsibilities for individuals and for sharing the load as community members.	<b>14</b>	<b>5B, 5J</b>	<b>4.01 4.02</b>
	<b>Synthesis</b>	(Level 5: E46) ~ Formulates activities, experiences, and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, and collaboration.			

## Content Area F – Family and Community Relationships

Professionals understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of school-age, youth, and their families.

<b>Performance Area F1: Recognizes and supports cultural difference and diverse family structures, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>F1.1 The range and variety of family structures and the challenges that families may encounter in contemporary society.</b>	<b>Synthesis</b>	<b>(Level 5: F1)</b> ~ Formulates a range of professional responses when working with school-age and youth and families from a variety of structures and backgrounds.	7	3E	10.01
<b>F1.2 Prior learning, differing experiences, family and cultural backgrounds influence and school-age and youth individual's learning and behavior.</b>	<b>Synthesis</b>	<b>(Level 5: F2)</b> ~ Develops a variety of strategies to work with school-age, youth, and families from diverse cultural and family backgrounds.		3C	10.01
<b>F1.3 The role of pluralism when working with school-age, youth, and families.</b>	<b>Application</b>	<b>(Level 5: F3)</b> ~ Engages in reflective practice by examining self, experiences, questioning personal assumptions, dialoguing with colleagues, and reading theoretical literature.	24	3F 3I 3J	3.02 10.02
	<b>Analysis</b>	<b>(Level 5: F4)</b> ~ Examines the potential for learning that comes from the diverse backgrounds, values, skills, talents and interests of all school-age, youth, and their families.			
	<b>Synthesis</b>	<b>(Level 5: F5)</b> ~ Draws on the backgrounds of school-age, youth, and families when creating programs, environments, and curriculum.			
<b>F1.4 Theories of families that emphasize how family systems organize themselves to carry out the daily challenges and tasks of life while adjusting to the developmental needs of its members.</b>	<b>Synthesis</b>	<b>(Level 5: F6)</b> ~ Prepares a case study of a family based on the concepts of Family systems theory.		1A	
<b>Performance Area F2: Identifies and utilizes the adult supports needed for positive school-age and youth development, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	STANDARDS		
			NAA	IPTS	COA
<b>F2.1 Sources of adult support, social networks and support systems in the family, school, and community to proactively build assets with school-</b>	<b>Application</b>	<b>(Level 5: F7)</b> ~ Utilizes current theories to maintain a range of professional relationships with school-age and youth.  <b>(Level 5: F8)</b> ~ Categorizes individual roles in the family, school, and	2	3C	3.01 10.03 11.02

age and youth.	<b>Analysis</b>	community according to type of potential support available to school-age and youth.			
<b>F2.2 Roles and contributions of adults from a school-age and youth individual’s network in asset building, advocacy, and being an ally with school-age and youth.</b>	<b>Application</b>	<b>(Level 5: F9)</b> ~ Writes and supports action goals for adults to be effective allies, advocates and asset builders with school-age and youth.	<b>4</b>	<b>2D, 10E</b>	<b>10.02 10.03</b>
	<b>Evaluation</b>	<b>(Level 5: F10)</b> ~ Utilizes a self-assessment tool for evaluating attributes, skills, characteristics, and qualities needed to be successful mentors, advocates, and allies with school-age and youth.			
<b>F 2.3 Skills for creating a structure and network to support school-age and youth.</b>	<b>Application</b>	<b>(Level 5: F11)</b> ~ Demonstrates collaboration skills to include listening/communication, decision-making, goal setting, and conflict resolution.	<b>7, 23</b>	<b>9A, 9D</b>	<b>10.02 10.03</b>
	<b>Synthesis</b>	<b>(Level 5: F12)</b> ~ Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.			
<b>Performance Area F3: Employs practices that strengthen family and community connections, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>F3.1 Skills for effective verbal communication including empathetic listening, establishing lines of communication, and matching communication style and level to the listener.</b>	<b>Application</b>	<b>(Level 5: F13)</b> ~ Adapts verbal communication style to enhance interaction with a variety of people by considering such things as major languages present in the community, those who are deaf or hard of hearing, and literacy levels.	<b>23, 25</b>	<b>3B, 3E, 7K</b>	<b>13.03</b>
	<b>Application</b>	<b>(Level 5: F14)</b> ~ Anticipates and accommodates communication needs of families and community members through the use of technology and translation services.			
<b>F3.2 Skills for effective written communication common in school-age and youth programming (e.g. newsletters, reports, websites, press release) including knowledge of formats, accurate portrayal of events, correct grammatical usage, and matching style to reader and to purpose of communication.</b>	<b>Synthesis</b>	<b>(Level 5: F15)</b> ~ Constructs a variety of effective written communication templates that can be used to communicate with families, community organizations, and media.	<b>7, 25</b>	<b>7D, 7I, 7K</b>	<b>13.03</b>
<b>F3.3 Skills to work with others in gaining perspectives, assessing needs, solving problems, and resolving conflicts.</b>	<b>Evaluation</b>	<b>(Level 5: F16)</b> ~ Selects and utilizes appropriate collaboration strategies for group work that addresses the group’s developmental level.	<b>1</b>	<b>9D</b>	<b>10.01 10.02 13.02</b>
<b>F3.4 Role of programs in the larger community context.</b>	<b>Comprehension</b>	<b>(Level 5: F17)</b> ~ Discusses reasons, purpose, and role of school-age and youth programs when collaborating with a multiplicity of community organizations.	<b>25</b>	<b>9A, 9L</b>	<b>11.01</b>

<b>F3.5 Opportunities for home and program collaboration and participation in family-oriented services, supports, volunteerism, and partnerships.</b>	<b>Comprehension</b>	<b>(Level 5: F18)</b> ~ Articulates strategies to promote effective collaboration with families, including assessment of priorities and interests for the program.	<b>23</b>	<b>9K, 9L</b>	<b>10.02</b>
	<b>Synthesis</b>	<b>(Level 5: F19)</b> ~ Designs a program/event that encourages and supports family participation in one or more areas (e.g. planning, volunteering, attendance, assisting, service, contributing).			
<b>F3.6 Mechanisms to strengthen family and community connections.</b>	<b>Application</b>	<b>(Level 5: F20)</b> ~ Advocates for supports, opportunities, and services for school-age, youth, and families as they are needed.	<b>24, 25</b>	<b>9H, 9L</b>	<b>10.03 11.02</b>
	<b>Application</b>	<b>(Level 5: F21)</b> ~ Facilitates regular contact and teamwork with relevant systems and government agencies.			
	<b>Evaluation</b>	<b>(Level 5: F22)</b> ~ Assesses the resources and services available to school-age, youth, and families.			
	<b>Synthesis</b>	<b>(Level 5: F23)</b> ~ Develops and/or accesses referral systems for school-age, youth, and family issues.			
<b>Performance Area F4: Recognizes and collaborates with the key community institutions that impact the lives of school-age and youth, ages 5 through 16, and their families.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b> <b>NAA    IPTS    COA</b>		
<b>F4.1 Skills for managing relationships with schools, political entities, and other school-age and youth organizations.</b>	<b>Comprehension</b>	<b>(Level 5: F24)</b> ~ Defines the concept of Systems Thinking and how it relates to institutions/organizations that affect school-age and youth.	<b>25</b>	<b>9A, 9D</b>	<b>1.02 11.01</b>
	<b>Synthesis</b>	<b>(Level 5: F25)</b> ~ Shares a vision for how to partner with other systems to identify common ground, boundaries, areas of mutual concern, opportunities for support, and sharing of resources.			
<b>F4.2 Roles, responsibilities, and referral procedures for typical members of school interdisciplinary teams, including those defined by law and policy, and the resources and skills that each discipline brings to the team.</b>	<b>Synthesis</b>	<b>(Level 5: F26)</b> ~ Summarizes the roles and responsibilities of various members of the multi-disciplinary team for special education services in the schools.	<b>23, 24</b>	<b>9G, 11F, 11G</b>	<b>11.04 13.07</b>
	<b>Synthesis</b>	<b>(Level 5: F27)</b> ~ Summarizes the rights of parents, school-age, and youth when school-age and youth are referred for special education or placed in special education programming in the schools.			
<b>F4.3 Skills for helping families develop a capacity to navigate systems (e.g. schools, hospitals, mental health, juvenile justice, college applications, scholarships).</b>	<b>Synthesis</b>	<b>(Level 5: F28)</b> ~ Constructs & facilitates an action plan in consultation with school-age, youth, and family for connections with other community members, organizations, and institutions that meets the interests/needs of the school-age and youth.	<b>25</b>	<b>9K 9L</b>	<b>10.03 11.02</b>
	<b>Analysis</b>	<b>(Level 5: F29)</b> ~ Connects families to educational opportunities (e.g. client/patient/student rights, financial literacy, and advocacy).			

<b>F4.4 Models of team interaction useful for accomplishing different program functions, including assessments, planning, and implementation, and those related to inclusion of school-age and youth with disabilities in school and community programs.</b>	<p><b>Application</b></p> <p><b>Analysis</b></p> <p><b>Analysis</b></p>	<p><b>(Level 5: F30)</b> ~ Participates in a Multi-disciplinary Team or Individual Education Program process, if possible.</p> <p><b>(Level 5: F31)</b> ~ Documents a Multi-disciplinary Team or Individual Education Program process from a variety of perspectives (e.g. Teacher, student, parent, social worker).</p> <p><b>(Level 5: F32)</b> ~ Outlines the rights of people with disabilities in reference to federal, state, and local laws.</p>	<b>24, 35</b>	<b>9N 11F 11H</b>	<b>13.07</b>
<b>F4.5 Skills for contributing to the team process, including those related to different team roles (e.g. facilitation, consultation) and functions (e.g. goal setting, decision making, conflict resolution).</b>	<b>Application</b>	<b>(Level 5: F33)</b> ~ Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.	<b>25</b>	<b>9E</b>	<b>11.04</b>
<b>F4.6 Skills for managing roles of personnel and volunteers, including role definition and organization, training, and supervision, using principles of adult learning and collaborative consultation.</b>	<p><b>Comprehension</b></p> <p><b>Evaluation</b></p>	<p><b>(Level 5: F34)</b> ~ Articulates principles of adult learning.</p> <p><b>(Level 5: F35)</b> ~ Evaluates a team experience according to the principles of collaborative consultation or habits of highly effective teams.</p>	<b>8, 34</b>	<b>1A 9D</b>	
<b>F4.7 Skills to reflect on oneself as a team member and on team process in relation to team functioning and to achieving goals for school-age, youth, families, staff, and programs.</b>	<b>Analysis</b>	<b>(Level 5: F36)</b> ~ Analyzes one's own role as a team member and the effectiveness of team functioning. Identifies strengths, challenges, and struggles along with strategies for improvement.	<b>8</b>	<b>10A</b>	
<b>F4.8 Structure and rules of the political process as it affects school-age, youth, families, and programs.</b>	<b>Application</b>	<b>(Level 5: F37)</b> ~ Implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for the interests of school-age, youth, and families.	<b>25</b>	<b>9L 11N</b>	
<b>Performance Area F5: Identifies and develops an array of local allies and resources in the community, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>STANDARDS</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>F5.1 Components of strategic direction to include codes of ethics, values, vision, and mission.</b>	<b>Synthesis</b>	<b>(Level 5: F38)</b> ~ Summarizes professional codes of ethics, values, vision, and mission relevant to school-age and youth development work.	<b>31</b>	<b>11B 11J</b>	
<b>F5.2 Approaches and collaboration strategies for identifying relevant resources, allies, and partners in the community and acting upon community needs, issues, and common ground with a variety of</b>	<b>Knowledge</b>	<p><b>(Level 5: F39)</b> ~ Identifies processes (e.g. Social Network Analysis, asset mapping, eco-mapping) as a means for identifying the linkage patterns and relationships between individuals, organizations, and existing networks.</p> <p><b>(Level 5: F40)</b> ~ Employs processes to identify resources and</p>	<b>25</b>	<b>9M</b>	<b>11.02</b>

<b>network of concurring organizations and individuals</b>	<b>Application</b>	services available to families, school-age, youth (e.g. schools, libraries, parks and recreation services, cultural institutions (e.g. museums), local businesses, faith-based institutions, and other after school programs.			
<b>F5.3 Skills for creating a collaborative community network with individuals and organizations embracing a similar mission.</b>	<b>Application</b>	<b>(Level 5: F41)</b> ~ Creates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.	<b>25</b>	<b>9H</b>	<b>11.01 11.02</b>
	<b>Synthesis</b>	<b>(Level 5: F42)</b> ~ Outlines a structure for creating collaborative partnerships around a common interest/need relevant to school-age and youth work development.			
<b>F5.4 Advocacy role for individuals and organizations on behalf of, and in partnership with school-age, youth, and families.</b>	<b>Comprehension</b>	<b>(Level 5: F43)</b> ~ Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.	<b>36</b>	<b>11D 11N</b>	
	<b>Application</b>	<b>(Level 5: F44)</b> ~ Participates in an education/advocacy campaign related to school-age and youth.			

### Content Area G – Personal and Professional Development

Professionals identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices and actions. They advocate for school-age, youth, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

<b>Performance Area G1: Establishes an articulate professional identity that includes the purpose, processes and outcomes of school-age and youth development work, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>G1.1 Perspectives on the nature of school-age and youth practice that respect the developmental, contextual, linguistic, ability, and cultural diversity of families, school-age, and youth.</b>	<b>Synthesis</b>	(Level 5: G1) ~ Composes a personal philosophy of school-age and youth development work based on experience and knowledge of effective practices, philosophies, models, and theories in school-age and youth development work.	36	10C 10E	
	<b>Evaluation</b>	(Level 5: G2) ~ Assesses and critiques current research and policies relevant to school-age and youth development from diverse cultural perspectives and uses information to influence programming.			
<b>G1.2 Historical, philosophical, social, and regulatory foundations of school-age and youth development work practice to support continual personal and professional development as a practitioner and professional in the field.</b>	<b>Analysis</b>	(Level 5: G3) ~ Analyzes the foundations of the school-age and youth development work professions and their impact on current practice and future trends.	36	11A	
<b>G1.3 Strategies to recognize, learn about, and demonstrate respect and sensitivity for the individual strengths, assets, independence and interdependence of school-age, youth, families, and team members in the context of varied developmental, contextual, linguistic, ability, and cultural perspectives.</b>	<b>Application</b>	(Level 5: G4) ~ Applies information gained about school-age, youth, families, and colleagues to enrich relationships and support growth.	24	11K, 11P	2.03 13.04
	<b>Analysis</b>	(Level 5: G5) ~ Identifies strategies to respectfully and ethically gain information and knowledge about school-age, youth, families, and colleagues in programming, community or other institutional settings (e.g. education, justice, social services).			
<b>G1.4 Adult perceptions of school-age and youth as able, valuable, responsible and capable of making a variety of personal choices and decisions.</b>	<b>Analysis</b>	(Level 5: G6) ~ Examines the concept of “otherness” in adolescence that denotes the differences between the lived worlds of school-age, youth, and adults, and how it may affect one’s practice.	1	3C 3F	3.01 3.02
	<b>Evaluation</b>	(Level 5: G7) ~ Connects how one’s philosophical stance, perception of school-age and youth, and intentional practice influence a person’s			

		strategies when working with school-age and youth.			
<b>G1.5 Influences of personal background, values, philosophies, stances, and actions on interactions with others in both personal and professional capacities.</b>	<b>Evaluation</b>	<b>(Level 5: G8)</b> ~ Critiques one's personal philosophy of practice of school-age and youth development work based on knowledge of one's personal values, experiences, and effective practices in the profession.	<b>1</b>	<b>3F 10E</b>	
<b>G1.6 Strategies to continually educate oneself about current trends in school-age and youth development work in order to update one's philosophy and approaches as a professional.</b>	<b>Application</b>	<b>(Level 5: G9)</b> ~ Shares and utilizes learning from professional development experiences with colleagues, school-age, youth, families and/or the community.	<b>33, 34</b>	<b>10G, 10H</b>	
	<b>Synthesis</b>	<b>(Level 5: G10)</b> ~ Outlines a professional development plan in conjunction with supervisors and colleagues to take advantage of local, state, and national training and development options and enumerates outcomes, goals, objectives, resources, and evaluation strategies.			
<b>Performance Area G2: Utilizes self-awareness and a range of strategies to enhance workplace effectiveness through achievement of work objectives, career and personal goals, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA IPTS COA</b>		
<b>G2.1 Self-assessment and problem-solving tools and strategies for reflecting on practice and evaluating one's own beliefs and actions according to professional standards.</b>	<b>Evaluation</b>	<b>(Level 5: G11)</b> ~ Appraises one's own performance based on local, state, and/or national standards, identified outcomes, and using formal and informal methods, self-evaluation and external feedback sources (e.g. self-evaluation tools, feedback surveys from school-age, youth, and families, reflective journaling).	<b>33</b>	<b>10B, 10E</b>	
<b>G2.2 Opportunities and resources for identifying areas for growth and development as a professional when working with school-age and youth.</b>	<b>Comprehension</b>	<b>(Level 5: G12)</b> ~ Describes a relevant formal program review process aligned with state and national standards (e.g. accreditation through Council on Accreditation or National Afterschool Association), in order to inform professional practice.	<b>36</b>	<b>10E 11B</b>	
	<b>Synthesis</b>	<b>(Level 5: G13)</b> ~ Modifies professional practices based on a self-evaluation, identified outcomes, and/or accreditation process.			
<b>G2.3 Critical reflection on one's professional and educational practices from community, state, national, and global perspectives.</b>	<b>Analysis</b>	<b>(Level 5: G14)</b> ~ Compares U.S. school-age and youth development work standards and practices with those of different cultural and national perspectives (e.g. Europe, tribal) to ascertain areas of agreement, learning opportunities, and sources for personal and professional development.	<b>8, 33, 34</b>	<b>10G 11I</b>	
	<b>Synthesis</b>	<b>(Level 5: G15)</b> ~ Initiates and facilitates group networking opportunities (e.g. problem solving, peer evaluation, discussion groups, standards clarification and application sessions, book clubs).			

G2.4 Professional resources to develop and guide a career path in school-age and youth development practice.	Application	(Level 5: G16) ~ Seeks out professional relationships to enhance professional growth (e.g. identifies a mentor).	33, 34	10F 10G	
	Synthesis	(Level 5: G17) ~ Creates and acts upon opportunities to grow and advance on a career path in school-age and youth development work for self and others.			
G2.5 Strategies for developing personal goals, outcomes, and action plans to align one's current knowledge and practice with standards, effective practices, and mission of the workplace based on identified areas for growth and development.	Application	(Level 5: G18) ~ Uses an established or self-created process for developing outcomes and goals to guide development as a professional practitioner (e.g. SWOT or SOAR analysis, SMART Goals).	33	10G	1.02
G2.6 Training, coaching, and supervision opportunities to continually develop professional strengths, skills, attitudes, and knowledge.	Application	(Level 5: G19) ~ Actively participates on professional boards and committees related to school-age and youth development work (e.g. local organizations, professional associations).	25	11E	
<b>Performance Area G3: Establishes connections to the wider field of school-age and youth development beyond individual job and program, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards NAA IPTS COA		
G3.1 Opportunities for participating in development of the profession, school-age and youth development field, including opportunities at the program, local, state, and national levels, and those available through professional organizations and through collegial activities in the program, or community, and other institutions.	Application	(Level 5: G20) ~ Contributes to the development of the fields through participation in the local community, professional associations, organizations, and/or other institutions.	25	11E 11N	
G3.2 Opportunities and resources for training and professional development, including those available through professional literature, organizations, program, local, state, and national agencies or entities, and colleges and universities.	Knowledge	(Level 5: G21) ~ Identifies a variety of local, state, and national opportunities that can be accessed to provide resources for programs.	33, 34	10C	
	Evaluation	(Level 5: G22) ~ Assesses the usefulness of different types of training and resources available for professional development.			

<b>G3.3 Commitment and opportunities to contribute to the knowledge base and practice related to the school-age and youth development field.</b>	<b>Synthesis</b>	<b>(Level 5: G23)</b> ~ Creates informative literature related to school-age and youth development work for a wider audience (e.g. community newsletters, Internet articles, action research results, professional journal submissions).	<b>25</b>	<b>7D</b>	<b>11.01</b>
<b>Performance Area G4: Fulfills the legal, regulatory, and ethical requirements relevant to school-age and youth development practice, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b> <b>NAA IPTS COA</b>		
<b>G4.1 Strategies for adhering to recognized codes of ethics to maintain the public's trust through honest, truthful, and responsible transactions, partnerships, and relationships.</b>	<b>Comprehension</b>	<b>(Level 5: G24)</b> ~ Explains guidelines related to impartiality, confidentiality, and conflicts of interest.	<b>24, 25</b>	<b>11J 11K</b>	
	<b>Comprehension</b>	<b>(Level 5: G25)</b> ~ Describes how programs can ensure transparency by providing the public with access to clear, timely, and accurate information, and actively conveying its mission in public communications.			
	<b>Analysis</b>	<b>(Level 5: G26)</b> ~ Distinguishes between personal and professional roles and responsibilities in situations or interactions dealing with colleagues, school-age, youth, families, and community members.			
<b>G4.2 Certification, licensing, and supervision requirements and/or local, state and national standards for working in the school-age and youth development field.</b>	<b>Evaluation</b>	<b>(Level 5: G27)</b> ~ Evaluates current program and agency practices in relation to relevant legal requirements and standards.	<b>35</b>	<b>11D</b>	<b>5.09</b>
<b>G4.3 Accountability systems and processes for honoring the rights of school-age and youth.</b>	<b>Synthesis</b>	<b>(Level 5: G28)</b> ~ Provides leadership and direction for development, oversight, and maintenance of rights for families, school-age, youth, based on the seven core values (see glossary) and/or other relevant published and accepted standards of practice.	<b>35</b>	<b>11I</b>	<b>13.01</b>

**Content Area H – Program and Agency Governance and Function**

Professionals understand their responsibility to maintain accurate documentation for group, program, and financial requirements. Professionals monitor daily program operations, as well as employ strategies which include implementation of risk and crisis management of facility, participants, and staff. Professionals engage in day-to-day supervision, through shared leadership and decision-making practices, of facilities, staff, volunteers, and resources to ensure communication and implementation of agency policies and procedures.

<b>Performance Area H1: Maintains accurate documentation for group, program, and fiscal requirements, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>H1.1 Accurate information and maintenance of files regarding program, personnel files, volunteers, school-age, and youth.</b>	<b>Application</b>	<b>(Level 5: H1)</b> ~ Utilizes paper and/or electronic recording systems required by program, funding, and regulatory sources.	<b>31, 35</b>	<b>11B</b>	<b>1.02</b>
	<b>Application</b>	<b>(Level 5: H2)</b> ~ Follows agency, legal and fiduciary policies and procedures for adults working in the program (e.g. background checks).		<b>11C</b>	
	<b>Synthesis</b>	<b>(Level 5: H3)</b> ~ Summarizes legal requirements and program confidentiality policies about record maintenance, retention, dissemination, disposal, and those authorized to access files.		<b>11D</b>	
<b>H1.2 Security of information on program, personnel, school-age, and youth.</b>	<b>Synthesis</b>	<b>(Level 5: H4)</b> ~ Recommends a process for securing information (e.g. limiting access, maintaining records in a secure location, using safeguards with electronic data), and for managing security breaches.	<b>35, 36</b>	<b>11J</b> <b>11K</b>	
<b>H1.3 Accepted financial, budgeting, and accounting practices that include planning, management, and oversight.</b>	<b>Application</b>	<b>(Level 5: H5)</b> ~ Implements a financial record keeping system using accepted accounting practices that ensures prompt, accurate, and complete recording of revenues and expenses, timely payments, disbursements and receipt of monies.	<b>35</b>	<b>11B</b> <b>11J</b>	<b>1.02</b>
	<b>Synthesis</b>	<b>(Level 5: H6)</b> ~ Creates, manages, and regularly evaluates a financial plan, that supports the program’s mission and goals; serving as a plan for managing the program’s financial resources; and includes a statement of income and expenditures.			
<b>Performance Area H2: Employs risk and crisis management of facility, participants, and staff, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>H2.1 Identification of risks, and reduction of potential loss and liability.</b>	<b>Evaluation</b>	<b>(Level 5: H7)</b> ~ Conducts regular reviews in order to prescribe actions to address incidents, accidents, and grievances that occur in the program (e.g. illnesses and injuries, facility safety and maintenance issues, dealing with medications, unsafe behavior).	<b>29,</b> <b>30, 35</b>	<b>5G,</b> <b>5M</b>	

H2.2 Practices to protect assets (e.g. compliance with legal requirements, insurance and liability issues, health and safety, employment practices, participants' rights, conflict of interest, and interagency collaborations).	Synthesis	(Level 5: H8) ~ Creates and/or implements policies to protect the organization, its board and staff from unnecessary exposure to liability, including the acquisition of adequate insurance.	35	11J, 11K	
	Evaluation	(Level 5: H9) ~ Evaluates the impacts of relevant state & federal regulations and how they apply to program implementation and design (e.g. maintaining 501(c) (3) status, health and safety).			
H2.3 Local, state, and national licensing, accreditation, and certification criteria.	Comprehension	(Level 5: H10) ~ Explains the benefits and challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association).	35, 36	11B, 11Q	
	Evaluation	(Level 5: H11) ~ Recommends a plan to increasingly meet higher standards so as to be prepared to seek recognition by local, state, or national professional or accrediting organizations.			
<b>Performance Area H3: Enacts day-to-day supervision of facilities, staff, volunteers, and resources, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
H3.1 Support and oversight of school-age, youth, programming, and resources.	Application	(Level 5: H12) ~ Manages program planning, and collaborates with parties that provide oversight and guidance.	8, 34	9H, 9I	1.01 1.02
	Synthesis	(Level 5: H13) ~ Formulates and implements a vision for creating a positive work environment to promote a high level of personnel satisfaction, challenge, and retention, in order to cultivate positive school-age and youth development.			
H3.2 Staff & volunteer orientation, supervision, and relevant training designed to empower, gain skills, and ensure that the program operates in a manner in line with its mission, philosophy, policies, and procedures.	Synthesis	(Level 5: H14) ~ Develops and/or implements processes and tools to facilitate communication about personal and professional growth with staff and volunteers. (e.g. personal quality improvement plans, staff and volunteer orientation).	33, 34	9O, 11M	
	Evaluation	(Level 5: H15) ~ Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation).			
<b>Performance Area H4: Ensures communication and implementation of agency policies, and procedures, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
H4.1 Communication strategies to convey required, relevant, and important information to school-age, youth, families, community members, staff, and supervisory entities.	Application	(Level 5: H16) ~ Uses a variety of communication methods to provide the public clear, timely, and accurate information about the program's activities, finances, and mission.	24, 25	7K	10.02 11.01
	Synthesis	(Level 5: H17) ~ Disseminates information regarding a range of acceptable practices and procedures to school-age, youth, parents, and volunteers using a variety of relevant methods.			

<b>H4.2 Applicable laws, regulations, guidelines, and codes, including those related to health and safety.</b>	<b>Application</b>	<b>(Level 5: H18)</b> ~ Monitors adherence to agency policies and procedures (e.g. safety and sanitation protocols, ongoing maintenance and repairs, and appropriate staffing and supervision throughout the organization).	<b>30, 35, 36</b>	<b>11B, 11C, 11J</b>	<b>9.03</b>
	<b>Analysis</b>	<b>(Level 5: H19)</b> ~ Translates applicable governmental regulations, standards of supervision and safety guidelines (e.g. licensing/accreditation, sanitation) into daily practice with school-age and youth.			
	<b>Synthesis</b>	<b>(Level 5: H20)</b> ~ Communicates and explains information about relevant licenses, certification, and accreditation, and displays documents in an area visible to the public.			
<b>Performance Area H5: Establishes shared leadership and decision-making practices, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>H5.1 Models, processes, and strategies to create a culture that promotes excellence, satisfaction, and positive outcomes.</b>	<b>Comprehension</b>	<b>(Level 5: H21)</b> ~ Compares a variety of continuous improvement models and methods (e.g. Total Quality Management, Quality Circle).	<b>8, 35</b>	<b>9I, 10B</b>	<b>1.02</b>
	<b>Synthesis</b>	<b>(Level 5: H22)</b> ~ Develops and implements a system for partnering with staff and other stakeholders to promote continuous quality improvement.			
<b>H5.2 Strategic planning intent, methods, and processes to determine direction, focus organizational resources, program delivery, and determining progress/success.</b>	<b>Comprehension</b>	<b>(Level 5: H23)</b> ~ Summarizes various benefits of a strategic planning process to include focus, consistency, and ability to mobilize stakeholder groups for school-age and youth development.	<b>35, 36</b>	<b>10B</b>	<b>1.02</b>
	<b>Evaluation</b>	<b>(Level 5: H24)</b> ~ Compares a variety of strategic planning models (e.g. Goals-based, issues-based, scenario, organic, Appreciative Inquiry) and corresponds those that are most compatible with the leadership, culture, environment, size of the organization, and expertise of the planners.			
<b>H5.3 Collaborative practices with staff, families, school-age, youth, and community members.</b>	<b>Application</b>	<b>(Level 5: H25)</b> ~ Partners with key stakeholders, including personnel, school-age, youth, families, and the community, to collect and analyze data relevant to desired goals and outcomes.	<b>25, 33</b>	<b>9A, 9J, 9L, 11M</b>	<b>5.05 10.02</b>
	<b>Synthesis</b>	<b>(Level 5: H26)</b> ~ Provides training and opportunities for stakeholders to learn and practice collaborative skills (e.g. professional development workshops, shared leadership during programming).			

**Content Area I – Advocacy and Policy**

Professionals ensure that the rights of youth are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of school-age children and youth, working with young people and with peers, colleagues, and other stakeholders.

<b>Performance Area I1: Ensures that the rights of school-age and youth, ages 5 through 16, are promoted and upheld.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>I1.1 Personal and professional commitment to maintaining openness and sensitivity to wide-ranging issues of diversity in a pluralistic society.</b>	<b>Application</b>	(Level 5: I1) ~ Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.	1, 7	3F, 3N	
	<b>Synthesis</b>	(Level 5: I2) ~ Interprets & facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.			
	<b>Synthesis</b>	(Level 5: I3) ~ Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.			
<b>I1.2 School-age and youth rights philosophies, perceptions, issues, and challenges.</b>	<b>Comprehension</b>	(Level 5: I4) ~ Summarizes the contents, history, and role of the <i>United Nations Convention on the Rights of the Child</i> , and of <i>The Committee for the Rights of the Child</i> .		3E, 10E	13.01
	<b>Analysis</b>	(Level 5: I5) ~ Compares a variety of available resources regarding school-age and youth rights.			
<b>I1.3 Commitment to rights of school-age and youth through practices, procedures, strategies, and planning.</b>	<b>Synthesis</b>	(Level 5: I6) ~ Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.	1, 3	2A, 2G	3.04 5.03 13.01
	<b>Synthesis</b>	(Level 5: I7) ~ Strategizes for gaining school-age and youth rights by promoting school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement.			
	<b>Evaluation</b>	(Level 5: I8) ~ Critiques practices that are not in the best interest of school-age and youth and collaborates to create solutions.			
<b>Performance Area I2: Recognizes implications of local, state, and national trends and policies with regard to professional practice, ages 5 through 16.</b>					
Knowledge, Skills, and Dispositions	Achievement Expectation	Benchmarks/Competencies	Standards		
			NAA	IPTS	COA
<b>I2.1 Impacts of historical and current public policies at the local, state, and federal levels on school-age, youth, and families.</b>	<b>Analysis</b>	(Level 5: I9) ~ Documents the impact of public policy upon school-age, youth, families, and education programs and advocates for supportive public policies.	25	9A	
		(Level 5: I10) ~ Considers historical public policy decisions and			

	<b>Synthesis</b>	trends when creating strategic plans for the organization.			
<b>I2.2 Policy influence and development strategies as an individual, professional, and in recognized professional organizations (e.g. professional associations).</b>	<b>Analysis</b>	<b>(Level 5: I11)</b> ~ Identifies a range of avenues to influence public policy within the legal, ethical, and practical boundaries of school-age and youth development work.	<b>25</b>	<b>11J, 11N</b>	
	<b>Synthesis</b>	<b>(Level 5: I12)</b> ~ Creates strategies to monitor relevant public policies, laws, and trends to inform and educate stakeholders about issues and possible actions.			
<b>I2.3 Policies and practices of systems of influence in the lives of school-age and youth (e.g. formal and non-formal education, juvenile justice, welfare).</b>	<b>Application</b>	<b>(Level 5: I13)</b> ~ Advocates for and on behalf of school-age, youth, and families when navigating education, legal, and welfare systems.	<b>24</b>	<b>9L</b>	
<b>Performance Area I3: Utilizes experience, knowledge, and research to plan and lead change at a range of levels, ages 5 through 16.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>I3.1 Research and emerging trends regarding holistic and systemic approaches to improving developmental and long-term outcomes for school-age and youth.</b>	<b>Comprehension</b>	<b>(Level 5: I14)</b> ~ Identifies current research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).	<b>2, 14</b>	<b>1A, 11N</b>	<b>5.02 11.02</b>
	<b>Application</b>	<b>(Level 5: I15)</b> ~ Advocates for community strategies to enhance supports and opportunities for school-age and youth.			
<b>I3.2 Structure and rules of the political process as it affects school-age, youth, families, and programs.</b>	<b>Synthesis</b>	<b>(Level 5: I16)</b> ~ Develops a plan for communicating with local leaders/stakeholders, and joining with similar organizations to advocate for the interests of school-age, youth, and families.	<b>25</b>	<b>11N</b>	
<b>I3.3 Approaches and collaboration strategies for identifying relevant resources, allies, and partners in the community and acting upon community needs, issues, and common ground with a variety or network of concurring organizations and individuals.</b>	<b>Comprehension</b>	<b>(Level 5: I17)</b> ~ Identifies processes (e.g. Social Network Analysis, asset mapping, eco-mapping) as a means for identifying the linkage patterns and relationships between individuals, organizations, and existing networks.	<b>24, 25</b>	<b>9A, 9M</b>	<b>11.02</b>
	<b>Application</b>	<b>(Level 5: I18)</b> ~ Employs processes to identify resources and services available to families, school-age, youth (e.g. schools, libraries, parks and recreation services, cultural institutions (e.g., museums, local businesses, faith-based institutions, and other after school programs).			
<b>I3.4 Skills for creating a collaborative community network with individuals and organizations embracing a similar mission.</b>	<b>Comprehension</b>	<b>(Level 5: I19)</b> ~ Articulates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.	<b>25</b>	<b>9A, 9D, 9C</b>	
		<b>(Level 5: I20)</b> ~ Outlines a structure for creating collaborative			

	<b>Synthesis</b>	partnerships around a common interest or need relevant to school-age and youth development work.			
<b>I3.5 Advocacy role for individuals and organizations on behalf of, and in partnership with school-age, youth, and families.</b>	<b>Comprehension</b>	<b>(Level 5: I21)</b> ~ Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.	<b>25</b>	<b>11D, 11N</b>	
	<b>Application</b>	<b>(Level 5: I22)</b> ~ Constructs a plan for an education/advocacy campaign related to school-age and youth.			
	<b>Analysis</b>	<b>(Level 5: I23)</b> ~ Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.			
<b>Performance Area I4: Advocates with and on behalf of school-age and youth, ages 5 through 16, with peers, colleagues, and other stakeholders.</b>					
<b>Knowledge, Skills, and Dispositions</b>	<b>Achievement Expectation</b>	<b>Benchmarks/Competencies</b>	<b>Standards</b>		
			<b>NAA</b>	<b>IPTS</b>	<b>COA</b>
<b>I4.1 Commitment and opportunities to raise awareness, understanding and action steps regarding school-age, youth, and family strengths, issues, needs, and oppressions.</b>	<b>Application</b>	<b>(Level 5: I24)</b> ~ Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.	<b>2, 14</b>	<b>5K, 6G</b>	<b>3.04</b>
<b>I4.2 Opportunities to educate and advocate on behalf of school-age and youth rights.</b>	<b>Application</b>	<b>(Level 5: I25)</b> ~ Assumes a leadership role when advocating for school-age and youth rights.	<b>25</b>	<b>11L, 11N</b>	
	<b>Analysis</b>	<b>(Level 5: I26)</b> ~ Compares key national, state, and local organizations, initiatives, and agencies responsible for identifying and monitoring the rights of school-age and youth.			
	<b>Synthesis</b>	<b>(Level 5: I27)</b> ~ Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, teachable/learnable moments).			
<b>I4.3 Opportunities, supports, and strategies to balance communities contributing to school-age and youth with school-age and youth contributing to communities.</b>	<b>Analysis</b>	<b>(Level 5: I28)</b> ~ Summarizes the elements of school-age and youth leadership, civic engagement and school-age and youth organizing.	<b>2, 3</b>	<b>4J, 5K, 6G</b>	<b>3.02</b>
	<b>Synthesis</b>	<b>(Level 5: I29)</b> ~ Scaffolds approaches to invite and engage school-age and youth at a developmentally appropriate level in the community change process (e.g. authentic youth leadership opportunities, engagement in advocacy and negotiation, involving school-age and youth in governance).			
<b>I4.4 Intentional approaches for partnering with school-age and youth to advocate and take action on issues that connect to school-age and youths' lived experiences.</b>	<b>Application</b>	<b>(Level 5: I30)</b> ~ Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.	<b>2, 25</b>	<b>9M</b>	<b>11.02</b>
	<b>Application</b>	<b>(Level 5: I31)</b> ~ Expands opportunities for meaningful school-age and youth engagement in a variety of settings.			

# Appendix H

## Gateways School-Age & Youth Development Credential Pilot Frameworks

### Gateways to Opportunity School-Age Credential Framework

SA Levels (5-12 years)	General Education Requirements	Education and Training in School-Age (SA)	Work and Practical Experience in School-Age (SA)	Professional Contributions in School-Age (SA)
Level 6	Graduate Degree	To Be Developed	To Be Developed	To Be Developed
Level 5	Bachelor's Degree	30 points in SA content areas (minimum of 1 point in each area) – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 9 points may come from APL/training	180 hours SA supervised experience <b>AND/OR</b> 1000 hours of SA work experience	4 professional contributions in 3 different areas (current within last five years)
Level 4	AA or equivalent (60 semester hours including 9 semester hours of transferable credit)	18 points in SA content areas (minimum of 1 point in each area) – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from APL/training	100 hours SA supervised experience <b>AND/OR</b> 500 hours of SA work experience	2 professional contributions in 2 different areas (current within last five years)
Level 3	HS/GED and 6 semester hours of transferable credit (in 2 of 3 areas- Math, English, Social Science)	9 points in SA content areas (minimum of 1 point in areas A-F) – Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from APL/training	10 hours SA supervised experience <b>AND/OR</b> 400 hours of SA work experience	2 professional contributions in any area (current within last five years)
Level 2	HS/GED	6 points in SA content areas (must have a minimum of 1 point in Human Growth & Development and at least 3 points from SA coursework) – 3 points may come from APL/training/ SA and YD credential Level 1	5 hours of SA observation <b>AND/OR</b> 200 hours of SA work experience	2 professional contributions in any area (current within last five years)
Level 1	Gateways School-Age and Youth Development Credential Level 1 is awarded through completion of 48 hour training.			

Guide: A point is equivalent to one semester hour of college credit.



ILLINOIS PROFESSIONAL DEVELOPMENT SYSTEM

Revised 6/2014

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## Gateways to Opportunity Youth Development Credential Framework

YD Levels (10-18 years)	General Education Requirements	Education and Training in Youth Development (YD)	Work and Practical Experience in Youth Development (YD)	Professional Contributions in Youth Development (YD)
<b>Level 6</b>	Graduate Degree	<b>To Be Developed</b>		
<b>Level 5</b>	Bachelor's Degree	30 points in YD content areas <i>(minimum of 1 point in each area)</i> – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions & Relationships & Environments, Family & Community Relationships 9 points may come from APL/training	180 hours YD supervised experience <b>AND/OR</b> 1000 hours of YD work experience	4 professional contributions in 3 different areas <i>(current within last five years)</i>
<b>Level 4</b>	AA or equivalent <i>(60 semester hours including 9 semester hours of transferable credit)</i>	18 points in YD content areas <i>(minimum of 1 point in each area)</i> – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions & Relationships & Environments, Family & Community Relationships 6 points may come from APL/training	100 hours YD supervised experience <b>AND/OR</b> 500 hours of YD work experience	2 professional contributions in 2 different areas <i>(current within last five years)</i>
<b>Level 3</b>	HS/GED and 6 semester hours of transferable credit <i>(in 2 of 3 areas- Math, English, Social Science)</i>	9 points in YD content areas <i>(minimum of 1 point in areas A-F)</i> – Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions & Relationships & Environments, Family & Community Relationships 6 points may come from APL/training	10 hours YD supervised experience <b>AND/OR</b> 400 hours of YD work experience	2 professional contributions in any area <i>(current within last five years)</i>
<b>Level 2</b>	HS/GED	6 points in YD content areas <i>(must have a minimum of 1 point in Human Growth &amp; Development and at least 3 points from YD coursework)</i> – 3 points may come from APL/training/ SA and YD credential Level 1	5 hours of YD observation <b>AND/OR</b> 200 hours of YD work experience	2 professional contributions in any area <i>(current within last five years)</i>
<b>Level 1</b>	<b>Gateways School-Age and Youth Development Credential Level 1 is awarded through completion of 48 hour training.</b>			

Guide: A point is equivalent to one semester hour of college credit.



**Gateways to Opportunity**  
Illinois Professional Development System

Revised 6/2014

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# Appendix I

## School-Age & Youth Development Credential Marketing Handouts



**Join the  
Gateways to Opportunity®**

**School-Age  
Credential Pilot**

Participate in the Pilot of the Gateways to Opportunity® School-Age Credential designed for professionals serving children 5–12 years of age. Participation is **free**. Contact us today—limited time opportunity.

Components of a Gateways Credential:

- Education and training in school-age
- Work and practical experience with school-age children
- Professional contributions to the field of school-age

Gateways to Opportunity Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Funds may be available to complete needed training coursework. For more information or to register for the Gateways School-Age Credential please email [SAYDCredentialpilot@incrra.org](mailto:SAYDCredentialpilot@incrra.org).



# Join the Gateways to Opportunity® Youth Development Credential Pilot



Participate in the Pilot of the Gateways to Opportunity® Youth Development Credential designed for professionals serving children and youth 10–18 years of age. Participation is **free**. Contact us today—limited time opportunity.

**Components of a Gateways Credential:**

- Education and training in youth development
- Work and practical experience with youth
- Professional contributions to the field of youth development

Gateways to Opportunity Credentials were signed into law, effective July 1, 2009. Gateways Credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

Funds may be available to complete needed training coursework. For more information or to register for the Gateways Youth Development Credential please email [SAYDCredentialPilot@incorra.org](mailto:SAYDCredentialPilot@incorra.org).



# Appendix J

## School-Age & Youth Development Credential Portfolio Documents



Gateways to Opportunity®  
**School-Age**  
**Credential Pilot** (5-12 years)

# General Information

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## Contact Information

### Gateways to Opportunity

1226 Towanda Plaza  
Bloomington, IL 61701  
Attention: SAYD

**Phone:** (866) 697-8278 (24 hour voicemail messaging) or (309) 829-5327

**Fax:** (309) 828-1808

**E-mail:** [webmail@inccrra.org](mailto:webmail@inccrra.org)

**Web site:** [www.ilgateways.com](http://www.ilgateways.com)

**Business Hours:** 8:30-4:30

# General Information

## Gateways to Opportunity and INCCRRA

Gateways to Opportunity is a comprehensive statewide system, designed to support practitioners in continuing their professional development. Gateways to Opportunity provides links to education and training resources, awards Gateways Credentials to qualified practitioners, connects early care and education and school-age care professionals to compensation opportunities, and the Gateways Scholarship program. Professional Development Advisors are available through Gateways to Opportunity to assist any ECE and/or school-age care practitioner in Illinois with career guidance and professional development. The Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) administers Gateways to Opportunity.

## Credentials

Gateways to Opportunity Credentials are part of a comprehensive recognition system for early care and education, school-age, and youth development practitioners in Illinois. Gateways Credentials are awarded by the Illinois Department of Human Services Bureau of Child Care and Development. Gateways Credential requirements were developed by the statewide Professional Development Advisory Council which informs the development of Gateways to Opportunity. Some programs/agencies in Illinois utilize Gateways Credentials as meeting education qualifications for employment. Gateways to Opportunity Credentials were signed into law effective July 2009 and are awarded by the state of Illinois.

Each Credential within the Gateways to Opportunity Professional Development System has specific component requirements, including an education and training component. This component encompasses seven required Gateways content areas, as well as two additional areas specific to the Gateways School-Age Credential. Each Gateways Credential offers an interpretation of these content areas with descriptors that broaden these concepts and then relate those concepts to the specific age range or group served.

### Gateways to Opportunity Family Child Care Credential Content Areas

1. Human Growth and Development
2. Health, Safety, and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design
5. Interactions, Relationships, and Environments
6. Family and Community Relationships
7. Personal and Professional Development

#### Additional Content Areas

1. Program and Agency Governance and Function
2. Advocacy and Policy

### Gateways School-Age (SA) Credential

The Gateways School-Age Credential validates practitioners' knowledge, skills, and experience needed to work with children ages 5–12. It is awarded based on demonstrated knowledge and skills across the seven Gateways content areas, as well as two additional areas: Program and Agency Governance and Function, and Advocacy and Policy.

# Gateways School-Age Credential

## School-Age Content Areas

### **Human Growth and Development (HGD)**

School-Age practitioners use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with children. Practitioners have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of school-age practice. The capabilities of the school-age practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual child development and the important contexts within which children grow and learn. Practitioners view child development knowledge, and the associated values, as the core of their professional practice. Practitioners use their values, understanding and skills for planning and implementing learning interactions and programs.

### **Health, Safety, and Well-Being (HSW)**

Professionals understand that physical health, mental health, and safety are the foundations for development and learning in children. They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of children. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for children to learn habits that will ensure their health and safety.

### **Observation and Assessment (OA)**

Professionals value the roles of informal and formal observation and assessment to gain understanding about an individual's development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand children as well as means for program evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual's skills, abilities, interests and needs, to monitor an individual's progress, and to continually evaluate and reflect on and modify their own roles and practices.

### **Curriculum or Program Design (CPD)**

Professionals have broad knowledge of appropriate curriculum and goals for children. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual's construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual's current abilities and interests to expand competence in all content areas and developmental domains.

# Gateways School-Age Credential

## School-Age Content Areas *(con't)*

### **Interactions, Relationships, and Environments (IRE)**

Professionals use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities for children. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about children and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

### **Family and Community Relationships (FCR)**

Professionals understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of children, and their families.

### **Personal and Professional Development (PPD)**

Professionals identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices, and actions. They advocate for children, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

### **Program and Agency Governance and Function (PAGF)**

School-Age professionals understand their responsibility to maintain accurate documentation for group, program, and financial requirements. Professionals monitor daily program operations, as well as employ strategies which include implementation of risk and crisis management of facility, participants, and staff. Professionals engage in day-to-day supervision, through shared leadership and decision-making practices, of facilities, staff, volunteers, and resources to ensure communication and implementation of agency policies and procedures.

### **Advocacy and Policy (AP)**

School-Age professionals ensure that the rights of children are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of children, working with young people and with peers, colleagues, and other stakeholders.

# Gateways School-Age Credential

## Professional Contributions—Instructional Guidelines

A professional contribution is an activity and/or endeavor that goes beyond the scope of a position or job duty. Each participant must document a specified number of professional contributions related to school-age children (ages 5–12) and their families, dependent on Gateways Credential level. Contributions to the field of school-age care can be no more than five years old from the date the portfolio is submitted to the Gateways to Opportunity office.

Professional Contribution examples and suggested documentation follow each area listed below. This list is not exclusive; other comparable activities may be considered. **Note: Professional Contributions can be no more than five years old.**

### 1. Program Improvement

- Implemented program improvement plans including action plans, objectives, and outcomes
- Created a tangible product that exhibited originality of thought and execution that helped to improve school-age programs as a whole
- Reflection on participation in center's or program's self-assessment for accreditation
- Successfully brought a school-age program through national accreditation
- Received Quality Rating System Rating Assessment
- Served as a consultant to other programs in the implementation of developmentally appropriate practices for school-age children
- Served as consultant in the design or renovation of indoor or outdoor environments for school-age children

#### Suggested Documentation

- Action plan, objectives and outcomes for improvement plan
- Sample product, picture, or copy of a product
- Copy of accreditation validation letter
- Copy of consulting contract or agreement
- Report of summary of consultation

# Gateways School-Age Credential

## Professional Contributions—Instructional Guidelines *(con't)*

### 2. Service in a Professional Organization

- Active member in a professional organization (e.g., IAN, NAA, NAEYC, student school-age organization)
- Served on a committee for a school-age organization to organize a conference, community-wide advocacy event, or other major event
- Coordinated or helped plan an annual event (e.g., Lights on Afterschool)
- Served on a local, state, or national advisory board for a school-age organization
- Served on a community board as a representative of the school-age field
- Served on a local, regional, or statewide committee to promote school-age issues
- Held an elected office in a local, state, or national school-age organization

#### Suggested Documentation

- Copy of membership card or welcome letter
- Copy of a certificate of service or other acknowledgement of your service to a professional organization
- Copy of letter signed by the board president, executive director, or other official representative indicating your role, dates of service, and the name and address of the organization
- Copy of letterhead stationery, which lists you as a board member or officer and includes the name and address of the organization and includes, in writing, the dates of your service

### 3. Presentations/Training

- Presented at staff meeting
- Presentation to co-worker
- Presented at a professional conference
- Served as a trainer or advisor
- Served as a paid consultant/trainer
- Served as a quality improvement validator or observer
- Served as an adjunct instructor for a college course

#### Suggested Documentation

- Outline from training, meeting/presentation agenda, PowerPoint, or evaluation
- Copy of conference brochure with presentation listing or confirmation letter from conference or workshop chair/contact
- Letter from IAN, NAA, NAEYC, or other state or national organization indicating your approval as a validator or your service as a validator

# Gateways School-Age Credential

## Professional Contributions—Instructional Guidelines *(con't)*

### 4. Advocacy

- Wrote a letter to legislative or government officials
- Wrote a letter on a school-age issue that was printed in a local newspaper
- Provided testimony at a public hearing on school-age issues
- Provided consultation to an elected official about issues relating to school-age children and their families
- Served as a community coordinator, presented, or provided testimony for advocacy agency or event
- Advocated for developmentally appropriate practices within programs, organizations, and the community

#### Suggested Documentation

- Copy of a letter to the editor or written testimony
- Copy of letter to legislature or government officials

### 5. Writing and Publication

- Wrote an article for school-age program newsletter
- Wrote an article or book review that was published in an appropriate journal
- Served as editor or regular contributor to a school-age newsletter distributed in the community
- Authored a book promoting developmentally appropriate practice
- Developed a new college-level course
- Developed new materials (e.g., handbook, manuals, etc.) for program

#### Suggested Documentation

- Copy of article including the publication, date, and author
- Copy of book cover, title page, and table of contents
- Copy of handbook or manual cover and contents

# Gateways School-Age Credential

## Professional Contributions—Instructional Guidelines (con't)

### 6. Research/Grantswriting

- Wrote a proposal for a grant
- Researched and evaluated potential curriculums
- Conducted a research study on a topic related to school-age and, their care and education, or related topic as part of a supervised thesis or dissertation
- Conducted a research study on school-age that was published in a peer-reviewed journal
- Served as chair of a major fundraiser for a school-age related endeavor
- Reviewed proposals or was a reader for a foundation or other grant-making agency/organization

#### Suggested Documentation

- Copy of cover sheet, table of contents, and abstract
- Copy of transcript indicating completion of thesis, including title and content description
- Copy of grant approval letter
- Copy of letter indicating service as a grant reader/reviewer



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# **School-Age Credential Pilot Portfolio Forms**

# Portfolio Forms

## Checklist

To obtain the Gateways School-Age Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 5

- Bachelor's Degree
- 30 points (semester hours) in the Gateways School-Age Content Areas, with at least one point in each area  
*Nine of the 30 points may come from Gateways Credential approved training or from assessment of prior learning*
- 1000 total hours of documented Work and Practical Experience in School-Age Care **OR** minimum of 180 hours of Supervised School-Age Experience
- Four Professional Contributions, in three different areas within the last five years

### Level 4

- Associate's Degree **OR** 60+ semester hours including three semester hours in each of the following:
  - Transferable Math,
  - Transferable English, and
  - Transferable General Education elective
- 18 points (semester hours) in the Gateways School-Age Content Areas, with at least one point in each area  
*Six of the 18 points may come from Gateways Credential approved training or from assessment of prior learning*
- 500 total hours of documented Work and Practical Experience in School-Age Care **OR** 100 total hours of Supervised School-Age Experience
- Two Professional Contributions, in two different areas within the last five years

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Checklist *(con't)*

### Level 3

- High School Diploma or GED and six semester hours in two of three areas:
  - Transferable Math
  - Transferable English, and
  - Transferable Social Science elective
  
- Nine points (semester hours) in the Gateways School-Age Content Areas, with at least one point in Human Growth and Development; Health, Safety and Well-Being; Observation and Assessment; Curriculum or Program Design; Interactions, Relationships and Environments; Family and Community Relationships  
*Six of the nine points may come from Gateways Credential approved training or from assessment of prior learning*
  
- 400 total hours of documented Work and Practical Experience in School-Age Care **OR** 10 total hours of Supervised School-Age Experience
  
- Two Professional Contributions in any area within the last five years

### Level 2

- High School Diploma or GED
  
- Six points (semester hours) in the Gateways School-Age Content Areas, with at least one point in Human Growth and Development and at least three points from school-age coursework  
*Three of the six points may come from Gateways Credential approved training or from assessment of prior learning, or Gateways to Opportunity SAYD Credential Level 1 Training*
  
- 200 total hours of documented Work and Practical Experience in School-Age Care **OR** five total hours of Supervised School-Age Experience
  
- Two Professional Contributions in any area within the last five years

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Work & Practical Experience—Verification Form

Please complete and have this form signed by a supervisor, director, or the Human Resources department to validate your work experience providing direct service to children or youth. **Use a separate form for each position.**

Please indicate which Gateways Credential(s) you are applying for:

School-Age

### Personal Information

Participant Name: \_\_\_\_\_ Person ID: \_\_\_\_\_

Position: \_\_\_\_\_ Start Date (MO/YR): \_\_\_\_\_ End Date (MO/YR): \_\_\_\_\_

Hours per week: \_\_\_\_\_ x Weeks per year: \_\_\_\_\_ x # of years: \_\_\_\_\_ = Total Hours: \_\_\_\_\_

Please indicate the age groups served in this position.

School-Age (5–12)

### Contact Information

Contact Name: \_\_\_\_\_

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Company Phone: \_\_\_\_\_

### Signature and title of contact who can verify your work experience:

\_\_\_\_\_  
**Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Work & Practical Experience—Verification Form Family Child Care Providers

Family Child Care Providers (FCCP) must complete this form to verify experience for the Gateways to Opportunity Credentials. Please follow the steps below:

**Step 1:** Include copies of your Illinois Department of Children and Family Services (IDCFS) license for the years of experience to be counted toward a Gateways Credential.

**Step 2:** Please have two families with children or youth in your program complete pages 3 and 4.

### Personal Information

Participant Name: \_\_\_\_\_

Name on License: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Ages of Children or Youth Served: \_\_\_\_\_

Total Hours in Business: \_\_\_\_\_  
(Hours Per Week x By Weeks Per Year x By Number Of Years)

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Proof of Care Family Child Care Providers

**Parent/Guardian Statement**

Your Family Child Care Provider is applying for a Gateways to Opportunity program and must provide proof of caring for children. Thank you for taking the time to complete this form to support your Family Child Care Provider. If you have any questions while completing this form, please call the Gateways to Opportunity office at (866) 697-8278 and ask to speak with a Professional Development Counselor.

This form verifies that: (Name Of Provider) \_\_\_\_\_  
is the Family Child Care Provider (FCCP) for my child(ren).

### Parent/Guardian Contact Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

**Please complete the following chart for your child(ren) (one row per child in care):**

Name of Child	Current age of Child	Hours Per Week Child is in the Care of this Family Child Care Provider	Weeks Per Year Child is in the Care of this Family Child Care Provider	Number of Years Child has been in the care of this Family Child Care Provider
Jane Doe (sample)	5	20	40	3

Days of care (select all that apply):

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Drop off time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Pick up time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Do your child(ren) still attend this program? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, when did they stop attending? \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**You may receive a phone call from our office to verify the information provided.**

# Portfolio Forms

## Professional Contributions

For each contribution, please list activity, location, date, contact person, and contact phone number. Please also include a brief summary of each contribution that outlines the participants/audience and outcome for those impacted by the activity. Please limit comment to 150 words. This form must be completed and documentation for each contribution attached. Use additional forms, if needed.

### 1. Program Improvement

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 2. Service in a Professional Organization

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 3. Presentations/Trainings

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***

# Portfolio Forms

## Professional Contributions

### 4. Advocacy

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 5. Writing and Publications

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 6. Research / Grants Writing

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***



Gateways to Opportunity®  
**Youth Development  
Credential Pilot** (10-18 years)



# General Information

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## Contact Information

### Gateways to Opportunity

1226 Towanda Plaza  
Bloomington, IL 61701  
Attention: SAYD

**Phone:** (866) 697-8278 (24 hour voicemail messaging) or (309) 829-5327

**Fax:** (309) 828-1808

**E-mail:** [webmail@inccrra.org](mailto:webmail@inccrra.org)

**Web site:** [www.ilgateways.com](http://www.ilgateways.com)

**Business Hours:** 8:30-4:30

# General Information

## Gateways to Opportunity and INCCRRA

Gateways to Opportunity is a comprehensive statewide system, designed to support practitioners in continuing their professional development. Gateways to Opportunity provides links to education and training resources, awards Gateways Credentials to qualified practitioners, connects early care and education and school-age care professionals to compensation opportunities, and the Gateways Scholarship program. Professional Development Advisors are available through Gateways to Opportunity to assist any ECE and/or school-age care practitioner in Illinois with career guidance and professional development. The Illinois Network of Child Care Resource & Referral Agencies (INCCRRA) administers Gateways to Opportunity.

## Credentials

Gateways to Opportunity Credentials are part of a comprehensive recognition system for early care and education, school-age, and youth development practitioners in Illinois. Gateways Credentials are awarded by the Illinois Department of Human Services Bureau of Child Care and Development. Gateways Credential requirements were developed by the statewide Professional Development Advisory Council which informs the development of Gateways to Opportunity. Some programs/agencies in Illinois utilize Gateways Credentials as meeting education qualifications for employment. Gateways to Opportunity Credentials were signed into law effective July 2009 and are awarded by the state of Illinois.

Each Credential within the Gateways to Opportunity Professional Development System has specific component requirements, including an education and training component. This component encompasses seven required Gateways content areas, as well as two additional areas specific to the Gateways Youth Development Credential. Each Gateways Credential offers an interpretation of these content areas with descriptors that broaden these concepts and then relate those concepts to the specific age range or group served.

### Gateways to Opportunity Family Child Care Credential Content Areas

1. Human Growth and Development
2. Health, Safety, and Well-Being
3. Observation and Assessment
4. Curriculum or Program Design
5. Interactions, Relationships, and Environments
6. Family and Community Relationships
7. Personal and Professional Development

#### Additional Content Areas

1. Program and Agency Governance and Function
2. Advocacy and Policy

### Gateways Youth Development (YD) Credential

The Gateways Youth Development Credential validates practitioners' knowledge, skills, and experience needed to work with youth ages 10–18. It is awarded based on demonstrated knowledge and skills across the seven Gateways content areas, as well as two additional areas: Program and Agency Governance and Function, and Advocacy and Policy.

# Portfolio Forms

## Youth Development Content Areas

### **Human Growth and Development (HGD)**

Youth development practitioners use current and emerging factual, theoretical, procedural and cultural knowledge of developmental influences as essential for all aspects of their work with youth. Practitioners have a curiosity and understanding about how individuals develop and learn, and understand the mutual influences among the many different domains of development and change. This knowledge and skill is always underpinned by the seven core values of youth development practice. The capabilities of the youth development practitioner demonstrate how well the worker balances these core values with the core knowledge and skills of individual youth development and the important contexts within which youth grow and learn. Practitioners view youth development knowledge, and the associated values, as the core of their professional practice. Practitioners use their values, understanding and skills for planning and implementing learning interactions and programs.

### **Health, Safety, and Well-Being (HSW)**

Professionals understand that physical health, mental health, and safety are the foundations for development and learning in youth. They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of youth. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutrition, and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for youth to learn habits that will ensure their health and safety.

### **Observation and Assessment (OA)**

Professionals value the roles of informal and formal observation and assessment to gain understanding about an individual's development and learning. They understand the purposes, benefits and uses of observation and assessment information. They view observation and assessment as ways to understand youth as well as means for program evaluation and accountability. They take responsibility for using a variety of age, developmentally, linguistically, and culturally appropriate formal and informal assessments to gather and share information on an individual's skills, abilities, interests and needs, to monitor an individual's progress, and to continually evaluate and reflect on and modify their own roles and practices.

### **Curriculum or Program Design (CPD)**

Professionals have broad knowledge of appropriate curriculum and goals for youth. They understand the central concepts, tools of inquiry, and structures of the content disciplines, as well as the interrelationships between and among content disciplines and developmental domains. They recognize and value the interdependence between relationships with others and an individual's construction of knowledge. They view curriculum development as a collaborative, dynamic, and ever-changing professional endeavor. They take responsibility for planning and providing an emerging, bias-sensitive, integrated curriculum to build on an individual's current abilities and interests to expand competence in all content areas and developmental domains.

# Portfolio Forms

## Youth Development Content Areas *(con't)*

### **Interactions, Relationships, and Environments (IRE)**

Professionals use their understanding of developmentally appropriate interactions and environments to provide integrated and supportive learning opportunities for youth. They use interpersonal interactions that guide each individual toward desired developmental and learning outcomes. They recognize the important teaching roles of the physical and social environments, and provide and support environments that are nurturing, pleasing, and intellectually stimulating. Environments and interactions reflect values about youth and families, and are sensitive to bias and to individual differences. Environments and interactions are responsive to each individual's abilities, interests, and needs, and reflect appreciation of family and community contexts and resources.

### **Family and Community Relationships (FCR)**

Professionals understand and value the critical role of positive, collaborative partnerships with families, colleagues, and community service agencies. They respect multiple perspectives and demonstrate integrity in conveying their own personal and professional perspectives and values. They use their knowledge of family and social systems to create reciprocal, productive interpersonal relationships that recognize and enhance the contributions of family, program, and community participants to the development, learning, and wellbeing of youth, and their families.

### **Personal and Professional Development (PPD)**

Professionals identify and conduct themselves as members of a significant, expanding, changing profession. Their professional attitudes evolve with experience, professional development, and advances in the profession. They honor diversity in cultures, beliefs, and practices. They know and value the history and contributions of their profession and its related fields. They are committed to ongoing professional development, and continually reflect on and take responsibility for their own values, choices, and actions. They advocate for youth, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

### **Program and Agency Governance and Function (PAGF)**

Youth development professionals understand their responsibility to maintain accurate documentation for group, program, and financial requirements. Professionals monitor daily program operations, as well as employ strategies which include implementation of risk and crisis management of facility, participants, and staff. Professionals engage in day-to-day supervision, through shared leadership and decision-making practices, of facilities, staff, volunteers, and resources to ensure communication and implementation of agency policies and procedures.

### **Advocacy and Policy (AP)**

Youth development professionals ensure that the rights of youth are promoted and upheld. Professionals recognize implications of local, state, and national trends and policies with regard to professional practice. Professionals utilize experience, knowledge, and research to plan and lead change at a range of levels. They advocate on behalf of youth, working with young people and with peers, colleagues, and other stakeholders.

# Portfolio Forms

## Professional Contributions—Instructional Guidelines

A Professional Contribution is an activity and/or endeavor that goes above and beyond the scope of a position or job duty. Each participant must document a specified number of professional contributions related to youth (age 10–18) and their families, dependent on Gateways Credential level. Contributions to the field of youth development can be no more than five years old from the date the portfolio is submitted to the Gateways to Opportunity office.

Professional Contribution examples and suggested documentation follow each area listed below. This list is not exclusive; other comparable activities may be considered. **Note: Professional Contributions can be no more than five years old.**

### 1. Program Improvement

- Implemented program improvement plans including action plans, objectives, and outcomes
- Created a tangible product that exhibited originality of thought and execution that helped to improve youth development programs as a whole
- Reflection on participation in center's or program's self-assessment for accreditation
- Successfully brought a youth development program through national accreditation
- Served as a consultant to other programs in the implementation of developmentally appropriate practices for youth
- Served as consultant in the design or renovation of environments for youth

#### Suggested Documentation

- Action plan, objectives and outcomes for improvement plan
- Sample product, picture, or copy of a product
- Copy of accreditation validation letter
- Copy of consulting contract or agreement
- Report of summary of consultation

# Portfolio Forms

## Professional Contributions—Instructional Guidelines (con't)

### 2. Service in a Leadership Role in a Professional Organization

- Active member in a professional organization (e.g., IAN, NAA, student youth development organization)
- Served on a committee for a youth development organization to organize a conference, community-wide advocacy event, or other major event
- Coordinated or helped plan an annual event (e.g., Lights on Afterschool)
- Served on a local, state, or national advisory board for a youth development organization
- Served on a community board as a representative of youth development field
- Served on a local, regional, or statewide committee to promote youth development issues
- Held an elected office in a local, state, or national youth development organization

#### Suggested Documentation

- Copy of membership card or welcome letter
- Copy of a certificate of service or other acknowledgement of your service to a professional organization
- Copy of letter signed by the board president, executive director, or other official representative indicating your role, dates of service, and the name and address of the organization
- Copy of letterhead stationery, which lists you as a board member or officer and includes the name and address of the organization and includes, in writing, the dates of your service

### 3. Presentations/Training

- Presented at staff meeting
- Presentation to co-worker
- Presented at a professional conference
- Served as a trainer or advisor
- Served as a paid consultant/trainer
- Served as an accreditation validator or observer
- Served as an adjunct instructor for a college course

#### Suggested Documentation

- Outline from training, meeting/presentation agenda, PowerPoint, or evaluation
- Copy of conference brochure with presentation listing or confirmation letter from conference or workshop chair/contact
- Letter from NAA, IAN, or other state or national organization indicating your approval as a validator or your service as a validator

# Portfolio Forms

## Professional Contributions—Instructional Guidelines (con't)

### 4. Advocacy

- Wrote a letter to legislative or government officials
- Wrote a letter on a youth development issue that was printed in a local newspaper
- Provided testimony at a public hearing on youth development issues
- Provided consultation to an elected official about issues relating to youth and their families
- Served as a community coordinator, presented, or provided testimony for advocacy agency or event
- Advocated for developmentally appropriate practices within programs, organizations, and the community

#### Suggested Documentation

- Copy of a letter to the editor or written testimony
- Copy of letter to legislature or government officials

### 5. Writing and Publication

- Wrote an article for a youth development program newsletter
- Wrote an article or book review that was published in an appropriate journal
- Served as editor or regular contributor to a youth development newsletter distributed in the community
- Authored a book promoting developmentally appropriate practice
- Developed a new college-level course
- Developed new materials (e.g., handbook, manuals, etc.) for program

#### Suggested Documentation

- Copy of article including the publication, date, and author
- Copy of book cover, title page, and table of contents
- Copy of handbook or manual cover and contents

# Portfolio Forms

## Professional Contributions—Instructional Guidelines (con't)

### 6. Research/Grantswriting

- Wrote a proposal for a grant
- Researched and evaluated potential curriculums
- Conducted a research study on a topic related to youth development, their care and education, or related topic as part of a supervised thesis or dissertation
- Conducted a research study on youth development that was published in a peer-reviewed journal
- Served as chair of a major fundraiser for a youth development related endeavor
- Reviewed proposals or was a reader for a foundation or other grant-making agency/organization

#### Suggested Documentation

- Copy of cover sheet, table of contents, and abstract
- Copy of transcript indicating completion of thesis, including title and content description
- Copy of grant approval letter
- Copy of letter indicating service as a grant reader/reviewer



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# **Youth Development Credential Pilot Portfolio Forms**

# Portfolio Forms

## Checklist

To obtain the Gateways Youth Development Credential, all components listed below must be met and corresponding documentation submitted. Documentation includes official transcripts, completed experience verification forms, and/or completed Professional Contribution form.

### Level 5

- Bachelor's Degree
- 30 points (30 semester hours) in the Gateways Youth Development Content Areas, with at least one point in each area  
*Nine of the 30 points may come from Gateways Credential approved training or from assessment of prior learning.*
- 1000 hours of documented Work and Practical Experience in Youth Development **OR** 180 hours of Supervised Youth Development Experience
- Four Professional Contributions, in three different areas within the last five years

### Level 4

- Associate's Degree **OR** 60+ semester hours including three semester hours in each of the following:
  - Transferable Math,
  - Transferable English, and
  - Transferable General Education elective
- 18 points (semester hours) in the Gateways Youth Development Content Areas, with at least one point in each area  
*Six of the 18 points may come from Gateways Credential approved training or from assessment of prior learning*
- 500 total hours of documented Work and Practical Experience in Youth Development **OR** 100 total hours of Supervised Youth Development Experience
- Two Professional Contributions, in two different areas within the last five years

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@incrra.org.)***

# Portfolio Forms

## Checklist *(con't)*

### Level 3

- High School Diploma or GED and six semester hours in two of three areas:
  - Transferable Math,
  - Transferable English, and
  - Transferable Social Science elective
  
- Nine points (semester hours) in the Gateways Youth Development Content Areas, with at least one point in Human Growth and Development; Health, Safety and Well-Being; Observation and Assessment; Curriculum or Program Design; Interactions, Relationships and Environments; Family and Community Relationships  
*Six of the 18 points may come from Gateways Credential approved training or from assessment of prior learning*
  
- 400 total hours of documented Work and Practical Experience in Youth Development **OR** 10 total hours of Supervised Youth Development Experience
  
- One Professional Contribution in any area within the last five years

### Level 2

- High School Diploma or GED
  
- Six points (semester hours) in the Gateways Youth Development Content Areas, with at least one point in Human Growth and Development, and at least three points from youth development coursework  
*Three of the six points may come from Gateways Credential approved training or from assessment of prior learning, or Gateways to Opportunity SAYD Credential Level 1 Training*
  
- 200 total hours of documented Work and Practical Experience in Youth Development **OR** five total hours of Supervised Youth Development Experience
  
- Two Professional Contributions in any area within the last five years

***Please do not send original documentation, as it will not be returned. (Exception: official college transcript(s) must be sent in a sealed envelope from the college or university or request official electronic transcript(s) to be sent from your college or university to transcripts@inccrra.org.)***

# Portfolio Forms

## Work & Practical Experience—Verification Form

Please complete and have this form signed by a supervisor, director, or the Human Resources department to validate your work experience providing direct service to children or youth. **Use a separate form for each position.**

Please indicate which Gateways Credential(s) you are applying for:

Youth Development

### Personal Information

Participant Name: \_\_\_\_\_ Person ID: \_\_\_\_\_

Position: \_\_\_\_\_ Start Date (MO/YR): \_\_\_\_\_ End Date (MO/YR): \_\_\_\_\_

Hours per week: \_\_\_\_\_ x Weeks per year: \_\_\_\_\_ x # of years: \_\_\_\_\_ = Total Hours: \_\_\_\_\_

Please indicate the age groups served in this position.

Youth Development (10–18)

### Contact Information

Contact Name: \_\_\_\_\_

Company Name: \_\_\_\_\_

Company Address: \_\_\_\_\_

Company Phone: \_\_\_\_\_

### Signature and title of contact who can verify your work experience:

\_\_\_\_\_  
**Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Work & Practical Experience—Verification Form Family Child Care Providers

Family Child Care Providers (FCCP) must complete this form to verify experience for the Gateways to Opportunity Credentials. Please follow the steps below:

**Step 1:** Include copies of your Illinois Department of Children and Family Services (IDCFS) license for the years of experience to be counted toward a Gateways Credential.

**Step 2:** Please have two families with children or youth in your program complete pages 3 and 4.

### Personal Information

Participant Name: \_\_\_\_\_

Name on License: \_\_\_\_\_

Address: \_\_\_\_\_ Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Ages of Children or Youth Served: \_\_\_\_\_

Total Hours in Business: \_\_\_\_\_  
(Hours Per Week x By Weeks Per Year x By Number Of Years)

Participant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge. I understand false or misleading statements or subsequent documentation may constitute grounds for denial of a Gateways to Opportunity Credential.

# Portfolio Forms

## Proof of Care Family Child Care Providers

**Parent/Guardian Statement**

Your Family Child Care Provider is applying for a Gateways to Opportunity program and must provide proof of caring for children. Thank you for taking the time to complete this form to support your Family Child Care Provider. If you have any questions while completing this form, please call the Gateways to Opportunity office at (866) 697-8278 and ask to speak with a Professional Development Counselor.

This form verifies that: (Name Of Provider) \_\_\_\_\_  
is the Family Child Care Provider (FCCP) for my child(ren).

### Parent/Guardian Contact Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Phone Number: \_\_\_\_\_

### Please complete the following chart for your child(ren) (one row per child in care):

Name of Child	Current age of Child	Hours Per Week Child is in the Care of this Family Child Care Provider	Weeks Per Year Child is in the Care of this Family Child Care Provider	Number of Years Child has been in the care of this Family Child Care Provider
Jane Doe (sample)	5	20	40	3

Days of care (select all that apply):

Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  Sunday

Drop off time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Pick up time: \_\_\_\_\_:\_\_\_\_\_ am/pm

Do your child(ren) still attend this program? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, when did they stop attending? \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

By signing the above, I verify that the information provided herein is accurate and correct to the best of my knowledge.

**You may receive a phone call from our office to verify the information provided.**

# Portfolio Forms

## Professional Contributions

For each contribution, please list activity, location, date, contact person, and contact phone number. Please also include a brief summary of each contribution that outlines the participants/audience and outcome for those impacted by the activity. Please limit comment to 150 words. This form must be completed and documentation for each contribution attached. Use additional forms, if needed.

### 1. Program Improvement

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 2. Service in a Professional Organization

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 3. Presentations/Trainings

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***

# Portfolio Forms

## Professional Contributions

### 4. Advocacy

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 5. Writing and Publications

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

### 6. Research / Grants Writing

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Location: \_\_\_\_\_ Date: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Contact phone number or email: \_\_\_\_\_

***Please send copies of this form and all other documentation. Please do not send original documentation, as it will not be returned.***

# Appendix K

## Entitled Route Marketing Flyer

# School-Age and Youth Development Credentials



**Gateways to Opportunity® School-Age and Youth Development Credential Levels 2–5 have been developed, and we are recruiting higher education institutions to become part of an exciting pilot that will provide:**

- Opportunity—The opportunity to provide feedback that will shape the final credential.
- Leadership—Your program will set the standard for other institutions.
- Exclusivity—Be the first to offer these credentials.
- Advantage — A competitive edge to attract students.

**The School-Age and Youth Development Credentials were developed to:**

- Prepare and support qualified school-age and youth development practitioners.
- Provide professional recognition.
- Standardize personnel requirements within the field.
- Define an educational pathway for school-age and youth development practitioners.

### Gateways to Opportunity Credentials

Gateways to Opportunity credentials are symbols of professional achievement that validate knowledge and skills, experience, and contributions to the field of early care and education, infants and toddlers, administration, school-age, and youth development. Gateways credentials were signed into law, effective July 1, 2009. Gateways credentials are awarded and recognized by the Illinois Department of Human Services (IDHS) Bureau of Child Care and Development.

### Gateways to Opportunity Entitled Institutions

Gateways to Opportunity awards entitlement status to higher education institutions that align their coursework with credential requirements. Students who complete these required courses have met Gateways credential component requirements.

For more information contact **Nora Harrison Higher Education Liaison** at (309) 557-1819 or email [nharrison@inccrra.org](mailto:nharrison@inccrra.org)



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# Appendix L

## School-Age & Youth Development Credential Committee Members

Name	Agency/Organization	Dates according to rosters available to me in 2008:
Alex Graves	Garden of Prayer Youth Center	2014 – Present
Alice Kirby	Child Care Provider	2014
Anne Wharff	Illinois Department of Human Services	2008 – Present
Carole Franke	Iroquois-Kankakee Regional Office of Education	2014 – Present
CJ Porter	ICCS/Charleston Teen REACH	2014 – Present
Christy Allen	Community Child Care Connection, Inc.	2008 – Present
Curtis Peace Jr.	Illinois After School Network	2011 – Present
Cynthia Wall	Illinois Department of Human Services	2008 – 2009
Danyel Watters	Springfield Urban League Site	2013 – 2015
Dave Robisch	Illinois Department of Human Services	2008 – 2015
David Piel	Carole Robertson Center for Learning	2008 – 2011
Deb Merdinger	Champions	2014 – 2016
Deb Moroney	American Institutes for Research	2011 – Present
Deborah Rogers Jaye	Harold Washington College	2008 – Present
Isolda Davila	DFSS - Children's Youth Services	2012 – 2015
James (Jim) Cheshire	Chicago Dept. of Children and Youth Services	2008 – 2011
Jennifer Becker Mouhcine	Illinois Center for Violence Prevention	2008 – 2010
Joseph Banks	Illinois School Board of Education	2008 – 2010
Julie Dakers	Christopher House	2011
Kathy Kloppenburg	Carole Robertson Center for Learning	2008 – 2009
Kelley Talbot	Voices for Children	2013 – 2015
Kim Ruggles	Cass County Health Department	2014 – Present
Luis Rios	DFSS - Children's Youth Services	2012
Marsha Hawley	Ounce of Prevention Fund	2012 – Present
Michael Heathfield	Chicago Public Schools	2008 – 2010
Rachel Fisher	Eastern Illinois University	2014 – 2016
Renee DeBerry	Illinois Action for Children	2008 – 2010
Samantha Hedges	Voices for Children	2013
Santita Nunn	Springfield Urban League Site	2011 – 2012
Semira Sarancic	Champions - Knowledge Universe	2015 – Present
Shallie Pittman	ACT Now Coalition	2015 – Present
Stacey Horn	UIC - College of Education	2012
Stacie (Haley) Ealey	Tazewell County Health Department	2008 – Present
Tammy McCullough	CCR&R	2008 – 2010
Tammy Notter	CCR&R (SDA 5)	2008 – Present
Teri Talan	McCormick Center, NLU	2012 – Present
Tiana Cody	Illinois Collaboration on Youth	2015 – Present
Wendy Chill	Illinois Center for Violence Prevention	2010

INCCRRA staff provided support to the efforts of the School-Age and Youth Development Credential Committee from 2006—2016

Name	Title	Years of SAYD
Joni Scritchlow	Senior Program Director	2006 – Present
Ryan Duffy	Program Specialist of Professional Opportunities and Development	2014 – 2016
Stephanie Hellmer	Coordinator and Program Specialist of Professional Opportunities and Development	2014 – Present

# Appendix M

## School-Age & Youth Development Recommendations



Professional Development Advisory Council (PDAC)

### RECOMMENDATION FOR APPROVAL

DATE: 4/7/2016

COMMITTEE MAKING RECOMMENDATION: School-Age and Youth Development Credential Committee

#### RECOMMENDATION:

The SAYD Committee is recommending combining the School-Age and the Youth Development Credentials into one School-Age and Youth Development Credential that spans the ages of 5 through 16.

#### RATIONALE:

Merging the School-Age and the Youth Development Credentials is being recommended based on the SAYD Committee's discussions, pilot survey results, the School-Age Credential pilot was more successful than the Youth Development Credential pilot, there were more people interested in the School-Age Credential, and the fiscal reality of funding being available for an age range of 5 through 16. (All Youth Development Credential recipients also achieved a School-Age Credential).

#### DISPOSITION:

PDAC SAYD Committee

Approved: X Date: 4/7/2016  
Disapproved: Date:

PDAC Qualifications and Credentials Committee

Approved: X Date: 4/19/16  
Disapproved: Date:

#### DISPOSITION:

PDAC Steering Committee

Approved: X Date: 5/18/16  
Disapproved: Date:

#### DISPOSITION:

PDAC

Approved: X Date: 6/24/16  
Disapproved: Date:

#### DISPOSITION:

IDHS, Bureau of Child Care and Development

Approved: X Date: 6/30/16  
Disapproved: Date:



**RECOMMENDATION FOR APPROVAL**

**DATE:** 4/7/2016

**COMMITTEE MAKING RECOMMENDATION:** School-Age and Youth Development Credential Committee

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential framework. Thorough testing of each level and survey data has led to the following changes:

**Level 2-**Adding a 1 point requirement for Curriculum or Program Design content area to Education and Training. Keeping the option for applicants that have achieved a SAYD Credential Level 1 to use this achievement towards half of the SAYD Credential Level 2 Education and Training requirement. Updated Education and Training to say “6 points in SAYD Content Areas (must have a minimum of 1 point in Human Growth & Development and 1 point in Curriculum or Program Design) **or** 3 points from SAYD coursework and the SAYD Credential Level 1; 3 points may be from credential approved training, and 1 of those 3 points **may** come from assessment of prior learning (APL). Updated “HS/GED” under General Education Requirements to “High School Diploma or GED.”

**Level 3-**Removed Observation and Assessment content area requirement from Level 3 Education and Training Requirements. Updated General Education Requirements to “High School Diploma or GED and 6 semester hours (in 2 areas—English, Social Science, and **any** Math **or** Science) (These 6 hours must be credit bearing and non-developmental 100 level+).” Adding a text box across Education Requirements and SAYD Education and Training saying “1 additional point is required from general or content area specific education.” Updated Education and Training to say “9 points in SAYD Content Areas (minimum of 1 point in each area) – Human Growth & Development, Health, Safety, & Well-Being, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships, 6 points may come from credential approved training and 1 of those 6 points may come from APL”

**Level 4-**Updated General Education Requirements to “Associate’s Degree **or** 60+ semester hours with (9 semester hours of English, Social Science, and **any** Math **or** Science) (These 9 hours must be credit bearing and non-developmental 100 level +).”

**Level 5-**No changes at this time.

**All Levels-**Removed Professional Contributions from initial credential attainment requirements and only requiring professional contributions at renewal.

**RATIONALE:**

**Level 2-**Adding the 1 point Curriculum of Program Design content area to the Education and Training at Level 2 to insure that School-Age and Youth Development Credential recipients have skills necessary to understand and design basic curriculum and programs in School-Age and Youth Development. Updated the General Education Requirements to match existing credential requirements. Any applicant that has earned a SAYD Credential Level 1 has received extensive training focused on working with children and youth ages 5 – 18. This training consists of 16 modules that are each three hours in length. These trainings strengthen the SAYD workforce professionals to be able to offer higher quality programs, care, and services to individuals within the SAYD age ranges.

**Level 3-**Including **any** Math **or** Science mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing “**any** Math **or** Science” provides opportunities for both professionals

working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 3's Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**Level 4**-Including **any Math or Science** mirrors AAS state requirements with a greater application for this credential and workforce. Utilizing "**any Math or Science**" provides opportunities for both professionals working in the field and faculty in designing programs, to better meet the needs of this workforce. Removing the Observation and Assessment content area requirement from Level 4's Education and Training was based upon analysis of data and applicability to expectations related to roles. Updated the General Education Requirements to match existing credential requirements.

**All Levels**-Professional contributions will be required only upon renewal.

**DISPOSITION:**

**PDAC SAYD Committee**

Approved: X Date: 4/7/2016  
Disapproved: Date:

**PDAC Qualifications and Credentials Committee**

Approved: X Date: 4/19/16  
Disapproved: Date:

**DISPOSITION:**

**PDAC Steering Committee**

Approved: X Date: 5/18/16  
Disapproved: Date:

**DISPOSITION:**

**PDAC**

Approved: X Date: 6/24/16  
Disapproved: Date:

**DISPOSITION:**

**IDHS, Bureau of Child Care and Development**

Approved: X Date: 6/30/16 *AWS*  
Disapproved: Date:



**GATEWAYS TO OPPORTUNITY®**  
 Illinois Professional Development System

**Professional Development Advisory Council (PDAC)**

**RECOMMENDATION FOR APPROVAL**

**DATE:** 4/7/2016

**COMMITTEE MAKING RECOMMENDATION:** School-Age and Youth Development Credential Committee

**RECOMMENDATION:** The committee is recommending the approval of the attached Gateways School-Age and Youth Development Credential Benchmarks.

**Levels 2-4-**The benchmarks for the School-Age and the Youth Development Pilot Credentials Levels 2-4 will be merged together as one set of benchmarks.

**Level 5-**The benchmarks for the School-Age and the Youth Development Pilot Credentials Level 5 will be merged together as one set of benchmarks.

**RATIONALE:**

**Levels 2-4-**The Level 2-4 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.

**Level 5-** The Level 5 benchmarks have been merged to strengthen the education and training requirements for SAYD Credential professionals working with children and youth ages 5 through 16.

**DISPOSITION:**

**PDAC SAYD Committee**

**Approved:** X **Date:** 4/7/2016

**Disapproved:** **Date:**

**Disposition**

**PDAC Qualifications and Credentials Committee**

**Approved Levels 2-4:** X **Date:** 4/19/2016

**Approved Level 5:** X **Date:** 5/13/2016

**Disapproved:** **Date:**

**DISPOSITION:**

**PDAC Steering Committee**

**Approved:** X **Date:** 5/18/16

**Disapproved:** **Date:**

**DISPOSITION:**

**PDAC**

**Approved:** X **Date:** 6/24/16

**Disapproved:** **Date:**

**DISPOSITION:**

**IDHS, Bureau of Child Care and Development**

**Approved:** X **Date:** 6/30/16 *DWS*

**Disapproved:** **Date:**

# Appendix N

## Final School-Age & Youth Development Credential Framework

### Gateways to Opportunity® School-Age & Youth Development Credential Framework

SAYD Levels (5 through 16 years)	Education Requirements	Education and Training in School-Age & Youth Development	Work and Practical Experience in School-Age & Youth Development	Professional Contributions in School-Age & Youth Development
<b>Level 5</b>	Bachelor's Degree	30 points in SAYD Content Areas <i>(minimum of 1 point in each area)</i> – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 9 points may come from credential approved training and 3 of those 9 points may come from APL	180 hours SAYD supervised experience <b>AND/OR</b> 1000 hours of SAYD work experience	Required at Renewal
<b>Level 4</b>	Associate's Degree <b>or</b> 60+ semester hours with <i>(9 semester hours of English, Social Science, and any Math or Science)</i> <i>(These 9 hours must be credit bearing and nondevelopmental 100 level +)</i>	18 points in SAYD Content Areas <i>(minimum of 1 point in each area)</i> – Personal & Professional Development, Program & Agency Governance & Function, Advocacy & Policy, Human Growth & Development, Health, Safety, & Well-Being, Observation & Assessment, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from credential approved training and 1 of those 6 points may come from APL	100 hours SAYD supervised experience <b>AND/OR</b> 500 hours of SAYD work experience	Required at Renewal
<b>Level 3</b>	High School Diploma or GED and 6 semester hours <i>(in 2 areas - English, Social Science, any Math or Science)</i> <i>(These 6 hours must be credit bearing and nondevelopmental 100 level +)</i>  1 additional point is required from General or Content Area specific education	9 points in SAYD Content Areas <i>(minimum of 1 point in each area)</i> – Human Growth & Development, Health, Safety, & Well-Being, Curriculum or Program Design, Interactions, Relationships & Environments, Family & Community Relationships 6 points may come from credential approved training and 1 of those 6 points may come from APL	10 hours SAYD supervised experience <b>AND/OR</b> 400 hours of SAYD work experience	Required at Renewal
<b>Level 2</b>	High School Diploma or GED	6 points in SAYD Content Areas <i>(must have a minimum of 1 point in Human Growth &amp; Development and 1 point in Curriculum or Program Design)</i> 3 points from SAYD coursework and the SAYD Credential Level 1 3 points may be from credential approved training, and 1 of those 3 points <b>may</b> come from assessment of prior learning (APL)	5 hours of SAYD observation <b>AND/OR</b> 200 hours of SAYD work experience	Required at Renewal
<b>Level 1</b>	Gateways School-Age & Youth Development Credential Level 1 is awarded through completion of 48 hour training.			

Guide: A point is equivalent to one semester hour of college credit.



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Illinois Professional Development System

Revised 5/2016



Administered through

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