



**Competencies of the SAYD (ages 5-16 years) Credential (Levels 2-5)**  
*(ORIGINAL BENCHMARKS N-649 TO 67 COMPETENCIES)*

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

School-age and Youth (SAY) practitioners, serving ages 5-16, 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.

Level	Competency	Descriptors/Benchmarks	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD HGD1:</b> Identifies and defines concepts, principles, and theories of development and learning for SAY.	<ul style="list-style-type: none"> <li>*Identifies representative developmental characteristics of school-age and youth in their program, family, or community.</li> <li>*Defines the relationship between stages of development and prevailing practice.</li> <li>*Identifies a range of mental health issues that affect school-age and youth and families.</li> <li>*Describes resilience and asset development frameworks.</li> <li>*Compares and summarizes the major development theories for school-age and youth.</li> <li>*Outlines the salient features of the major development theories to apply at each developmental level for school-age and youth.</li> <li>*Describes relevant research to support school-age and youth development goals.</li> <li>*Prepares a case study of a family based on the concepts of Family systems theory.</li> </ul>	1, 14, 18	1A, 1L, 2C, 11K, 9L	3.02, 4.02, 8.02, 10.01, 10.03, 11.02	1.1, 1.3, 2.1, 24.1-24.10	2-4A1, 2-4A2, 2-4B3, 2-4B11, 5A1, 5A2, 5B43, 5F6
2	<b>SAYD HGD2:</b> Identifies unique patterns of development and learning and the holistic consequences of risk and resilience factors in influencing SAY development, learning, and well-being.	<ul style="list-style-type: none"> <li>*Articulates the relationship between social/emotional theories and school-age and youth success in the family, community, and school.</li> <li>*Illustrates how developmental variations and family culture, language, and environment influences growth and development.</li> <li>*Demonstrates an appreciation of the impact of family, culture, heredity, and environment on school-age and youth development.</li> <li>*Identifies characteristics associated with developmental aptitudes/delays, abilities/disabilities, protective/risk factors that influence development.</li> <li>*Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</li> <li>*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</li> <li>* Recognizes the etiologies and characteristics of common disabilities.</li> </ul>	2, 5, 18, 24, 30	2A, 2B, 3A, 2B 2F, 3C, 3N 9L	3.02, 4.02, 4.05 5.03, 10.02, 10.03, 13.07	1.3, 5.4, 20.1, 20.2, 21.1, 24.1-24.10, 27.1-27.4, 29.1-29.3	2-4A3-5, 2-4A19, 2-4A20, 2-4A22, 5A29

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3	<b>SAYD HGD3:</b> Describes the interrelationship between family culture, language, environmental context (including stress, trauma, protective factors, bias and resilience), ability, biological factors, and protective factors how these factors influence SAY development, learning, and well-being.	<ul style="list-style-type: none"> <li>* Defines the critical role of asset development to encourage healthy development with school-age and youth.</li> <li>*Defines and documents common societal and structural biases that affect school-age and youth to include structural bias, and a culture of fear.</li> <li>*Adapts interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.</li> </ul>	1, 2, 18	2B, 2E, 2C, 3C, 3F		1.1, 1.5, 4.02, 23.1-23.4, 24.1-24.10, 29.1-29.3	2-4A23, 2-4A31, 5A27
3	<b>SAYD HGD4:</b> Describes contextual influences on SAY development, learning, and well-being, including structural biases and models for work.	<ul style="list-style-type: none"> <li>*Recognizes that each individual has a unique spectrum of learning styles that influences their experiences, behavior, and ability to take in and use information.</li> <li>*Explores a variety of learning styles and the effect of differing styles in a learning environment.</li> </ul>	2,	3C, 3D	5.01, 5.03	24.1-24.10, 25.1-25.5	2-4A15, 2-4A16,
3	<b>SAYD HGD5:</b> Describes and develops strategies supportive of SAY asset development designed to nurture motivation and resilience.	<ul style="list-style-type: none"> <li>*Assists school-age and youth to define success and failure in terms of elements they can control (e.g. effort, integrity, strengths).</li> <li>*Practices strategies to support asset development with school-age and youth.</li> <li>*Describes behaviors consistent with a fear of success and/or failure including avoidance, making excuses, and perfectionism.</li> <li>*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.</li> <li>*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.</li> </ul>	1, 2, 4, 14	1A, 1L, 2A, 5D, 5N	3.02, 3.04, 4.02	18.1, 18.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 30.2	2-4B41, 2-4B12, 2-4B40, 2-4F7, 5A37
4	<b>SAYD HGD6:</b> Recognizes diverse patterns of development and learning and the holistic consequences of risk and resilience factors influencing SAY development, learning, and well-being across varied developmental contexts and the developmental trajectory.	<ul style="list-style-type: none"> <li>*Differentiates particular patterns which distinguish typical from atypical development.</li> <li>*Respects the uniqueness of each school-age and youth.</li> <li>*Describes the areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA).</li> <li>*Recognizes characteristics of ability-diverse school-age and youth in a variety of modalities and settings (e.g. academic, social, athletic)</li> </ul>	2, 24	2F, 9L	5.03, 10.02, 10.03, 13.07	1.1, 1.3, 2.1, 20.1, 20.2, 21.1, 24.1–24.10, 27.3, 29.1–29.3	2-4A24-26, 5A30
5	<b>SAYD HGD7:</b> Utilizes evidence-based practice to reflect on the outcomes of SAY development, learning, and well-being.	<ul style="list-style-type: none"> <li>*Compares theories and concepts of school-age and youth development with one’s frame-of-reference.</li> <li>*Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</li> </ul>	5	2A, 10A		24.1–24.10	5A34, 5A35

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

Professionals, serving ages 5-16, understand that physical health, mental health and safety are the foundations for development and learning in school-age and youth (SAY). They acknowledge the value of creating a healthful environment to foster the physical, cognitive, language and social-emotional development of SAY. They collaborate with families and health professionals to provide safe, healthful environments and to adjust health, nutritional and safety routines to individual needs and abilities. They take responsibility for providing multiple opportunities for SAY to learn habits that will ensure their health and safety.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD HSW1:</b> Describes programming elements (local, state, and federal standards, regulations, and guidelines) that ensure the health, safety, fitness, and well-being of SAY within the context of the program and home environment.	<ul style="list-style-type: none"> <li>*Correlates the basic health, safety, and fitness needs with the developmental (physical, social, emotional, cognitive) well-being of school-age and youth.</li> <li>*Identifies relevant and accurate local, state, federal, and international resources related to health and wellness for school-age and youth.</li> <li>*Describes referral procedures for school-age and youth who show signs &amp; symptoms of physical/emotional mistreatment, and other scenarios that put school-age and youth at risk.</li> <li>*Demonstrates working knowledge of local, state, and federal standards, regulations, and guidelines regarding all aspects of school-age and youth’s health and safety.</li> <li>*Names various decision-making models suitable for school-age and youth.</li> <li>*Critically assesses information to promote healthy habits with school-age and youth with a focus on: Health (e.g. fitness, safer sex, substance use); Safety (e.g. personal, internet, community); and Nutrition (e.g. healthy diet, eating disorders, body image, healthy choices).</li> <li>*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.</li> </ul>	5, 13, 16, 17, 18, 30	2A, 2B, 4Q, 5G, 5K, 5L, 11C, 11D	3.02, 3.03, 3.04, 7.01-7.04, 8.01-8.08	1.5, 3.1-3.8, 4.1-4.6, 5.3, 10.1, 10.2, 10.4, 16.2, 17.6, 18.1, 18.4, 22.1-22.4, 24.1-24.1025.1-25.5, 28.1, 30.2	2-4A6, 2-4B9, 2-4A21, 2-4B1, 2-4B51, 5B17, 5B18
3	<b>SAYD HSW 2:</b> Develops programing strategies based on current standards, regulations, and guidelines to provide physical, emotional, and environmental safety to SAY.	<ul style="list-style-type: none"> <li>*Responds to scenarios of possible accidents, mishaps, or near-misses and how to prevent the incidents or intervene, if necessary.</li> <li>*Uses formal and informal methods to identify relevant health and wellness topics for school-age and youth.</li> <li>*Utilizes sources for school-age and youth to share or publish their own stories (e.g. websites, zones, newsletters, self-publishing).</li> <li>*Discusses established safety guidelines for school-age and youth’s use of interactive media as it impacts their lives.</li> <li>*Utilizes practices that create emotionally safe environments and encourages adult consistency, builds relationships, and addresses the range of environments that school-age, youth, families, and staff experience in an organization (e.g. indoor/outdoor areas, computer labs, gyms).</li> </ul>	1, 7, 16, 18, 29, 30	3G, 4Q, 5L, 11C, 11D, 11J	3.01, 4.04, 4.06, 6.01, 7.01-7.04 AND 8.01-8.08 9.03, 9.10, 9.11	1.1, 1.2, 1.4, 3.1-3.8, 4.4, 5.3, 10.1, 10.2, 10.4, 16.2, 17.6, 19.1	2-4B2, 2-4B10, 2-4B49, 2-4B50, 5B9
3	<b>SAYD HSW3:</b> Describes practices that support equality, shared power, and social justice.	<ul style="list-style-type: none"> <li>* 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.</li> <li>*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, items on the wall, rules, cleanliness, and roles of youth).</li> <li>*Discusses biases and stereotyping in media with school-age and youth, why these messages persist, and possible action steps to demystify media messages.</li> </ul>	1, 2, 17	3E, 3J, 5A, 5D, 5L	3.04, 5.01, 13.01, 6.01	18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 24.1-24.10, 25.1-25.5, 28.1, 28.2, 30.2	2-4B27, 5B6, 5B54, 5B55,

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		*Summarizes current advertising techniques aimed at school-age and youth that focus on emotional and symbolic states and developing self-esteem.					
3	<b>SAYD HSW4:</b> Creates learning opportunities that support SAY in: making healthy, ethical, and responsible choices; engaging in activities to support a healthy lifestyle; treating themselves and others with respect; respecting their own and the bodies of others; engaging in respectful relationships; and in critically processing and responding to the context in which they are growing and developing.	<p>*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).</p> <p>*Utilizes information to support school-age and youth to engage in healthy and active lifestyles.</p> <p>*Assists school-age and youth in evaluating information from which to make healthy and ethical decisions about their own health, safety, and wellness.</p> <p>*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.</p> <p>*Engages school-age and youth in activities, reflection, and discussion to think critically about messages from a variety of media.</p> <p>*Facilitates school-age and youth in developing a personal code of behavior for interacting with oneself and others with respect, care, consideration, and appreciation.</p> <p>*Celebrates successful collaborations, individual efforts and accomplishments of school-age and youth, youth and colleagues.</p> <p>*Identifies media messages, advertising, and stereotypes directed at school-age and youth.</p> <p>*Utilizes sources for school-age and youth to share or publish their own stories (e.g. websites, zones, newsletters, self-publishing).</p> <p>*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.</p> <p>*Develops and/or implements programming with school-age and youth based on their interests/needs regarding health and wellness (e.g. provides choices, jointly-created programs and/or employs democratic practices).</p> <p>*Employs a wide-range of strategies and technologies to offer relevant health and wellness information available to school-age and youth (e.g. discussion/dialogue, inquiry, experts, written, on-line).</p> <p>*Provides opportunities for school-age and youth to practice peer teaching and learning skills (e.g. cooperative learning, group work, peer tutoring, peer mediation).</p> <p>*Integrates media literacy awareness and strategies throughout the programs for school-age and youth, where appropriate.</p> <p>*Uses inquiry based approaches that encourage school-age and youth to recognize, critically question and/or analyze media messages.</p> <p>*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.</p> <p>*Guides and assists school-age and youth in assessing utilization of assorted media</p>	1. 5, 14, 18, 29, 30	1B, 1G, 1L, 5K, 6G, 10C,	3.01, 4.01, 3.03, 8.01 – 8.08 9.01 – 9.11	1.5, 3.1-3.8, 4.1-4.6, 5.1-5.7, 24.1-24.10, 25.1-25.5, 28.1	2-4B13, 2-4B14, 2-4B15, 2-4B21, 2-4B22, 2-4B30, 2-4B31, 2-4B48, 2-4B49, 5B1, 5B11, 5B12, 5B19, 5B23, 5B24, 5B53, 5B56,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		(e.g. texting/cell phone use, internet, video games, mp3 players, television viewing, twitter) for both positive and negative life impacts.					
3	<b>SAYD HSW5:</b> Creates learning opportunities that support SAY in developing a positive sense of identity and positive relationships.	<ul style="list-style-type: none"> <li>* Recognizes that all processes, policies, places, and programs are either inviting or disinviting and summoning or shunning of human potential.</li> <li>* Composes a personal plan for behaving in an inviting manner with school-age and youth, youth, families, staff, and community.</li> <li>*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.</li> <li>*Assesses abilities of school-age and youth to engage in self-moderated discussions and provides support as needed.</li> <li>*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).</li> </ul>	5, 10, 12, 14	1G, 2G, 5G, 5K, 7F, 7J	3.01, 3.04, 4.02,	23.1-23.4, 24.1-24.10, 25.1-25.5	2-4B23, 2-4B24, 5E23, 5E24, 5E31
3	<b>SAYD HSW6:</b> Creates respectful environments supportive of SAY learning, development, and well-being.	<ul style="list-style-type: none"> <li>*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.</li> <li>*Supports school-age and youth in recognizing the influence of their own background and cultural context on their learning, beliefs, and values.</li> </ul>	17, 18, 36	5A, 5K, 9B, 9H, 9L	3.01, 4.01-4.06, 6.01	1.1, 1.2, 1.5, 3.1-3.8, 4.1-4.6, 17.6, 24.1-24.10, 25.1-25.5  15.4, 23.1-23.4, 24.1-24.10, 27.1, 27.3, 29.1-29.3	5E42, 5E43
4	<b>SAYD HSW7:</b> Supports SAY in developing goals and engaging in healthy decision-making models in personal relationships, self-representation, school, work, and media consumption.	<ul style="list-style-type: none"> <li>*Assists school-age and youth to navigate the choices and consequences involved with cliques and “in-groups/out-groups”.</li> <li>*Provides opportunities for school-age and youth to practice responsibility to and for oneself and others.</li> <li>*Utilizes approaches that enable school-age and youth to make relevant and age-appropriate choices.</li> <li>* Assists school-age and youth in setting and achieving goals that suit their physical, social, emotional, and cognitive abilities.</li> <li>*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.</li> <li>*Co-creates realistic scenarios with school-age and youth in which to practice alternatives to peer influence.</li> <li>*Assists school-age and youth to interpret how a situation appears from another person’s point-of-view.</li> </ul>	2, 5, 12, 13, 14, 29, 36	1A, 1J, 1L, 2I, 4I, 5A, 5D, 5J, 5O, 5R, 7G, 9B, 9H, 9L	3.01, 4.04, 4.05, 5.02, 5.07, 6.01	3.1-3.8, 4.1-4.6, 17.6, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 29.1-29.3	2-4B16-20, 2-4B34, 5A33, 5B39, 5B40, 5B46, 5B47, 5B48, 5B49, 5B57

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*Designs activities to support school-age and youth in building social and emotional intelligence.</li> <li>*Develops and implements strategies for school-age and youth to form a personal identity through the exploration of “otherness”, by interpreting self and others.</li> <li>*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).</li> <li>*Designs and implements a goal setting sequence for school-age and youth that include setting, tracking, and evaluating progress.</li> <li>*Compares and contrasts strategies and models for authentic goal setting (e.g. SMART, SMARTER, or STAR goal setting).</li> <li>*Scaffolds and implements activities for exploring life skills and enhancing communication and conflict resolution skills with school-age and youth.</li> <li>*Develops recommendations for school-age and youth’s use of a variety of media based on current research.</li> </ul>					
5	<b>SAYD HSW8:</b> Develops and/or implements strategies and program policies to nurture the physical health, safety, and wellness of SAY.	<ul style="list-style-type: none"> <li>* Establishes program norms that protect the health and safety of school-age and youth, encourages social and emotional skills (e.g. respect, responsibility, safety) and discourages oppressive behavior (e.g. harassment, threats, bullying).</li> <li>* Identifies paper and/or electronic recording systems used to maintain accurate documentation.</li> <li>*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.</li> <li>*Implements protocols for addressing mental health issues with school-age, youth, and families.</li> <li>*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).</li> <li>*Assesses health needs and interests in partnership with school-age and youth through a variety of means (e.g. formal/informal, surveys, interviews, discussions).</li> <li>*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).</li> </ul>	3, 5, 6, 14, 29,36	9H, 9L	3.01, 4.05, 6.01, 8.02	1.5, 5.1-5.7, 22.1-22.4, 24.1-24.10, 25.1-25.5	2-4E7, 2-4H1, 5B2-4, 5B13, 5H7,
5	<b>SAYD HSW9:</b> Models and advocates principles and practices that support equality and social justice.	<ul style="list-style-type: none"> <li>*Identifies a range of strategies to help school-age and youth to set achievable goals.</li> <li>*Assists school-age and youth to set, track, and realize goals.</li> <li>*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.</li> <li>*Identifies, and constructively challenges, policies and procedures which create an exclusive or negative environment.</li> </ul>	5, 7, 25	3G, 3N, 5H,	3.01-3.04, 4.01, 4.02, 4.04, 4.06, 5.07, 6.01, 13.02	15.4, 18.1-18.6, 24.1-24.10, 25.1-25.5, 28.1, 28.2, 30.2	2-4B42, 2-4B43, 5B5, 5B25

**Content Area C: Observation & Assessment**

Professionals, serving ages 5-16, 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.

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3	<b>SAYD OA1:</b> Describes evidence-based practices for SAY observation, assessment, and reporting.	<ul style="list-style-type: none"> <li>*Explains the differences between assessment and evaluation and how they interact.</li> <li>*Defines, and gives examples, of observation strategies and authentic assessment in settings dedicated to school-age and youth.</li> <li>*Describes the importance of using developmentally and contextually appropriate assessment procedures, in a non-judgmental fashion, to benefit school-age and youth.</li> <li>*Describes differences in the purposes of assorted assessment and observation methods and approaches.</li> <li>*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.</li> <li>*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.</li> <li>*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).</li> <li>*Describes the purposes of evaluation when working with school-age and youth based on accepted evaluation and best practices to make informed decisions.</li> <li>*Classifies purposes, benefits, and limitations of varying types of evaluation tools, instruments, and methods.</li> <li>*Explains legal procedures, ethical considerations, and effect of assessment/evaluation on school-age and youth and families.</li> <li>*Describes ways to conduct assessment and evaluation that respects privacy and confidentiality for school-age and youth and families.</li> <li>*Classifies theories and models of observation and assessment according to a personal and professional holistic vision of authentic assessment.</li> <li>*Summarizes varying ethical methods of evaluation that systematically gathers necessary information with, about, for, and by, participants.</li> </ul>	16, 18, 29	5G, 8A, 8B, 8D, 8H, 11J, 11K	8.02, 10.03, 13.06	1.4, 13.3, 13.4, 19.2, 24.1-24.10	2-4C1, 2-4C2, 2-4C3, 2-4C4, 2-4C6, 2-4C9, 2-4C10, 2-4C11, 2-4C14, 2-4C15, 2-4C16, 5C1, 5C10,
3	<b>SAYD OA2:</b> Identifies appropriate SAY assessment strategies, models, and frameworks reflective of ethical, contextual, and appropriate collaborative data collection and interpretation to support individual and program success.	<ul style="list-style-type: none"> <li>*Differentiates between quantitative and qualitative evaluation, and identifies purposes for each.</li> <li>*Identifies strategies for relevant, ethical, contextual, and appropriate data collection and interpretation for program evaluation.</li> <li>*Recognizes qualities and components of effective outcome models and frameworks that support programmatic and individual growth.</li> <li>*Identifies the roles of a variety of team members, including children, who contribute to the designation, monitoring of progress, and achievement of outcomes.</li> </ul>	24	6D, 6P, 8B, 8O, 9Q, 9R	1.02, 5.05	7.1, 9.1-9.4, 27.1-27.4	2-4C13, 2-4C17, 2-4C18, 2-4C23, 2-4C24, 2-4F8, 5G5,



Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*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.</li> <li>*Identifies a variety of adult roles within the family, school, and community structures to provide services, supports, and opportunities for school-age and youth.</li> <li>*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).</li> </ul>					
3	<b>SAYD OA3:</b> Identifies and collaboratively interprets a variety of self-assessment tools and strategies that are developmentally, culturally, and linguistically appropriate for SAY.	<ul style="list-style-type: none"> <li>* Describes common symptoms and behaviors associated with physical/emotional mistreatment, and other restrictive factors.</li> <li>*Recognizes benefits and limitations for a range of evaluation approaches and models in relation to cultural, linguistic, and ability contexts.</li> <li>*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).</li> <li>*Consults with school-age and youth to interpret self-assessment results.</li> <li>*Follows supports that are established for school-age and youth to achieve goals and outcomes based on relevant self-assessment information.</li> <li>* Uses asset-based tools to identify school-age and youths’ strengths, capacities, and capabilities.</li> </ul>	2, 14	3D, 3G, 3H, 3L, 4M, 5A, 5E	4.01, 4.02, 4.04, 5.01, 5.03	8.4-8.6, 9.1-9.4, 17.1-17.8, 24.1-24.10, 29.1-29.3	2-4A20, 2-4C12, 2-4C25, 2-4C26, 2-4C27, 5B14
4	<b>SAYD OA4:</b> Selects and implements observation and assessment strategies to monitor the progress of SAY.	<ul style="list-style-type: none"> <li>*Administers observation and assessment strategies according to the chosen tools and methods.</li> <li>*Reviews screening and assessment indicators, tools, and procedures, that denotes evidence that a school-age and youth may be struggling or in distress (e.g. in crisis, under stress, neglected, abused).</li> <li>*Constructs a system for ongoing screening and assessment to identify when school-age and youth may be struggling or in distress.</li> <li>*Establishes protocols for privacy and confidentiality that are compatible with local, state, and federal mandated reporting laws.</li> <li>*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.</li> <li>*Utilizes multiple formal and informal measurements that are contextually, linguistically and developmentally appropriate to inform effective practice.</li> <li>*Selects instruments based on established outcomes and needs of school-age and youth and is appropriate to age, culture, language &amp; special needs.</li> <li>*Administers and interprets formal and informal self-assessment measures with school-age and youth.</li> <li>*Determines appropriate self-assessment tools, processes, and/or strategies based on interests, needs, capacities, capabilities, and developmental level of individual school-age and youth.</li> </ul>	2	8A, 8D, 8J, 8H, 8O		19.2, 24.1-24.10	2-4C7, 2-4C8, 5C2, 5C3, 5C15, 5C28, 5C29,



Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD OAS:</b> Chooses, implements, and appropriately communicates goals and plans supportive of positive development for SAY.	<ul style="list-style-type: none"> <li>*Chooses outcomes based on recognized standards for children.</li> <li>*Understands and describes the connections between achievement outcomes with the realization of programmatic, educational, and life goals.</li> <li>*Implements plans to achieve outcomes and goals.</li> <li>*Monitors and documents progress toward, and achievement of, goals.</li> <li>*Summarizes school-age and youth social and emotional development and offers recommendations for support/interventions to initiate progress.</li> <li>*Utilizes established formats for summarizing information and sets up protocols for sharing information according to the appropriate purpose and intended audience.</li> <li>*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.</li> </ul>	24	4B, 6D, 6P, 9Q, 9R	1.02, 5.05	7.1, 9.1-9.4, 29.1-29.3	2-4C19-22, 5A5, 5C17, 5C23
4	<b>SAYD OA6:</b> Partners with SAY and families to conduct and present the results of participatory, empowering evaluation that identifies current areas of strength, desired goals, and areas of potential growth.	<ul style="list-style-type: none"> <li>*Confers with school-age and youth, families, and relevant organizations/institutions when developing, conducting, sharing results, developing outcomes, setting goals, and monitoring progress when using self-assessments and evaluations.</li> <li>*Collaborates with families and schools to discern the physical, cognitive and emotional needs of school-age and youth.</li> <li>*Integrates assessment and evaluation by defining outcomes, assessing progress, and evaluating attainment of those outcomes.</li> <li>*Incorporates various observation, assessment, and documentation procedures to inform planning, programs, and practice, including the development and monitoring of Individual Education Programs.</li> <li>*Collaborates with colleagues, school-age, youth, and families to create outcomes and plans to realize identified individual and/or group program goals.</li> <li>*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.</li> <li>*Interprets data and co-develops plans with colleagues, families and young people to support school-age and youth development.</li> <li>*Supports school-age and youth on lifelong learning methods and habits to create and use self-assessment strategies on an ongoing basis.</li> <li>*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.</li> <li>*Co-creates goals and outcomes based on relevant self-assessment results that are accessible to school-age and youth.</li> <li>*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.</li> </ul>	2, 24	2F, 9L	5.03, 10.02, 13.07	8.4-8.6, 9.1-9.4, 17.1-17.8, 24.1-24.10, 29.1-29.3	2-4C28, 5A31, 5C11, 5C21, 5C22, 5C26, 5C27, 5C30, 5C31, 5C32, 5C33,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
5	<b>SAYD OA7:</b> Analyzes, evaluates, shares, and adapts valid and reliable observation and assessment data to identify the learning and development SAY goals and outcome development and collaboratively support developmental progression and goal attainment.	<ul style="list-style-type: none"> <li>* Evaluates appropriate and inappropriate uses of assessment tools and methods, including the ethical and unethical use of information gathered from assessment practices.</li> <li>*Adapts observation and assessment approaches and instruments to obtain valid, reliable information about learning development of school-age and youth with special needs.</li> <li>*Implements written, oral, and technology based formats used to share assessment information.</li> <li>*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).</li> <li>*Constructs a system for ongoing screening and assessment to identify when school-age and youth may be struggling or in distress.</li> <li>*Establishes protocols for privacy and confidentiality that are compatible with local, state, and federal mandated reporting laws.</li> <li>*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.</li> <li>*Reviews measurement 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.</li> <li>*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.)</li> <li>*Implements a continuous improvement process using program evaluations to inform goal-setting and outcome development.</li> <li>*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.</li> </ul>	2, 29, 36	8B, 8C, 8J, 8H, 8M, 8O, 11J, 11K	5.03, 13.05, 13.06	1.4, 13.3, 13.4, 19.2, 24.1-24.10	2-4C5, 5C4, 5C5, 5C6, 5C7, 5C8, 5C14, 5C16, 5C20, 5C24, 5C25,
5	<b>SAYD OA8:</b> Integrates systematic evaluation and procedural frameworks into SAY programming.	<ul style="list-style-type: none"> <li>*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).</li> <li>*Uses a variety of systematic approaches to undertake program evaluation such as logic models, participatory evaluation, and action research.</li> <li>*Determines the extent to which quantitative and qualitative methods are appropriate given the evaluation's purposes and intended uses.</li> <li>*Composes policies and procedures to facilitate family, school-age, and youth participation in the assessment/evaluation process.</li> <li>*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.</li> </ul>	2, 4, 14	4B, 6F, 8A, 8B, 8E, 8H, 8Q	5.03, 5.05, 10.02, 10.03, 11.04	7.1-7.3, 8.1-8.6, 9.1-9.4, 17.1-17.8, 19.2, 20.2, 21.1	2-4H2, 5C12, 5C13, 5C18, 5C19,

**Content Area D: Curriculum or Program Design**

Professionals, serving ages 5-16, have broad knowledge of appropriate curriculum and goals for school-age and youth (SAY). 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.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD CPD1:</b> Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.	<ul style="list-style-type: none"> <li>*Reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of school-age and youth.</li> <li>*Describes a variety of teaching and learning paradigms relevant when working with school-age and youth.</li> <li>*Creates strategies for use with school-age and youth based on one or more paradigms of teaching and learning.</li> <li>*Explores a variety of methodologies of teaching and learning to support the needs of school-age and youth.</li> <li>*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.</li> <li>*Communicates a philosophy of practice based on theories of human motivation (e.g. those developed by Maslow-Hierarchy of Needs, and Glasser-Choice Theory).</li> <li>*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).</li> <li>*Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.</li> <li>*Uses strategies to intentionally develop social and emotional competencies with school-age and youth.</li> <li>*Surveys school-age and youth about social topics that are relevant and of interest.</li> <li>*Identifies and selects materials on social topics that are relevant to school-age and youth.</li> <li>*Demonstrates proficiency with current technological applications and programs including: personal computers, cell phones, internet usage, word processing, email, and texting.</li> <li>*Reviews a range of approaches to learning relevant to development and learning with school-age and youth.</li> <li>*Distinguishes between “schooling” and learning in formal, non-formal, and informal contexts.</li> <li>*Articulates the value of unstructured time, play, and activities in the development of school-age and youth.</li> <li>*Distinguishes between school-age and youth -centered approaches and adult-centered approaches of learning.</li> <li>*Defines “experience” as it relates to how people construct knowledge.</li> <li>*Compares similarities and differences to how school-age and youth learn and how adults learn.</li> </ul>	1, 2, 4, 14, 15, 28	1A, 1F, 1G, 2A, 2B, 4C, 4L, 4P, 6C	3.02, 3.03, 3.04, 4.02, 5.05, 5.06	23.1-23.4, 26.1-26.3, 29.1-29.3	2-4A7-9, 2-4A11, 2-4B5, 2-4B6, 2-4B33, 2-4B35, 2-4B37, 2-4B46, 2-4B47, 2-4D4, 2-4D16, 2-4D17, 2-4D22, 2-4D37, 2-4E17, 2-4E18, 2-4E19, 2-4G3, 5A9, 5B37, 5B38, 5D10, 5D25, 5D32, 5D40, 5D49, 5D51, 5D52, 5E12, 5E13,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*Differentiates between experiential and didactic methods.</li> <li>*Identifies effective practices, philosophies, models, and theories that support the development of respectful, compassionate, and empathetic relationships with school-age and youth.</li> <li>*Rates a variety of established materials, strategies, technologies, and processes that meet developmental, individual, and social needs of school-age and youth.</li> <li>*Describes a variety of methods to stimulate critical thought and reflection.</li> <li>*Develops and/or implements a variety of self-reflection strategies (e.g. dialogue, journaling, blogging)</li> <li>*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.</li> <li>*Compares the range of approaches to learning from adult directed (e.g. direct instruction) to learner-centered (e.g. problem-based learning).</li> <li>*Uses criteria designed to expose bias when choosing materials for use in the program (e.g. cultural, racial, gender, economic).</li> <li>*Distinguishes between controlling group performance and facilitating group process.</li> <li>*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.</li> <li>*Enumerates strategies for addressing the effects of adultism, or the inherent power differential between adults, school-age, and youth.</li> <li>*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).</li> <li>*Outlines Constructivism as a philosophical foundation for experiential methods.</li> <li>*Compares and contrasts a variety of experiential methodologies (e.g. service learning, inquiry, project based, and internships).</li> </ul>					
3	<b>SAYD CPD2:</b> Designs learning opportunities that support the healthy development, learning, and well-being of SAY.	<ul style="list-style-type: none"> <li>*Prepares activities and programs based on one or more methodologies of teaching and learning.</li> <li>*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.</li> <li>*Arranges opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.</li> <li>*Creates situations where school-age and youth can share responsibility with and for themselves, others, and the program.</li> <li>*Models social and emotional learning competencies when interacting with school-age and youth, youth, staff, families, and community members.</li> <li>*Identifies a variety of styles for approaching conflict.</li> <li>*Develops and/or implements strategies to assist school-age and youth to</li> </ul>	5, 6, 4, 10, 12, 14	1A, 1G, 2G, 4N, 5G, 5K, 7F, 7J	3.01, 3.04, 4.02, 5.02, 5.03, 5.04, 5.07		2-4A12, 2-4B25, 2-4B28, 2-4B29, 2-4B36, 2-4B44, 2-4B45, 2-4D18, 2-4D19, 2-4D20, 2-4D23, 2-4E30, 2-4G8,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>successfully negotiate conflict.</p> <ul style="list-style-type: none"> <li>*Respects varying needs, abilities, and capacities of school-age and youth when engaged in learning situations.</li> <li>*Adjusts one's style to reflect the developmental, cultural, and linguistic ability levels and learning styles of individual school-age and youth.</li> <li>*Articulates ways to organize space, plan for choice, and implement programs that permit school-age and youth to engage in creative expression.</li> <li>*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.</li> <li>*Consults with school-age and youth about issues upon which they are interested in taking action.</li> <li>*Describes strategies that invite school-age and youth to realize their full potential.</li> <li>*Routinely reflects on values, strategies, and interactions and the effects they have on relationships, programs, and environments when working with school-age and youth.</li> <li>*Summarizes school-age and youth social and emotional development and offers recommendations for support/interventions to initiate progress.</li> <li>*Designs a learning setting to accommodate expectations based on the knowledge of school-age and youths' culture, language, socioeconomic and environmental factors.</li> <li>*Formulates a checklist of developmentally appropriate attributes and activities to enhance health, safety, and fitness for school-age and youth.</li> <li>*Provides opportunities for school-age and youth to practice peer teaching and learning skills (e.g. cooperative learning, group work, peer tutoring, peer mediation).</li> <li>*Describes ways to ameliorate the effects of labeling or stereotyping of school-age and youth in terms of cultural, linguistic, and ability diversity.</li> <li>*Articulates and incorporates the concepts of emotional intelligence into daily practice.</li> <li>*Prioritizes and implements processes to support decision-making (e.g. brainstorming, nominal group process, affinity group process, and consensus).</li> <li>*Employs interactive programming to reinforce critical thinking skills (e.g. reasoning, enquiry, analysis/information processing, flexibility, evaluation).</li> <li>*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.</li> <li>*Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).</li> </ul>					<p>2-4G9,</p> <p>5A5, 5A6, 5A7, 5B19, 5A24, 5B41, 5E25, 5E40, 5E41, 5E44</p>
3	<b>SAYD CPD3:</b> Implements strategies that support SAY in identifying and developing positive roles and relationships	<ul style="list-style-type: none"> <li>*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.</li> <li>*Determines and practices professional and ethical boundaries/protocols when</li> </ul>	1, 2, 5, 9, 10, 11, 12, 13, 29	1A, 2B, 5A, 5B, 5M, 11C, 11K	3.01, 3.02, 4.01, 4.02, 4.04, 4.06, 5.01, 5.02,	1.1, 1.5, 2.1, 2.3, 2.4, 3.2, 10.3, 23.1-	2-4D26, 2-4D27-D30, 5D41, 5D42, 5D50, 5D53

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
	with others.	<p>interacting with people of all ages.</p> <p>*Recognizes that individuals are influenced by group dynamics and development in relation to how long a group has been together, norms, and shared experiences.</p> <p>*Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.</p> <p>*Establishes a positive social and emotional climate with school-age and youth.</p> <p>*Intentionally and collectively establishes norms for positive group development and creation of a safe and inclusive sense of community.</p> <p>*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.</p> <p>*Incorporates experiential methods (e.g. scientific method, Zone of Proximal Development, teacher as facilitator, inquiry, service learning) into program planning and personal practice.</p> <p>*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.</p>			5.04, 5.07, 5.08, 6.01-6.06, 7.01, 7.04, 9.01, 9.02, 12.01, 12.03	23.4, 25.1-25.5, 26.1-26.3, 27.1, 27.3	
3	<b>SAYD CPD4:</b> Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.	<p>*Consults with school-age and youth to determine activities that are engaging, challenging, and relevant.</p> <p>*Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful projects, and solve relevant problems to experience growth.</p> <p>*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.</p> <p>*Prepares an array of strategies for preventing and responding to messages and behaviors that convey disrespect, intolerance and misunderstanding of self and others.</p> <p>*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.</p> <p>*Collaborates with school-age and youth to access a collection of resources of interest from a variety of sources.</p> <p>*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)</p> <p>*Educates stakeholders on rationale and methods for choosing curriculum, designing programs, and developing materials for school-age and youth.</p> <p>*Partners with school-age and youth to create and implement personal plans that are relevant, meaningful, and engaging.</p>	4, 12, 14, 15, 28	1A, 1F, 1G, 1H, 4K, 4L, 4P	3.03, 5.03, 5.05, 5.06	20.1, 20.2, 21.1, 22.1-22.4, 24.1-24.10, 26.1-26.3, 27.1-27.4	2-4B38, 2-4D38, 2-4D39, 5B31, 5B32, 5B51, 5B52, 5D11, 5D34,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD CPD5:</b> Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs--in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.	<p>*Differentiates between school-age and youth by choosing activities and ways of approaching activities, responsibilities, and discussions based on age and developmental levels.</p> <p>*Recognizes the array of standards available to professionals in the school-age and youth 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).</p> <p>*Compares local, state, and national standards to discern recognized customary attitudes, methods, and processes for those who work with school-age and youth.</p> <p>*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.</p> <p>*Sequences and modifies activities, processes, and programs based on age and developmental levels of school-age and youth.</p> <p>*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.</p> <p>*Develops a plan for implementation of required local, state, and federal standards for the practice of school-age and youth programming.</p> <p>*Outlines a theory of practice based on an examination of various recognized standards for the practice of school-age and youth development and programming.</p> <p>*Incorporates current and emerging best practice research for working with school-age and youth.</p> <p>*Develops partnership strategies for identifying, inviting, welcoming, and preparing stakeholders to contribute as equals in the curriculum and program planning process.</p> <p>*Demonstrates meeting skills such as agenda planning, introductions, promoting participation, discussion focus/management, observing time commitments, and evaluation/debriefing of meetings.</p> <p>*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.</p> <p>*Cultivates a sense of ownership and group identity with colleagues, school-age, youth, families, community members, and other organizations when involved in the curriculum and program identification and/or design process.</p> <p>*Develops or designates existing templates to document the curriculum or program identification/design process from initiation through evaluation.</p> <p>*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.</p>	7, 12, 14, 23	2E, 3F, 3I, 3L, 4D, 4J, 9K	3.02, 5.01, 5.03, 5.05, 10.02	7.1-7.3, 9.1-9.4, 15.1-15.4, 23.1-23.4, 24.1-24.10, 25.3, 25.4, 26.1-26.3, 27.1-27.4, 29.1-29.3	2-4A14, 2-4D1, 2-4D2, 2-4D3, 5A18, 5A22, 5D1, 5D2, 5D3, 5D5, 5D6, 5D7, 5D8, 5D9, 5D33,



Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD CPD6:</b> Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.	<p>*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).</p> <p>*Partners with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes.</p> <p>*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.</p> <p>*Adapts activities, services, supports, and opportunities to meet a variety of learning styles for school-age and youth.</p> <p>*Adapts interventions for school-age and youth based on assessment of their physical, social, and environmental assets and risk factors.</p> <p>*Anticipates the interaction between physical, social and environmental assets and risks and biological factors, and their effect on school-age and youth.</p> <p>*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.</p> <p>*Selects and uses facilitation strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.</p> <p>*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>*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>*Adapts instruction of study/organizational skills to meet the needs of each individual.</p> <p>*Develops multi-sensory approaches to address and enrich standards and outcomes for school-age and youth.</p> <p>*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>*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.</p> <p>*Adapts daily responses to school-age and youth to correspond with individual and group needs, feedback, and competencies.</p> <p>*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.</p>	2, 4, 14, 24	1M, 2E, 3A, 3C, 3D, 3H, 3L, 3M, 4M, 4S, 9F	3.02, 5.01, 5.03, 10.03, 13.07	15.2, 23.1-23.4, 24.1-24.10, 26.1-26.3	2-4A28, 2-4D40, 5A15, 5A21, 5A27, 5A28, 5A32, 5D23, 5D24, 5D27, 5D28, 5D29, 5D30, 5D37, 5D38, 5D39,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD CPD7:</b> Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY.	<ul style="list-style-type: none"> <li>*Articulates a vision of creating a healthy and sustainable community in regard to programming with school-age and youth.</li> <li>*Summarizes activities and experiences that support community development (e.g. routines, rituals, rites-of-passage, responsibilities, empowerment/choice, and community agreements/commitments).</li> <li>*Identifies a range of facilitation strategies or techniques and recognizes how one’s own facilitative behavior influences group behavior.</li> <li>*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).</li> <li>*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.</li> <li>*Assesses one’s personal facilitation strengths and challenges, and develops a plan for furthering one’s facilitation skills.</li> <li>*Employs listening skills that are active, attentive, authentic, inclusive and reflective in ways that are respectful, supportive, and encouraging.</li> <li>*Modifies communication style to meet age, developmental, linguistic, cultural needs, and abilities of school-age and youth.</li> <li>*Initiates conversations and dialogue with school-age and youth around their interests.</li> <li>*Distinguishes language that is passive, aggressive, and assertive when communicating.</li> <li>*Practices language that is assertive and conveys empathy when communicating with school-age and youth.</li> <li>*Uses verbal and body language that is non-judgmental.</li> <li>*Facilitates experiences to explore a variety of decision-making strategies (e.g. consensus, democratic, autocratic) and appropriate situations to use the strategy.</li> <li>*Intentionally and collectively establishes norms for positive group development and creation of a safe and inclusive sense of community.</li> <li>*Employs a sequence of community building experiences and reflection, discussion, and processing designed to support group development and a sense of community.</li> <li>*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.</li> <li>*Demonstrates various group communication strategies to support dialogue, reflection, listening, and sharing among group members.</li> <li>*Develops and implements strategies to practice complex communication skills (e.g. assertiveness, conflict resolution, dialogue, and positive decision making).</li> </ul>	2, 3, 4, 5, 13	1A, 2E, 2H, 5A, 5B, 5C, 5K	3.01, 3.03, 4.01, 4.02, 4.04, 4.06, 5.03, 5.07	20.1-20.4, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	2-4D31, 2-4D32-D36, 2-4E1, 2-4E2-6, 5B58, 5D41, 5D43, 5D44, 5E1, 5E2,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
	<b>SAYD CPD8:</b> Develops and implements strategies to assist SAY in developing social competence, negotiating conflict, and achieving personal positive goals.	<ul style="list-style-type: none"> <li>*Uses strategies to intentionally develop social and emotional competencies with school-age and youth.</li> <li>*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.</li> <li>*Sequences and employs activities to support the development of assets and Social and Emotional (SEL) competencies.</li> <li>*Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</li> <li>*Facilitates nonviolent strategies to deal with interpersonal and systemic bias, racism and other social injustices.</li> <li>*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.</li> <li>*Adapts responses (e.g. de-escalation skills) for managing a variety of conflict and aggression among school-age and youth.</li> <li>*Utilizes appropriate responses to conflict within a group that may include direction, mediation, arbitration, judgment, listening sympathetically.</li> </ul>	3, 4, 7, 28	4I, 4K, 5D, 5G, 5N, 5R	3.04, 4.02, 4.04, 5.04	22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 29.1-29.3	2-4B37, 2-4D21, 5A4, 5B28, 5B29, 5B30, 5B50, 5D45,
5	<b>SAYD CPD9:</b> Incorporates and evaluates standards, technologies, and programs to continually improve program quality for SAY.	<ul style="list-style-type: none"> <li>*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.</li> <li>*Outlines the evolution of school-age and youth practice in Illinois, the United States, and around the world.</li> <li>*Summarizes federal, tribal, state, and local regulations of programs and services related to school-age and youth practice.</li> <li>*Compares and contrasts a variety of teaching and learning paradigms.</li> <li>Summarizes the effectiveness of activities and programs used with school-age and youth that are based on proven methodologies.</li> <li>*Assesses and evaluates a variety of technologies and programs for developmental, contextual, linguistic, and ability compatibility for school-age youth.</li> <li>*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.</li> <li>*Links with stakeholders (including personnel, school-age, youth, families, and the community) through a structured continuous improvement process to collect and analyze data relevant to desired outcomes.</li> <li>*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.</li> <li>*Arranges for resources, both internal and external to the agency, to expand experiences and choices in creative expression.</li> </ul>	29, 35, 36	4A, 10C	1.02	7.1-7.3, 9.1-9.4, 15.1-15.4, 27.1-27.4, 29.1-29.3	2-4D25, 2-4G4, 2-4G5, 5A10, 5A16, 5D4, 5D12, 5D13, 5D14, 5D26, 5D31,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		*Creates a process for recognizing and addressing bias in the program.					
5	<b>SAYD CPD10:</b> Creates and evaluates programs based on established experiential models.	<p>*Inventories opportunities for school-age and youth to be engaged in the community, develop skills for healthy relationships, and participate in meaningful activities.</p> <p>*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).</p> <p>*Relates guidance practices to knowledge of school-age and youth’s personalities, developmental stages, culture, linguistic and ability levels.</p> <p>*Describes positive behavior guidance programs and processes that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>*Partners with supervisors, managers, and colleagues to implement a continuous improvement process.</p> <p>*Differentiates between a business or program plan and strategic planning, with an emphasis on how strategic planning can influence and enhance program development.</p> <p>*Compares and contrasts existing programs (including those that are evidence-based) for health, safety, and fitness attributes &amp; activities for school-age and youth.</p> <p>*Partners with school-age, youth, families, community members, and colleagues to intentionally help school-age and youth build assets.</p> <p>*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.</p> <p>*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.</p> <p>*Collectively creates and implements agreements for establishing a culture in the program based on dignity and respect.</p> <p>*Develops behaviors, policies, materials/resources, processes, programs, and communication that are intentionally inviting with diverse school-age, youth, families, staff, and community.</p> <p>*Designs and implements experiential learning opportunities that build on school-age and youth’s strengths and prior knowledge.</p> <p>*Co-develops, implements and/or manages protocols to ensure that all people are treated with care, consideration, appreciation, and respect.</p> <p>*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.</p> <p>*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.</p>	1, 3	3G, 9L	10.03	1.5, 15.2, 16.3, 16.4, 20.1, 20.3, 22.1-22.4, 23.1-23.4, 24.1-24.1026.1-26.3	2-4B39, 2-4E8-10, 2-4H18, 2-4H19, 5A8, 5A41, 5A42, 5A43, 5B26, 5B27, 5B34, 5B36, 5B42, 5D15, 5D16, 5D19, 5D20, 5D22, 5D36, 5D46, 5D48, 5E14, 5E29,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*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.</li> <li>*Develops and implements programs that are compatible with the strategic goals, objectives, and outcomes of the organization.</li> <li>*Constructs evaluation criteria for program development and implementation to assess compatibility with organizational strategic goals, objectives, and outcomes.</li> <li>*Evaluates approaches to learning to ascertain strengths and weaknesses of each approach for addressing a range of learning styles with school-age and youth.</li> <li>*Adapts programming/activities according to the age/number of participants, weather, environment, and available staff.</li> <li>*Chooses or designs programs and implements strategies for exploring conflict resolution, mediation, and healthy group work skills with school-age and youth.</li> <li>*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.</li> <li>*Classifies a variety of accepted approaches, from experiential to didactic, according to strengths and weaknesses of each approach.</li> <li>*Combines reflection and skill building with meaningful service throughout the community.</li> </ul>					
5	<b>SAYD CPD11:</b> Develops and applies strategies to build cohesive programs and strong participation for SAY.	<ul style="list-style-type: none"> <li>*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.</li> <li>*Describes the roles of stakeholders in program improvement to include school-age and youth, families, community members, professionals, and other organizations/institutions.</li> <li>*Teams with, and provides reports or updates to, those who are responsible for providing oversight and adherence to strategic planning goals.</li> <li>*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.</li> <li>*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.</li> <li>*Evaluates delivery of programs according to strategic goals, objectives, and outcomes of the organization.</li> <li>*Describes how advocacy occurs on a continuum, with self-advocacy on one end, and policy in the public interest on the other end.</li> <li>*Formulates ideas and strategies to assist school-age and youth to increase assets through support, empowerment, and clear boundaries/expectations.</li> <li>*Formulates ideas and strategies to assist school-age and youth to increase assets with a focus on constructive use of time, a commitment to learning, developing</li> </ul>	2, 4, 5, 8, 14, 28	2H, 2I, 3G, 4L, 5A, 5B, 5C, 5G, 5H, 5J, 5K, 5N, 5R	3.04, 4.01-4.04, 4.06, 5.03, 5.04	11.1, 18.1-18.6, 20.1-20.4, 21.1-21.2, 22.1-22.4, 23.1-23.4, 24.1-24.1025.1-25.5	2-4D10, 2-4D11, 2-4D12-15, 2-4I4, 5B15, 5B16, 5B33, 5B35, 5D21, 5D47, 5E30

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>positive values, positive identity, and social competencies.</p> <p>*Co-creates situations and programs with school-age and youth that are school-age and youth centered and amplifies opportunities for empowerment.</p> <p>*Implements intentional structured skill-building opportunities so that school-age and youth’s learning is supported and systematic.</p> <p>*Incorporates program planning tools to facilitate learning, such as backward design, learner-centered framework, or self-created tool.</p> <p>*Cultivates shared leadership with colleagues, school-age, and youth through varied experiences and roles in meetings, presentations, discussion groups, work teams, and informal groups.</p> <p>*Facilitates peer education, leadership, mediation, and organizing opportunities concerning issues, actions, and ideas of interest to school-age and youth.</p>					

**Content Area E: Interactions, Relationships, & Environments**

Professionals, serving ages 5-16, 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 and 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.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD IRE1:</b> Establishes and models communication with all SAY that is positive, respectful and authentic.	<p>*Demonstrates social and emotional learning skills and competencies for managing healthy relationships.</p> <p>*Demonstrates respect for individual families, school-age and youth, and colleagues relative to differences in strengths, challenges, perspectives, and actions.</p> <p>*Articulates the concept that school-age and youth possess many untapped abilities in a multitude of areas.</p> <p>* Models cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups.</p>	1, 2, 3, 5, 16, 18	3N, 5J, 7C, 7H, 7I, 7J	3.01, 3.02, 3.03, 4.01, 4.02, 4.04, 5D, 5I	19.1, 25.1-25.5	2-4A10, 2-4G6, 2-4G7, 5E3,
2	<b>SAYD IRE2:</b> Engages in interactions that support positive and future-oriented relationships with SAY.	<p>*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.</p> <p>*Assists school-age and youth in making informed and responsible choices during programs, (e.g. what to do, how and with whom to participate).</p> <p>*Encourages leadership by assisting school-age and youth without taking control.</p> <p>*Identifies avenues, strategies, and portals for school-age and youth to connect their interests with information to support goal setting and decision-making.</p>	1, 2, 5, 10, 11, 34	2E, 3C, 5D, 5L, 5N, 5R, 10F	3.01, 3.02, 4.02, 4.03, 6.01-6.06, 7.01-7.04, 11.04	19.1, 19.2, 20.1-20.4, 22.1-22.4	2-4E25-28
3	<b>SAYD IRE3:</b> Supports SAY in being active and engaged within their local community the larger world thorough service learning,	<p>* Summarizes a vision and definition of community to focus the development of a sense of community in a variety of settings.</p> <p>*Provides problem posing prompts and questioning to trigger discussion that connects school-age and youth interests with current events and community issues.</p>	1, 4, 7, 14	1G, 3G, 4C, 5K, 5L, 6G, 7F	3.01, 3.03, 4.04, 4.06, 5.03, 5.05, 5.07, 6.01,	15.4, 22.1-22.4, 25.1-25.5	2-4B7, 2-4E29, 2-4E31, 2-4E32, 5E32

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
	exposure to current events, and informed advocacy.	<ul style="list-style-type: none"> <li>*Presents school-age and youth with opportunities to explore their capacities for contributing to the community and larger world.</li> <li>*Provides opportunities for school-age and youth to share ideas, opinions, perspectives, and knowledge in an open, safe, and non-judgmental environment.</li> <li>*Designs activities with school-age, youth, and opportunities to foster skills for collective action (e.g. service learning, research, leadership training).</li> </ul>					
3	<b>SAYD IRE4:</b> Identifies and supports communication strategies and skills with SAY, based on evidence-based practice.	<ul style="list-style-type: none"> <li>*Supports and affirms school-age and youth through positive interactions.</li> <li>*Models compassionate listening by posing questions that are non-adversarial and non-judgmental, listening and accepting information as the perceptions of another person.</li> <li>*Models consistency, integrity, and trustworthiness when working with school-age and youth.</li> <li>*Cultivates restorative practices with school-age and youth designed to restore and build community through dialogue, compassionate listening, resolution, and restitution.</li> <li>*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.</li> <li>*Applies information gained about school-age, youth, families, and colleagues to enrich relationships and support growth.</li> </ul>	5, 6, 10, 11	5C, 5D, 5G, 5J, 5K, 5L, 9E	3.01, 3.04, 4.02	6.02-6.06, 7.01-7.04, 19.1, 25.1-25.5	2-4A34, 2-4B26, 2-4E43, 5E4, 5E21, 5G4,
3	<b>SAYD IRES:</b> Cultivates relationships within an experiential learning environment to support SAY skills development in the areas of identifying and reflecting on issues that are relevant and personally meaningful to them.	<ul style="list-style-type: none"> <li>*Outlines attributes of learning environments that either support or hinder school-age and youth's ability to freely explore their potentials.</li> <li>*Develops strategies for providing opportunities for school-age and youth, youth, families and staff to feel emotionally safe (e.g. be included, absence of threat/harassment).</li> <li>*Provides examples of programs and activities that are experiential.</li> <li>*Describes the role and skill-set of a facilitator when engaged in an experiential process with school-age and youth.</li> <li>*Provides an interactive environment by facilitating group work with school-age and youth.</li> <li>*Recognizes and capitalizes on teachable/learnable moments with school-age and youth.</li> <li>*Employs experiential processes to include reflection and application of learning when engaged in activities and other experiences.</li> <li>*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.</li> <li>*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.</li> <li>*Facilitates experiences to explore a variety of decision-making strategies (e.g.</li> </ul>	2, 4, 143, 4, 15, 4, 5	1A, 1C, 4N, 6A, 6B, 6G 4L, 5K, 5L, 7F 1A, 3G, 5A, 5B, 5J, 5K, 10B	3.02 3.03, 5.023.03, 3.04, 5.06, 3.01, 3.03, 4.01, 4.02, 4.04, 4.06	1.1, 1.5, 2.1, 2.4, 11.1, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	2-4A33, 2-4B8, 2-4E20-24, 2-4E41, 2-4E42, 5B58, 5B59, 5E22, 5E36, 5E37



Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>consensus, democratic, autocratic) and appropriate situations to use the strategy.</p> <p>*Selects and adapts appropriate decision-making methods to match situations, topics, and developmental level of school-age and youth.</p> <p>*Devises simulations for school-age and youth to interact around issues that are identified as relevant to them.</p> <p>*Creates an environment where school-age and youth are supported to extend themselves in developmentally appropriate ways by identifying experiences that are outside of their comfort zones and taking the opportunity to try something new or different.</p> <p>*Distinguishes between a person’s comfort zone, stretch or learning zone, and panic zone, and how they relate to making choices and challenging oneself.</p>					
3	<b>SAYD IREG:</b> Creates a respectful environment of high support and high challenge to support SAY positive interactions, goal attainment, decision-making, and problem-solving.	<p>* Differentiates between learned helplessness and learned self-efficacy to create an environment that encourages self-exploration, independence, interdependence, and competency.</p> <p>*Outlines attributes of learning environments that either support or hinder school-age and youth’s ability to freely explore their potentials.</p> <p>*Creates an environment that respects boundaries through consistent use of rules, routines, rituals, space, and materials designed to guide positive behavior and interactions.</p> <p>*Demonstrates a variety of positive guidance techniques (e.g. positive reinforcement, encouragement, logical consequences, and modeling).</p> <p>*Describes methods for intentional relationship building and development of trust between group members.</p> <p>*Co-creates community expectations and standards with school-age and youth that facilitate learning and development.</p> <p>*Encourages school-age and youth to make choices based on co-created community expectations and standards.</p> <p>*Differentiates between support and pressure when challenging school-age and youth to make choices when participating in new experiences.</p> <p>*Designs a learning environment appropriate to a developmentally diverse population of school-age and youth.</p> <p>*Uses methods of open ended questioning, group discussion, problem solving, cooperative play, and guided and self-directed experiences to engage school-age and youth.</p> <p>*Provides opportunities that encourage responsibility, creativity, self -discipline, social interactions, citizenship, leadership development, and a sense of belonging.</p> <p>*Designs organizational tools for the creation of personal action plans that support, encourage, and reinforce accountability toward goal attainment.</p> <p>*Determines, with school-age and youth, benchmarks for evaluating their progress for goal attainment.</p>	3, 10, 11, 17, 18	2D, 5A, 5D, 5K, 5L	4.01, 4.02, 4.03, 4.04, 4.06 6.01-6.06, 7.01-7.04	3.03, 3.04, 5.03 16.3, 23.1-23.4, 25.1-25.5 1.1, 22.1-22.4, 24.1-24.10	2-4A30, 2-4A33, 2-4E11-13, 2-4E33-35, 5A3, 5E15, 5E16, E38, E39

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD IRE7:</b> Partners with SAY, professionals, and other family members to incorporate ethical, respectful, and empowering individualized strategies and activities within SAY settings that scaffold skill development and connect individual strengths and interests with future goals.	<ul style="list-style-type: none"> <li>*Supports school-age and youth in identifying strengths, interests, and skills that connect with future plans and goals.</li> <li>*Models high accountability toward achieving personal and professional goals.</li> <li>*Encourages school-age and youth to achieve self-defined goals and outcomes.</li> <li>*Describes developmentally appropriate scenarios that require school-age and youth to use critical thinking, decision making, and/or problem solving skills.</li> <li>*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.</li> <li>*Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, and financial literacy.</li> <li>*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.</li> <li>*Partners with school-age and youth to develop individual guidance plans; using professionals, resources, and family members for support as needed.</li> <li>*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.</li> <li>*Outlines a process for offering choices for school-age and youth that are respectful, reasonable, and realistic.</li> <li>*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.</li> <li>*Designs programming that provide opportunities for school-age and youth to select from, and formulate, options for what to do and how to participate.</li> </ul>	3, 5	4N, 5K, 6G	3.04, 4.02	16.3, 19.1, 19.2, 20.1-20.4, 22.1-22.4, 23.1-23.4, 25.1-25.5	2-4E14, 2-4E36-38, 5B22, 5B44, 5B45, 5E8, 5E9, 5E33, 5E34, 5E35
4	<b>SAYD IRE8:</b> Creates culturally responsive learning environments and experiential activities to build SAY competencies and capacities and develop SAY life skills and reflection strategies.	<ul style="list-style-type: none"> <li>*Identifies a variety of stakeholders, including school-age and youth, who have unique perspectives to provide to curriculum and program planning.</li> <li>*Determines and utilizes stakeholder contributions in the curriculum and/or program planning process.</li> <li>*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 building.</li> <li>*Manages the learning environment and strategies to meet the unique needs of all school-age and youth.</li> <li>*Outlines and implements experiential approaches to engage school-age and youth in explorations of life skills (e.g. cooperation, autonomy, integrity, organization, perseverance, ethics).</li> <li>*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.</li> <li>*Partners with school-age and youth to develop activities and programs that</li> </ul>	2	3G, 5A 5E	4.01, 4.02, 4.04	23.1- 23.4, 24.1-24.10 1.1, 1.2, 1.4, 1.5, 15.4, 19.1, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1, 27.3, 29.1-29.3	2-4D5, 2-4D6, 5A17, 5A25, 5B20, 5D35, 5E17, 5E18, 5E19, 5E26, 5E27, 5E28, 5E46

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>incorporate experiential techniques (e.g. hands-on projects, reflection, meaning-making, and application).</p> <p>*Provides opportunities for school-age and youth to participate in meaningful community-based experiences.</p> <p>*Outlines programs and activities that incorporate experiential strategies with school-age and youth.</p> <p>*Engages school-age, youth, staff and community members in explorations, reflection, and dialogue about issues of mutual interest.</p> <p>*Develops strategies for supporting school-age and youth to identify, clarify, and articulate plans for addressing issues of interest.</p> <p>*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.</p> <p>*Formulates activities, experiences, and reflection strategies for exploring, learning, and practicing empathy, perspective taking, negotiation, and collaboration.</p>					
5	<b>SAYD IRE9:</b> Designs and evaluates inclusive, democratic learning environments that empower SAY, staff, and family members.	<p>* Assesses a variety of settings for attributes that support or hinder school-age and youth’s ability to freely explore their potentials.</p> <p>*Reflects on outcomes of school-age and youth behavior and development when prevailing theories and concepts are consistently employed, and incorporates into practice.</p> <p>*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.</p> <p>*Establishes a standard of collaborative leadership where school-age and youth can learn collaborative skills and practice being a “leader among leaders.”</p> <p>*Incorporates policies and procedures for implementing a consistent behavior guidance approach that is ethical, respectful, and empowering for staff, school-age, and youth</p> <p>*Critiques positive behavior guidance programs and processes that convey respect, offer choices, and support positive skill building with school-age and youth.</p> <p>*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.</p>	1, 2, 5, 7, 13, 17, 25 1, 2, 3, 10 11, 12, 14 3, 5, 14, 17, 28	3G, 3N, 5A, 5D, 5G, 5H, 5K, 5L, 5N, 5R 1C, 1L, 2A, 2E, 2G, 3C, 3D, 3G, 3H, 3L, 4J, 4M, 4N, 5J, 5K, 5N, 6G, 6J, 9L 2A, 2B, 4K, 4N, 5D, 5J, 5K, 6G, 6J, 8K	3.01, 3.03, 3.04, 4.01,4.02, 4.04, 4.06, 5.07, 6.01-6.06, 7.01-7.04, 13.02, 3.03, 3.04, 4.03, 5.01-5.07, 10.03, 3.03, 3.04, 4.01, 5.01, 5.04, 5.05	3.1–3.8, 4.1-4.6, 5.1-5.7, 18.1. 18.4, 22.1-22.4, 24.1-25.5, 30.2	2-4A35, 5A36, 5B7, 5E5, 5E6, 5E20,

**Content Area F: Family & Community Relationships**

Professionals, serving ages 5-16, 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 school-age and youth, and their families.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD FCR1:</b> Identifies contextual factors that influence families and the role of the practitioner in providing respectful, responsive supports.	<ul style="list-style-type: none"> <li>*Identifies privileges, rights, and obstacles that families encounter based on their family structures.</li> <li>*Describes how family context and frame-of-reference influences school-age and youth development and choices.</li> <li>*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.</li> <li>*Explains how families maintain balance and organize themselves (e.g. holism, hierarchies, boundaries, interdependence, equilibrium, and homeostasis).</li> <li>*Honors the varied backgrounds and identities of all school-age and youth and families.</li> <li>*Recognizes the physical and social environmental assets and risk factors that potentially exist within families and communities and influence development and learning.</li> <li>*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.</li> </ul>	1, 7	1A, 3C, 3N, 9B, 9L, 11P	10.01, 13.01, 13.03	15.4, 18.1-18.6, 20.1-20.4, 24.4, 24.6- 24.8, 27.1–27.4	2-4F1, 2-4F3, 2-4F4, 2-4F6, 2-4I1, 5A26, 5F36,
	<b>SAYD FCR2:</b> Identifies the role of the community in influencing and supporting SAY and their families.	<ul style="list-style-type: none"> <li>*Recognizes that families live in a context of communities (e.g. geographic, micro, macro, blended).</li> <li>*Describes the need or reason to partner with other systems to benefit school-age and youth and their families.</li> <li>*Assesses the resources and services available to school-age, youth, and families.</li> </ul>	1, 2, 7, 13, 23, 24, 25	3E, 3G, 5L, 7D, 9A, 9K, 9L, 9M	3.01, 4.02, 10.02, 11.02, 11.04, 13.03	18.1–18.6, 21.1, 28.1, 28.2, 29.1–29.3, 30.2	2-4F18, 2-4F25, 5F22
3	<b>SAYD FCR3:</b> Identifies and utilizes communication and collaboration strategies to strengthen SAY, SAY programs, family, and community connections.	<ul style="list-style-type: none"> <li>*Demonstrates respect for all school-age and youth and their families regardless of family circumstances.</li> <li>*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.</li> <li>*Gives examples of ways to communicate and collaborate with caregivers, schools, community organizations, and referral agencies.</li> <li>*Gives examples of effective verbal communication skills including adjusting to diverse communication styles, and languages.</li> <li>*Describes how to adapt communication styles to meet a variety of situations (e.g. 1-1 communication, small group, large group, and public speaking).</li> <li>*Describes the benefits and limitations of a variety of communication formats used to communicate with families, community organizations, and media.</li> <li>*Uses a variety of communication formats to convey information in relevant situations.</li> <li>*Participates in a range of community events relevant to school-age and youth and</li> </ul>	1, 5, 25	5K, 9A, 9D, 9L, 9M	3.01, 4.01, 10.01, 10.02, 11.02, 13.02	4.6, 18.1-18.6, 25.1-25.5	2-4F2, 2-4F5, 2-4F11--15, 2-4F22, 5F1, 5F2, 5F11, 5F13, 5F16, 5F18, 5F33,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>family interests.</p> <p>*Formulates a range of professional responses when working with school-age, youth and families from a variety of structures and backgrounds.</p> <p>*Develops a variety of strategies to work with school-age, youth, and families from diverse cultural and family backgrounds.</p> <p>*Demonstrates collaboration skills to include listening/ communication, decision-making, goal setting, and conflict resolution.</p> <p>*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.</p> <p>*Selects and utilizes appropriate collaboration strategies for group work that addresses the group’s developmental level.</p> <p>*Articulates strategies to promote effective collaboration with families, including assessment of priorities and interests for the program.</p> <p>*Demonstrates collaborative skills when working with people in systems and institutions that affect school-age and youth.</p>					
3	<b>SAYD FCR4</b> Collaborates with community organizations and allies to support and promote the positive developmental trajectories of SAY and their families.	<p>*Identifies attributes, skills, characteristics, and qualities for adults to be beneficial allies who practice effective asset building and advocacy with school-age and youth.</p> <p>*Summarizes a variety of collaborative tools to meet a diversity of problem solving and conflict resolution styles.</p> <p>*Demonstrates an ability to use a variety of collaboration and partnership strategies to effectively interact with others.</p> <p>*Identifies local organizations and opportunities that present possibilities for partnership and collaboration (e.g. neighborhood associations, PTA meetings, community gardens).</p> <p>*Selects a range of community resources available to school-age and youth and families.</p> <p>*Connects school-age and youth and family needs and interests with relevant resources in the community.</p> <p>*Writes and supports action goals for adults to be effective allies, advocates and asset builders with school-age and youth.</p> <p>*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.</p> <p>*Connects families to educational opportunities (e.g. client/patient/student rights, financial literacy, advocacy).</p> <p>*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.</p>	1, 7, 8, 13, 23, 25, 28, 8, 25, 34, 25, 36	3G, 3L, 4C, 5L, 5Q, 6M, 9A, 9E, 9I, 9L, 9M, 11B, 11F, 11G, 1A, 9A, 9D, 9E, 9K, 9L, 11N, 8B, 9A, 9D, 9E, 9L, 11N	3.01, 4.04, 4.06, 5.05, 5.07, 6.01, 11.02-11.0413.0, 613.06, 1.02, 10.0311.0, 111.0211.04, 11.0111.0, 2	1.1, 1.2, 1.4, 9.1, 11.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2, 29.1-29.3, 30.10, 30.2, 1.02, 11.0119.1, 20.1- 20.3, 21.1, 28.1, 28.2, 29.1-29.3, 30.1, 30.2	2-4F9, 2-4F16-17, 2-4F19, 2-4F23, 2-4F29, 5F9, 5F10, 5F29, 5F40

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
4	<b>SAYD FCR5:</b> Collaborates with SAY and families when creating programs, environments, and curriculum.	<ul style="list-style-type: none"> <li>*Collaborates with families and schools to support the special needs of school-age and youth, and support the IEP (Individual Education Plan) when appropriate.</li> <li>*Compares viewpoints from a variety of cultural perspectives.</li> <li>*Describes the family role in identifying priorities and interests in the program.</li> <li>*Examines the potential for learning that comes from the diverse backgrounds, values, skills, talents and interests of all school-age, youth, and their families.</li> <li>*Draws on the backgrounds of school-age, youth, and families when creating programs, environments, and curriculum.</li> </ul>	2, 7, 23, 24	1A, 2F, 3A, 3C, 3E, 3F, 4S, 9F, 3I, 3J, 9K, 9L	3.02, 5.03, 5.05, 10.01, 10.02, 10.03, 13.07	15.4, 18.1-18.6, 20.1-20.4, 21.1, 23.1-23.4, 24.4, 24.6-24.8, 27.1-27.4, 29.1-29.3	2-4A27, 2-4E39, 2-4F20, 5F4, 5F5,
4	<b>SAYD FCR6:</b> Develops a professional plan for creating and maintaining collaborative relationships with families, schools, and community organizations.	<ul style="list-style-type: none"> <li>*Recognizes that organizations (and groups of organizations) are a collection of parts that work together to accomplish an overall goal (or goals).</li> <li>*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).</li> <li>*Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</li> <li>Defines the concept of Systems Thinking and how it relates to institutions/organizations that affect school-age and youth.</li> </ul>	2, 4, 7, 23	2D, 3C, 9A, 9D, 10E	3.01, 10.02, 10.0311.0 2	18.1- 18.6, 19.1, 19.2, 20.1- 20.4, 21.2, 25.1-25.5	2-4F24, 2-4I13, 5F12, 5F24,
4	<b>SAYD FCR7:</b> Collaborates with families and schools to support the unique needs of SAY, including participation in multidisciplinary teams and the Individual Education Program process, as appropriate.	<ul style="list-style-type: none"> <li>*Defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</li> <li>*Articulates federal and state laws related to referral for special education or services in a range of contexts.</li> <li>*Adapts programming to include goals and objectives for school-age and youth with varying abilities.</li> <li>*Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</li> <li>*Describes the general procedures, advantages, and challenges of working with a multi-disciplinary team for different purposes.</li> <li>*Describes a variety of skills essential for working with a variety of teams from systems and institutions that affect school-age and youth.</li> <li>*Designs a program/event that encourages and supports family participation in one or more areas (e.g. planning, volunteering, attendance, assisting, service, contributing).</li> <li>*Summarizes the roles and responsibilities of various members of the multi-disciplinary team for special education services in the schools.</li> <li>*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.</li> <li>*Participates in a Multi-disciplinary Team or Individual Education Program process, if possible.</li> <li>*Outlines the rights of people with disabilities in reference to federal, state, and local laws.</li> </ul>	2, 14, 23, 24, 35, 26	2E, 2G, 3A, 4S, 9F, 9G, 9N, 11F, 11G, 11H	3.02, 3.04, 10.0311.0 413.07	1.3, 5.4, 16.3, 16.4, 20.1, 20.2, 21.1, 23.1-23.4, 24.1-24.10, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2	2-4F26-28, 2-4F30, 2-4F31, 2-4F33, 5F19, 5F26, 5F27, 5F30, 5F32,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
5	<b>SAYD FCR8:</b> Designs and advocates for, in partnership with families and community-based organizations, appropriate services for SAY.	<ul style="list-style-type: none"> <li>*Develops and/or implements actions to strengthen or modify practices so they are inviting to school-age and youth.</li> <li>*Anticipates and accommodates communication needs of families and community members through the use of technology and translation services.</li> <li>*Constructs a variety of effective written communication templates that can be used to communicate with families, community organizations, and media.</li> <li>*Advocates for supports, opportunities, and services for school-age, youth, and families as they are needed.</li> <li>*Develops and/or accesses referral systems for school-age, youth, and family issues.</li> <li>*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.</li> </ul>	1, 2, 5, 7, 13, 23, 24, 25	3B, 3E, 3G, 3N, 5A, 5D, 5H, 5K, 5L, 5N, 5R, 7D, 7I, 7K, 9A, 9H, 9K, 9L	3.01, 3.03, 3.04, 4.01, 4.02, 4.06, 6.01, 10.0210.0, 311.0111, 0213.021, 3.03	4.6, 18.1-18.6, 21.1, 28.1, 28.2, 30.2	5B8, 5F14, 5F15, 5F20, 5F23, 5F25,
5	<b>SAYD FCR9:</b> Engages in strategies that are responsive to an identified SAY community need.	<ul style="list-style-type: none"> <li>*Describes techniques for working in collaborative partnerships (e.g. exploring common ground, brainstorming, creating a shared vision, and organizing around a common interest/need).</li> <li>*Discusses reasons, purpose, and role of school-age and youth programs when collaborating with a multiplicity of community organizations.</li> <li>*Facilitates regular contact and teamwork with relevant systems and government agencies.</li> <li>*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.</li> <li>*Creates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.</li> <li>*Outlines a structure for creating collaborative partnerships around a common interest/need relevant to school-age and youth development work.</li> <li>*Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</li> <li>*Constructs a plan for an education/advocacy campaign related to school-age and youth.</li> <li>*Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.</li> </ul>	25, 31, 36	9H, 9M, 11B, 11D, 11J, 11N	11.0111.0, 2	7.1, 9.1-9.4, 19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2	2-4F39, 5F17, 5F21, 5F39, 5F41, 5F42, 5I21, 5I22, 5I23,
5	<b>SAYD FCR10:</b> Cultivates community relationships through developing skills as community members, engaging in relationship-building skills, participating in decision-making processing, understanding one's rights and responsibilities as a community member.	<ul style="list-style-type: none"> <li>*Names resources for supporting financial needs of programs.</li> <li>*Follows policies and procedures for gaining approval and documenting the use of program resources.</li> <li>*Contributes to creating a program budget, when appropriate.</li> <li>*Identifies a variety of circumstances that encourage the development of a sense of community, such as: understanding one's rights and responsibilities as a community member, development of routines, rituals, and rites-of-passage, and taking the time to develop relationships.</li> <li>*Collaborates with school-age, youth, and staff to create rights and responsibilities for individuals and for sharing the load as community members.</li> </ul>	1, 2, 5, 14, 17	4J, 5A, 5G, 5K, 5L, 7J, 10E	3.01, 3.02, 4.02, 4.04, 5.07	1.1, 1.2, 1.4, 15.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2	2-4H5-7, 5B10, 5E45,



**Content Area G: Personal & Professional Development**

Professionals, serving ages 5-16, 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 and youth, and their families, and exemplify the ethical standards of their discipline in their profession in their personal and professional interactions and activities.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD PPD1:</b> Identifies knowledge, attributes, skills, characteristics, and qualities for SAYD practitioners to be supportive of the ongoing development, learning, and well-being of SAY and their families.	<ul style="list-style-type: none"> <li>*Summarizes commonalities and differences between foundational theories and models for school-age and youth development work.</li> <li>*Employs self-reflective techniques to examine personal beliefs and biases about working with school-age and youth.</li> <li>*Creates a plan to be intentionally inviting with school-age and youth, youth, families, colleagues, and visitors to a program.</li> <li>*Recognizes professional boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</li> <li>*Describes boundaries of professional responsibilities, protocols, and legal requirements when working/consulting with families, schools, and school-age and youth with disabilities.</li> <li>*Describes key skills for working effectively with colleagues, volunteers, and those in supervisory roles.</li> <li>*Articulates a personal vision about one’s role in working in partnership with other systems and institutions that affect school-age and youth and families.</li> <li>*Describes the differences between privacy, confidentiality, and restricted information.</li> <li>*Follows policies and procedures to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.</li> <li>*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.</li> <li>*Identifies research that provides evidence to support one’s philosophy and practice when working with school-age, youth, and families.</li> <li>*Utilizes current theories to maintain a range of professional relationships with school-age and youth.</li> <li>*Engages in reflective practice by examining self, experiences, questioning personal assumptions, dialoguing with colleagues, and reading theoretical literature.</li> <li>*Articulates principles of adult learning.</li> <li>Summarizes professional codes of ethics, values, vision, and mission relevant to school-age and youth development work.</li> <li>*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.</li> <li>*Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and</li> </ul>	1, 7, 23	!A, 3C, 3F, 3I, 9K	3.02, 3.03, 3.04, 5.03, 5.05, 10.02	7.1, 9.1, 15.4, 17.1, 17.3, 17.5, 17.8, 19.1, 19.2, 22.1-22.4, 23.1-23.4, 24.1, 25.1-25.5, 29.1-29.3	2-4A29, 2-4A32, 2-4B32, 2-4F10, 2-4F32, 2-4F34, 2-4F35, 2-4H3, 2-4H4, 5A23, 5C9, 5F3, 5F7, 5F34, 5F38, 5G6, 5I1, 5I2, 5I4, 5I5,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>gender diversity.</p> <p>*Interprets &amp; facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p> <p>*Summarizes the contents, history, and role of the United Nations Convention on the Rights of the Child, and of The Committee for the Rights of the Child.</p> <p>*Compares a variety of available resources regarding school-age and youth rights.</p>					
2	<b>SAYD PPD2:</b> Fulfills the legal, regulatory, and ethical requirements of practitioners within the SAY field.	<p>*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.</p> <p>*Describes relevant procedures and documentation for different activities (e.g. traveling off-site, use of equipment).</p> <p>*Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p> <p>*Compares a variety of organizational codes of ethics, visions and missions in the school-age and youth field.</p> <p>*Identifies the values and principles underpinning school-age and youth practice, and their impact for one's responsibilities and activities.</p> <p>*Identifies the necessary, desired, and useful skill sets for working with school-age and youth.</p> <p>*Describes the legal, ethical, and moral responsibilities of practitioners to support the legal and inherent rights of families and school-age and youth (e.g. right to fair and equitable treatment, accommodation of communication needs, confidentiality, privacy, informed consent, grievance procedures).</p> <p>*Provides supervision of school-age and youth according to legal regulations, standards, policies and procedures of the organization.</p> <p>*Obtains required relevant certifications and training (e.g. CPR, universal precautions, first aid).</p> <p>*Outlines the rights of people with disabilities in reference to federal, state, and local laws.</p> <p>*Explains guidelines related to impartiality, confidentiality, and conflicts of interest.</p> <p>*Distinguishes between personal and professional roles and responsibilities in situations or interactions dealing with colleagues, school-age, youth, families, and community members.</p>	2, 4, 18, 29, 30, 31, 35, 36	1M, 2C, 3L, 3M, 9L, 10C, 11B, 11C, 11D, 11F, 11J, 11K, 11Q	8.02, 9.03, 10.01, 10.03, 11.02, 13.01-13.07	1.3, 3.1-3.8, 5.4, 5.6, 7.1-7.3, 10.3, 14.1-14.4, 16.2, 16.3, 17.6, 18.5, 19., 19.1, 22.1-22.4, 24.1-24.10, 27.1-27.4, 28.1, 28.22	2-4B4, 2-4D24, 2-4F36, 2-4F37, 2-4G2, 2-4G27, 2-4G28, 2-4H13, 2-4H15, 5F32, 5G24, 5G26,
3	<b>SAYD PPD3:</b> Identifies the importance of and strategies designed to support ongoing professional development.	<p>*Identifies personal and professional areas of growth in order to engage in focused professional developmental opportunities.</p> <p>*Uses professional resources to continually improve practice.</p> <p>*Identifies relevant people, associations, publications and on-line resources to gather information about career options in school-age and youth work.</p> <p>*Identifies professional organizations and explains the roles of professionals and their contributions to the field and to the community.</p> <p>*Participates in service, volunteer, and membership opportunities with organizations, associations, and/or systems related to the school-age and youth field.</p>	8, 31, 33, 34	9E, 10A, 10B, 10H, 11A, 11E, 11I	13.03	9.1, 11.4, 17.1-17.8, 27.1-27.4	2-4G10, 2-4G12, 2-4G15, 2-4G21-G22, 5G21, 5G22,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*Identifies a variety of local, state, and national opportunities that can be accessed to provide resources for programs.</li> <li>*Assesses the usefulness of different types of training and resources available for professional development.</li> </ul>					
4	<b>SAYD PPD4:</b> Utilizes reflection and a range of supports and strategies to support ongoing development as a professional within the SAY field.	<ul style="list-style-type: none"> <li>* Articulates a stance that views school-age and youth as capable, responsible, growing human beings.</li> <li>* 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.</li> <li>*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.</li> <li>*Consults with people and/or other resources (e.g. colleagues supervisors, internet, journals) to recognize, identify, and access support when confronting challenging situations.</li> <li>*Engages in self-reflection, reading, research, and understanding of foundational and current school-age and youth development issues, policies, and contexts.</li> <li>*Consults with colleagues, supervisors, and/or participants to gain multiple perspectives about one’s performance.</li> <li>*Seeks out professional development relationships to enhance professional growth (e.g. identifies mentors, coaches, joins professional associations or peer networks).</li> <li>*Aligns personal goals and outcomes with organizational mission and planning.</li> <li>*Utilizes career opportunities, goals, and action steps needed to achieve stated goals.</li> <li>*Uses a variety of decision-making models in personal and professional practice.</li> <li>*Describes the purpose of, and identifies options for, professional growth activities.</li> <li>*Identifies online resources for professional development (e.g. webinars, distance learning).</li> <li>* 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).</li> <li>*Composes a philosophy of practice for working with school-age and youth.</li> <li>*Outlines and implements interventions and strategies for working with school-age and youth based on one’s philosophy of practice.</li> <li>*Employs strategies consistent with one’s professional philosophy and stance for school-age and youth work.</li> <li>*Develops a professional stance for working with school-age and youth based on prevailing strength-based and empowerment school-age and youth development theories.</li> <li>*Prepares a personal awareness plan for perceiving and acting on structural barriers that affect school-age and youth.</li> <li>*Constructs a personal and professional philosophy for guiding school-age and youth behavior in individual and group situations using information from current theory</li> </ul>	1, 2, 78, 14, 17, 28, 31, 33, 34, 36	1A, 2D, 3C, 3D, 3E, 3F, 3H, 3L, 3N, 4G, 4M, 5D, 5H, 5L, 7H, 9I, 10B, 10E, 10F, 10G, 10H, 11B, 11E	1.01, 1.02, 3.01, 4.02, 4.06, 5.01, 5.03, 5.06, 10.01	7.1, 9.1, 11.3, 15.4, 17.1-17.8, 18.1-18.6, 23.1-23.4, 24.1-24.10, 25.1-25.5, 27.1-27.4, 28.1, 28.2, 30.2	2-4A13, 2-4A17, 2-4E15, 2-4E16, 2-4G1, 2-4G11, 2-4G13, 2-4G16, 2-4G17, 2-4G18, 2-4G23-G24, 2-4H14, 5A11-5A14, 5A40, 5E7, 5F8, 5F31, 5F36, 5F37, 5G1, 5G10, 5G11, 5G15, 5G16, 5G18,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>and research from a variety of cultural perspectives.</p> <p>*Categorizes individual roles in the family, school, and community according to type of potential support available to school-age and youth.</p> <p>*Documents a Multi-disciplinary Team or Individual Education Program process from a variety of perspectives (e.g. Teacher, student, parent, social worker).</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*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).</p> <p>*Initiates and facilitates group networking opportunities (e.g. problem solving, peer evaluation, discussion groups, standards clarification and application sessions, book clubs).</p> <p>*Seeks out professional relationships to enhance professional growth (e.g. identifies a mentor).</p> <p>*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).</p>					
5	<b>SAYD PPD5:</b> Collaborates with others to support and enhance the lives of SAY, their families, and the school-age and youth development field.	<p>*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.</p> <p>*Describes verbal, written, and technological communication skills necessary to mobilize stakeholders for program planning.</p> <p>*Practices collaborative principles when involved in group work, including:</p> <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</li> </ul>	1, 2, 3, 7, 8, 25, 33, 34, 36	3C, 3F,3G, 7D, 9L, 10C, 10E, 10F, 10G, 11B, 11E, 11I, 11N	1.02, 3.04,5.03, 10.03, 11.01, 13.03	9.1, 15.4, 17.1-17.8, 22.1-22.4	2-4A18, 2-4D7, 2-4D8, 2-4D9, 2-4G14, 2-4G19, 2-4G25, 2-4G26, 2-4H16, 2-4H17, 2-4H20, 2-4H21, 2-4I9-10,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>sharing of tasks and responsibilities as equals.</p> <ul style="list-style-type: none"> <li>*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).</li> <li>*Reviews and compares local and state school-age and youth standards and practices.</li> <li>*Participates in professional organizations and on-going professional development to enhance knowledge and skills.</li> <li>*Identifies strategies to apply professional knowledge in the field to seek new projects or programs.</li> <li>*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.</li> <li>*Collaborates with supervisors and colleagues to disseminate information to school-age and youth, families, and the community.</li> <li>*Complies with legal guidelines, standards, policies and procedures regarding facility use and maintenance (e.g. care of resources, ratios, sanitation, food handling).</li> <li>*Demonstrates collaborative and teamwork skills when working with school-age and youth, colleagues, supervisors, families, and community members (e.g. group/community focus, respecting a diversity of perspectives).</li> <li>*Participates in action planning with relevant stakeholders when responsible for achieving particular goals and outcomes.</li> <li>*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.</li> <li>*Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth.</li> <li>*Uses a variety of communication methods to provide the public clear, timely, and accurate information about the program’s activities, finances, and mission.</li> <li>*Disseminates information regarding a range of acceptable practices and procedures to school-age, youth, parents, and volunteers using a variety of relevant methods.</li> <li>*Develops and implements a system for partnering with staff and other stakeholders to promote continuous quality improvement.</li> <li>*Summarizes various benefits of a strategic planning process to include focus, consistency, and ability to mobilize stakeholder groups for school-age and youth development.</li> <li>*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.</li> <li>*Partners with key stakeholders, including personnel, school-age, youth, families, and the community, to collect and analyze data relevant to desired goals and outcomes.</li> <li>*Provides training and opportunities for stakeholders to learn and practice</li> </ul>					<p>5H16, 5H17, 5H22-5H26, 5E10, 5E11, 5G9, 5G17, 5G19, 5G20, 5G23, 5G25,</p>

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>collaborative skills (e.g. professional development workshops, shared leadership during programming).</p> <ul style="list-style-type: none"> <li>*Recognizes characteristics of situations that may require consultation, support, and problem solving.</li> <li>*Develops a proactive process for determining possible challenge areas when working with school-age and youth.</li> <li>*Shares and utilizes learning from professional development experiences with colleagues, school-age, youth, families and/or the community.</li> <li>*Creates and acts upon opportunities to grow and advance on a career path in school-age and youth development work for self and others.</li> <li>*Actively participates on professional boards and committees related to school-age and youth development work (e.g. local organizations, professional associations).</li> <li>*Contributes to the development of the fields through participation in the local community, professional associations, organizations, and/or other institutions.</li> <li>*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).</li> <li>*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.</li> </ul>					
5	<b>SAYD PPD6:</b> Evaluates and disseminates current program and agency practices that exemplify evidence-based practice and relevant legal requirements and standards.	<ul style="list-style-type: none"> <li>*Identifies potential operational risks and specifies ways to reduce or eliminate them.</li> <li>*Documents incidents, accidents, and grievances according to program policies and procedures, standards, and legal requirements.</li> <li>*Follows pertinent program and organizational policies to minimize harm, and to protect people, equipment, information, and intellectual property.</li> <li>*Differentiates between licensing, accreditation, certification, and registration.</li> <li>*Articulates relevant local and state licensing, accreditation and certification criteria for school-age and youth workers.</li> <li>*Examines the history and development of zero tolerance policies and the cumulative effects on practices when working with school-age and youth.</li> <li>*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.</li> <li>*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.</li> <li>*Contributes to the strategic planning process to ensure that key stakeholders are acting in concert with the organization’s mission, vision, and values.</li> <li>*Utilizes paper and/or electronic recording systems required by program, funding, and regulatory sources.</li> <li>*Follows agency, legal and fiduciary policies and procedures for adults working in the program (e.g. background checks).</li> </ul>	1, 24, 25, 30, 35, 36	2D, 3C, 3E, 5D, 11B, 11C, 11D, 11I, 11J, 11K	5.09, 9.03, 13.01	3.1-3.8, 5.6, 7.1-7.3, 10.3, 13.4, 14.1-14.4, 16.2, 16.3, 17.6, 18.5, 19.-19.1, 22.1-22.4,24.1-24.10, 25.1-25.5, 28.1, 28.22	2-4H8-12, 5A38, 5A39, 5D17,5D18, 5H1-5H6, 5H8-5H13-5H15, 5H18-5H21, 5F35, 5G2, 5G3, 5G12, 5G27, 5G28, 5H9-12

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<ul style="list-style-type: none"> <li>*Summarizes legal requirements and program confidentiality policies about record maintenance, retention, dissemination, disposal, and those authorized to access files.</li> <li>*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.</li> <li>*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.</li> <li>*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.</li> <li>*Creates and/or implements policies to protect the organization, its board and staff from unnecessary exposure to liability, including the acquisition of adequate insurance.</li> <li>*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.</li> <li>*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).</li> <li>*Assesses volunteer performance through a variety of mechanisms (e.g. discussions about activities and interactions with school-age and youth, staff observation).</li> <li>*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).</li> <li>*Translates applicable governmental regulations, standards of supervision and safety guidelines (e.g. licensing/accreditation, sanitation) into daily practice with school-age and youth.</li> <li>*Communicates and explains information about relevant licenses, certification, and accreditation, and displays documents in an area visible to the public.</li> <li>*Compares a variety of continuous improvement models and methods (e.g. Total Quality Management, Quality Circle).</li> <li>*Evaluates a team experience according to the principles of collaborative consultation or habits of highly effective teams.</li> <li>*Assesses and critiques current research and policies relevant to school-age and youth development from diverse cultural perspectives and uses information to influence programming.</li> <li>*Analyzes the foundations of the school-age and youth development work professions and their impact on current practice and future trends.</li> <li>*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.</li> </ul>					



Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>*Evaluates current program and agency practices in relation to relevant legal requirements and standards.</p> <p>*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.</p> <p>*Evaluates the impacts of relevant state &amp; federal regulations and how they apply to program implementation and design (e.g. maintaining 501(c) (3) status, health and safety).</p> <p>*Explains the benefits and challenges to becoming accredited by a third party (e.g. Council on Accreditation, National Afterschool Association).</p> <p>*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.</p> <p>*Manages program planning, and collaborates with parties that provide oversight and guidance.</p>					
5	<b>SAYD PPD7:</b> Connects how one's philosophical stance, perception of SAY and intentional practice influence professional strategies when working with SAY.	<p>*Solicits and accepts targeted feedback from supervisors and colleagues related to stated goals when working with school-age and youth.</p> <p>* Distinguishes between one's own learning preferences and facilitation styles.</p> <p>*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.</p> <p>*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.</p> <p>*Modifies professional practices based on a self-evaluation, identified outcomes, and/or accreditation process.</p> <p>*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.</p>	2, 14	3D, 3H, 3L, 4M	4.01, 4.02, 4.03, 4.04, 4.06		2-4G20, 5A19, 5G7, 5G8, 5G13, 5G14,

**Content Area I – Advocacy and Policy**

Professionals, serving ages 5-16, 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.

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
2	<b>SAYD AP1:</b> Identifies the implications of public policy and advocacy with regard to professional practice.	<ul style="list-style-type: none"> <li>*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.</li> <li>*Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</li> <li>*Recognizes that public policy decisions influence attitudes, actions, and daily programming with school-age and youth.</li> <li>*Articulates the role advocacy can play in public policy decisions.</li> <li>*Describes how advocacy occurs on a continuum, with self-advocacy on one end, and policy in the public interest on the other end.</li> <li>*Differentiates between education, advocacy, and lobbying.</li> <li>*Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</li> <li>*Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</li> <li>*Participates in an education/advocacy campaign related to school-age and youth.</li> <li>*Documents the impact of public policy upon school-age, youth, families, and education programs and advocates for supportive public policies.</li> <li>*Considers historical public policy decisions and trends when creating strategic plans for the organization.</li> </ul>	1, 2, 5, 7, 17	3E, 3F, 3N, 5G, 5K	3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01	16.2, 20.4, 21.2, 28.1, 28.2	2-4F40, 2-4F41, 2-4I5-6, 2-4I14-16, 5F43, 5F44, 5I9, 5I10,
	<b>SAYD AP2:</b> Describes and demonstrates commitment to advocacy as an integral SAY practitioner skill.	<ul style="list-style-type: none"> <li>*Reflects on own learning, beliefs, and values based on influences from one’s background and cultural context.</li> <li>*Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people (ephebiphobia).</li> <li>*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.</li> <li>*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).</li> <li>*Recognizes that public policy decisions influence attitudes, actions, and daily programming with school-age and youth.</li> <li>*Articulates the role advocacy can play in public policy decisions.</li> <li>*Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice.</li> <li>*Explains the immediate impact of education, policing, and welfare systems on the</li> </ul>	1, 24, 25	3F, 5K, 9A, 11D, 11J, 11N	3.01, 5.07, 11.02	19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2	2-4E40, 2-4I2, 2-4I3-8, 5F44, 5I3, 5I11, 5I14,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>lives of school-age and youth and families.</p> <p>*Participates in an education/advocacy campaign related to school-age and youth.</p> <p>*Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.</p> <p>*Identifies a range of avenues to influence public policy within the legal, ethical, and practical boundaries of school-age and youth development work.</p> <p>*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).</p>					
3	<u>SAYD AP3:</u> Advocates and promotes the rights of SAY and their families.	<p>* Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice.</p> <p>* Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and youth’s rights in the community.</p> <p>*Advocates for and on behalf of school-age, youth, and families when navigating education, legal, and welfare systems.</p> <p>*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).</p> <p>*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, and teachable/learnable moments).</p>	23, 24, 25	9A, 9B, 9K, 11N	10.02	18.1-18.6, 20.2, 21.1	2-4I7, 2-4I19, 5I13, 5I18, 5I27
4	<u>SAYD AP4:</u> Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families.	<p>*Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections.</p> <p>*Compares a variety of tools that may be used to conduct a community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping).</p> <p>*Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections.</p> <p>*Creates strategies to monitor relevant public policies, laws, and trends to inform and educate stakeholders about issues and possible actions.</p> <p>*Articulates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.</p> <p>*Outlines a structure for creating collaborative partnerships around a common interest or need relevant to school-age and youth development work.</p> <p>*Compares key national, state, and local organizations, initiatives, and agencies responsible for identifying and monitoring the rights of school-age and youth.</p>	2, 25, 28 2, 3, 14, 25	8B, 9A, 9D, 9E, 9L, 10C, 10E, 11N 4J, 5K, 6G, 9M, 11L, 11N	11.01-11.04 3.02, 3.04, 11.02	19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1 18.1, 18.2, 18.4- 18.6, 20.4, 21.2, 22.1-22.4 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1	2-4F38, 2-4I11, 2-4I12, 5I12, 5I19, 5I20, 5I26,
4	<u>SAYD AP5:</u> Facilitates the development of SAY and their families as advocates.	<p>*Describes and utilizes conditions and supports that encourage families to participate, partner, or attend program functions/events.</p> <p>*Participates in a range of community events relevant to school-age and youth and family interests.</p> <p>*Develops and implements an exploration of strategies for school-age and youth to</p>	3, 14	1C, 1L, 4J	3.03, 3.04, 5.05		2-4F21-22, 5A37, 5I7, 5I24,

Level	Competency	Descriptors	NAA	IPTS	COA	ACT Now	Original SAYD Benchmarks
		<p>capitalize on their strengths to address real and perceived biases and barriers.</p> <p>*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.</p> <p>*Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p>					
5	<u>SAYD AP6</u> : Develops coordinated responses to existing and emerging challenges for school-age and youth and their families.	<p>* 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.</p> <p>*Constructs &amp; 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 school-age and youth.</p> <p>*Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>*Critiques practices that are not in the best interest of school-age and youth and collaborates to create solutions.</p> <p>*Advocates for community strategies to enhance supports and opportunities for school-age and youth.</p> <p>*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.</p> <p>*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>*Assumes a leadership role when advocating for school-age and youth rights.</p> <p>*Summarizes the elements of school-age and youth leadership, civic engagement and school-age and youth organizing.</p> <p>*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).</p> <p>*Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.</p> <p>*Expands opportunities for meaningful school-age and youth engagement in a variety of settings.</p>	2, 3, 14, 25	1A, 9A, 9D, 9E, 9L, 9M, 10E, 11N	11.01, 11.02, 11.04	19.1, 20.2, 20.3, 20.4, 21.1, 22.1-4, 28.1, 28.2	2-4I9, 5F28, 5I6, 5I8, 5I15, 5I16, 5I17, 5I25, 5I28, 5I29, 5I30, 5I31