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NATIONAL AfterSchool ASSOCIATION

CORE KNOWLEDGE, SKILLS, AND COMPETENCIES

for Afterschool and Youth Development Professionals

NORTH CAROLINA NCCAP CENTER for AFTERSCHOOL PROGRAMS
Public School Forum of North Carolina

MISSION& VISION

The National Afterschool Association (NAA) is the professional membership association for people who work with and for youth outside of school hours.

NAA fosters positive youth outcomes by supporting, developing, and advocating for afterschool professionals and leaders.

As a national association, we deploy our mission through people-centered programs, partnerships, and practices that build equity, access, and connections to create a strong, valued profession that benefits kids, families, and communities.

VALUES& APPROACHES

We believe that every young person deserves quality, enriching experiences during Out-of-School time (OST) that positively impact their development and help them thrive.

Given research on the importance of staff and leaders in creating quality youth experiences, NAA supports, develops, and advocates for afterschool professionals and leaders.

Equity, access, and connections are the through-lines across all NAA's work. We collaborate with NAA members, board, state affiliates, partners, and other stakeholders through convenings, communications, and capacity building to achieve our goals.

4 STRATEGIC FOCUS AREAS

FIELD LEADERSHIP | Creating, contributing to, and fostering partnerships that promote policies, practices, professional development, and funding that support professional and program quality.

ADVOCACY | Serving as the profession's voice - building partnerships, policies, and programs that recognize, promote, and support the afterschool profession and its professionals.

PROFESSIONAL DEVELOPMENT | Fostering partnerships, policies, and programs that support the development of people who work to provide high-quality afterschool opportunities for young people, recognizing and promoting the critical contribution of the afterschool profession and its professionals.

COMMUNITY | Creating a safe and inclusive community that provides opportunities for sharing, learning, and growth.

TABLE OF CONTENTS

Introduction 4
Definition and Importance 4
Framework Overview and Organization 5
Dispositions 6
Limitations 7
Audiences and Possible Uses 7

Content Area One
Child/Youth Growth and Development 9

Content Area Two
Learning Environments and Curriculum 11

Content Area Three
Child/Youth Observation and Assessment 16

Content Area Four
Relationships and Interactions with Children and Youth 18

Content Area Five
Youth Engagement, Voice, and Choice 20

Content Area Six
Equity and Inclusion 21

Content Area Seven
Family, School, and Community Relationships 25

Content Area Eight
Safety and Wellness 29

Content Area Nine
Program Planning and Development 31

Content Area Ten
Professional Development and Leadership 35

Supporting Evidence 38

Glossary 42

References 44

Acknowledgments 45

INTRODUCTION

AS THE YOUTH DEVELOPMENT FIELD EVOLVES, SO DOES NAA.

In 2020, given the Movement for Black Lives, the rise in hate crimes against Asian-Americans, immigrants, and members of the transgender community, and numerous injustices that, while not new, were finally being recognized more broadly, NAA doubled down its focus on building equity, access, and connections.

One result of this effort is this revision of the NAA Core Knowledge and Competencies (CKCs) for Afterschool and Youth Development Professionals with an eye toward equity and culturally responsive practices. In 2011, the National Institute on Out-of-School Time and other leaders' research and recommendations resulted in the original NAA CKCs. In 2021, NAA embarked on an update conducted in partnership with Change Impact, an equity-focused, minority- and women-owned, and led consulting group enhanced by a diverse panel of field practitioners, intermediary representatives, funders, and program leaders from across the country.

The 2021 efforts resulted in the retitled Core Knowledge, Skills and Competencies for Out-of-School Time Professionals (CKSCs), reflecting updated research and best practices specific to diversity, equity, inclusion, and antiracism focused on how practitioners can best create inclusive program spaces, apply antiracist principles, and design activities and programs that center and value all identities furthering efforts toward equity. The revision includes a new content area and additional and streamlined knowledge, skills, and competencies, integrated throughout, explicitly indicating the vital role equity, inclusion, access, and antiracism plays in youth work.

This edition also moves away from solely numerical levels. Instead, it uses a framework for how knowledge and skills are developed and applied by staff regardless of their organizational role. While we cannot eliminate the practice of scoring or ranking staff in ways that may be biased or exclusionary, this shift better reflects the spirit of the framework to support professionals in their practice and career growth.

Funding from the Grantmakers for Education Afterschool & Summer Recovery and Opportunity Fund supported this work.

DEFINITION AND IMPORTANCE

Skilled Out-of-School time (OST) professionals are the linchpins to program quality and contribute significantly to youth success. Positive youth outcomes - including academic, social, and emotional growth - come from planning and practice informed by research and core knowledge. The CKSCs outline what professionals who work with and on behalf of youth need to know, show, and grow to positively impact young people and the field.

The CKSCs is a framework that describes the dispositions, knowledge, skills, and competencies individuals need to provide high-quality OST programming, support the learning and development of children and youth, and advance equity, particularly for those who have been historically excluded. Dispositions are a set of attitudes, and knowledge reflects information and understanding, while skills and competencies are concrete, achievable, and establish standards of practice that strengthen individual skills and the overall profession.

FRAMEWORK OVERVIEW AND ORGANIZATION

The CKSCs are grouped into ten content areas. These content areas are categories of knowledge that are widely used in the field and based on research.

1. CHILD/YOUTH GROWTH AND DEVELOPMENT
2. LEARNING ENVIRONMENTS AND CURRICULUM
3. CHILD/YOUTH OBSERVATION AND ASSESSMENT
4. RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH
5. YOUTH ENGAGEMENT, VOICE, AND CHOICE
6. EQUITY AND INCLUSION
7. FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS
8. SAFETY AND WELLNESS
9. PROGRAM PLANNING AND DEVELOPMENT
10. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Each of the content areas includes:

RATIONALE This section explains why each content area is important in the OST professional's practice.

SKILLS & COMPETENCIES Professional practice develops over time with additional work experience and learning. In recognition of this progression, each content area has skills and competencies grouped into three categories:

1. Identify - knowledge gained through on-the-job training, mentoring, coaching, and other formal and informal learning experiences, with the professional building an understanding of concepts and content.
2. Apply - skills demonstrated through action with the professional's goal to know and subsequently show concepts and content in practice.
3. Amplify - actions taken with the professional's goal to enhance other's understanding of concepts and content and subsequently influence policies, practice, PD, and funding.

A WORD ABOUT INDICATORS Professionals in OST assume many roles and work in a variety of settings. Accordingly, the CKSCs are intentionally broad to apply across various settings and positions.

The CKSCs purposely do not include indicators or specific examples of skills or core competencies. By design, this national framework leaves room for individual states or programs to customize indicators and what each skill and competency looks like, sounds like, and feels like in practice within specific contexts and for professional development providers to do the same. For example, some may want to include indicators divided by age ranges, such as school-age and older youth. A program focused on older youth may want to add indicators relevant to adolescent health and wellness, while a school-based program may need to have a greater focus on alignment with the school day. By developing their indicators, states or programs can tailor these competencies to accommodate and support the diversity of the OST field.

DISPOSITIONS

Every profession has a set of attitudes, beliefs, and perspectives that distinguish its members as a group. Together, they are called "professional dispositions."

OST professional dispositions are an essential part of professional practice, yet they differ from professional knowledge, skills, and competencies. Note that we use the word "professional" throughout this framework referring to things that reflect the afterschool and youth development profession, different from how an individual program or community may define "professionalism." Dispositions describe how a person perceives their work rather than what they know or do. Dispositions are more often absorbed by newcomers and nurtured by seasoned veterans within the professional community rather than formally taught. They are part of the "art" of the practice, which works in concert with the "science," the things one needs to know and do. Dispositions cut across all content areas of the CKSCs. It is critical to understand that people display dispositions differently and to not judge others based on assumptions or short-term observations. This list of dispositions is most useful as a guide for self-assessment and as a conversation tool.

A person who is well-suited to the OST profession displays the following dispositions:

- Delights in and is curious about how children, youth, and others grow and learn.
- Appreciates the unique and vital role of family, school, and community in the lives of children and youth.
- Values ongoing professional development and continually seeks ways to increase knowledge and skills.
- Reflects on the personal beliefs and values that influence attitudes and practices.
- Respects and values the diversity found among children and youth, their families, in the world and understands that diversity impacts all areas of practice.
- Values imagination, creativity, and learning through exploration, both in children and youth, themselves, and others.
- Is flexible, resilient, and collaborative, especially in the face of change or uncertainty.
- Takes care of themselves to be best prepared to care for those they serve.
- Recognizes that quality OST programs support families, children, and youth, and bridge school and home.
- Avoids perfectionism and embraces ongoing learning.

"THROUGH INVESTMENTS in the professional development systems that promote the building of knowledge and competencies in the afterschool professionals influencing our nation's youth, AFTERSCHOOL PROFESSIONALS WILL BEGIN TO SEE THEMSELVES IN THE TERMS THEY ARE DESCRIBED, as true professionals."

-Warner, G. H., Ham, H., & Fenton, M. P., 2018

LIMITATIONS

The CKSCs, like many frameworks, have limits to what they can achieve. First, this framework alone cannot fix the systemic challenges within the OST profession, such as the overrepresentation of part-time jobs without benefits or a pay scale that typically does not reflect the value of the work. However, the CKSCs are integral for NAA, and other stakeholders to use in their advocacy for a future that values OST programs and recognizes, rewards, and provides professionals with job quality commensurate with their contributions and impact.

Second, the CKSCs integrate foundational principles, such as positive youth development, social/emotional development, culturally responsive practice, trauma-informed, and healing-centered work throughout the framework but do not name them explicitly in every applicable circumstance. As a best practice, users of the CKSCs should integrate these fundamental concepts into and across all content areas.

Finally, local bodies of knowledge, skills, and competencies are critical in and unique to different communities across the country. Those who use this framework should consider how local context and feedback from young people, families, and others may warrant additional core knowledge content areas, skills, and competencies for optimal impact.

AUDIENCES AND POSSIBLE USES

The CKSCs can be used across organizations, programs, and funding streams to define what it takes to work with and for children and youth. They can also guide the development of compensation structures, inclusive and culturally responsive hiring practices, professional development (PD) and PD plans, career pathways, credentials and qualifications, and mechanisms for demonstrating and assessing practitioner's skills.

Practitioners develop knowledge and skills in a variety of ways. The CKSCs can support formal and informal pathways of adult learning. For those who choose and can access college and university education, the CKSCs provide a framework for developing coursework and curricula for higher education institutions. Similarly, local trainers and training systems can utilize the core knowledge and competencies to plan and establish informal training programs and modules. Individuals and supervisors can utilize the CKSCs to develop personal, professional development plans and evaluate offerings based on their alignment with identified needs. Managers can use the CKSCs as a more objective foundation for providing feedback to their team members. Supervisors and OST professionals can partner to use the CKSCs, self-assessments, and accompanying tools and resources to systematically strengthen core knowledge, skills, and competencies.

AUDIENCES	POSSIBLE USES
OST Professionals	Professional development goal setting and planning | Tracking/documenting training and other professional development activities | Self-evaluation
Program Directors/ Administrators	Interviewing, hiring, creating job descriptions, planning staff orientation/training, creating staff evaluations | Professional development goal setting and planning | Developing objective feedback less subject to personal bias | Establishing salary scales based on demonstrated competency
Federal, State, Local Agencies, Policymakers, and Philanthropy	An advocacy tool to develop policies, practices, PD, and funding that support OST program quality and job quality for OST professionals
Trainers, Agencies	Understanding expectations of OST professionals | Creating and delivering professional development
Higher Education	An organizing framework for credentials, certificates, and degree-granting programs | Facilitating transfer and articulation agreements
Families	Contributing to and understanding expectations of OST professionals | Assisting in the selection of a high-quality program
School	Understanding and appreciating the degree of knowledge and skill required in the OST profession | Recognizing overlapping or complementary knowledge resulting in more effective partnering | Identifying how the OST profession brings knowledge, skill, and experience diversity to child/youth development and education | Assisting in the selection of a high-quality program and staff
Professional Development Systems and Efforts	Creating the framework for a broad-scale system that provides access to competency-based training and education | Ensures compensation commensurate with experience, expertise, and/or skill achievement and professional recognition

CONTENT AREA ONE

CHILD/YOUTH GROWTH AND DEVELOPMENT

RATIONALE

Research indicates that the growth and development of young people are optimized when adults know and apply the fundamental principles of the science of learning and development (SOLD). Understanding the typical benchmarks for child and youth growth and development and individual and developmental variations, including cultural differences, family experiences, and special needs, enables the practitioner to develop healthy relationships with each young person, supporting their development and learning. It also allows the practitioner to design environments and activities that encompass developmentally and culturally responsive practices, provide accommodations as needed, establish foundations for future growth, and engage young people in building social skills and knowledge.

RESEARCH INDICATES THAT THE

growth and development of young people are OPTIMIZED

WHEN ADULTS KNOW AND APPLY THE FUNDAMENTAL PRINCIPLES OF THE SCIENCE OF LEARNING AND DEVELOPMENT (SOLD).

CONTENT AREA ONE

CHILD/YOUTH GROWTH AND DEVELOPMENT

SKILLS & COMPETENCIES

IDENTIFY

A. Is aware of the science of learning and development and basic benchmarks for growth and development.

B. Recognizes that all children and youth have individual needs, temperaments, characteristics, abilities and develop at an individual rate.

C. Understands differences in individual development.

D. Recognizes that children and youth learn and develop through experience and active participation.

E. Understands current youth culture in the context of child and youth development and experiences.

F. Identifies physical, cognitive, language and communication, social and emotional, and creative development benchmarks.

G. Identifies individual personalities, temperaments, development, learning styles, and culture.

APPLY

A. Uses services and resources to promote growth and development.

B. Uses current child and youth development theories and research.

C. Communicates about physical, cognitive, language and communication, social and emotional, cultural and creative differences among children and youth.

D. Collaborates with others to promote growth and development.

E. Explains the multiple influences on development and learning.

F. Names assets of all children, youth, and colleagues -- including and especially those who are neuro-diverse.

G. Articulates, evaluates and applies current SOLD theories, research, and policy.

AMPLIFY

A. Designs and delivers professional learning experiences for other staff and stakeholders on child and youth growth and development.

B. Supports others to use a critical equity lens when applying child and youth growth and development principles, encouraging culturally appropriate and antiracist assumptions and practices.

C. Recommends and promotes equitable program and organizational policies, PD, and practices rooted in child and youth growth and development theories and research.

D. Advocates for equitable public and philanthropic policies, practices, and funding practices supported by child and youth growth and development theories and research.

CONTENT AREA TWO

LEARNING ENVIRONMENTS AND CURRICULUM

RATIONALE

Afterschool and youth development professionals provide critical supports for children, youth, and families by fostering growth through social interactions, relationships, stimulating physical environments, and enriching opportunities. Children and youth benefit from high-quality environments and experiences in many ways, including improved self-esteem, self-awareness, and self-control, enhanced communication between peers and within families, a genuine sense of purpose, a deeper understanding of diversity, and advancement in developmental outcomes and academic achievement.

> "SUPPORTIVE ENVIRONMENTS ARE CARING, CULTURALLY RESPONSIVE LEARNING COMMUNITIES. The conditions for learning include the experience of physical, emotional, and identity safety; connectedness; and engagement and challenge."
>
> -American Institutes for Research, 2019

> "STRUCTURED OPPORTUNITIES SUPPORT MOTIVATION, COMPETENCE, AND SELF-DIRECTED LEARNING AND DEVELOPMENT. These opportunities include engaging, scaffolded activities that support young people in combining their past knowledge and experiences with what they are currently experiencing and learning. Rich learning environments provide intentional opportunities for children and youth to practice and apply new skills, reflect on program activities, receive ongoing support, and provide feedback."
>
> -American Institutes for Research, 2019

CONTENT AREA TWO

LEARNING ENVIRONMENTS AND CURRICULUM

SKILLS & COMPETENCIES | Physical Environment and Activities

IDENTIFY

A. Recognizes the importance of creating a developmentally and culturally responsive learning environment and following a curriculum.

B. Understands how children and youth learn through relationships, activities, play, and other experiences.

C. Identifies aspects of a developmentally and culturally responsive environment and learning plan.

APPLY

A. Scaffolds learning experiences and engages children and youth with clear objectives that meet individual needs, interests, and developmental levels.

B. Shows warmth, caring, and respect for children, youth, and others as individuals.

C. Employs schedules, routines, and structured transitions.

D. Creates engaging, physically, emotionally safe, and inclusive environments to encourage play, exploration, and learning across developmental domains.

E. Uses equipment, devices, and technology to support teaching and learning.

F. Uses various culturally responsive practices, tools, and accommodations – including individualization and differentiation -- to meet individual needs and enhance learning.

G. Creates environments and experiences to value, affirm, and respect diverse needs, abilities, experiences, and backgrounds.

H. Articulates evaluates, and/or applies current theories, research, resources, and policies related to the design of curriculum and learning environments.

I. Collaborates with others to maximize opportunities for children and youth.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about designing environments and adapting activities to meet all children and youth needs.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the ability to design positive learning environments and adapt activities to meet the needs of all children and youth.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to design positive learning environments and adapt activities to meet the needs of all children and youth.

CONTENT AREA TWO

LEARNING ENVIRONMENTS AND CURRICULUM

SKILLS & COMPETENCIES | Physical, Social/Emotional, and Cognitive Development

IDENTIFY

A. Recognizes that change, stress, and transition affect social and emotional development and behavior.

B. Knows that families and communities have cultural experiences that influence how children and youth respond socially to adults and peers.

C. Understands how children and youth develop a sense of self.

APPLY

A. Pays attention to and interacts with children and youth.

B. Implements strategies to develop young people's self-awareness, social awareness, self-management, relationship building, and responsible

C. Models healthy interactions and guides children and youth in self-awareness, social awareness, relationships, and responsible decision making.

D. Incorporates activities promoting cognitive, social, emotional, and physical development.

E. Is responsive and encourages learning through questions, active listening, problem-solving activities, and conversations.

F. Adapts cognitive and physical activities and interactions to support diverse needs, abilities, and interests.

G. Supports children and youth in developing a sense of self.

H. Facilitates learning and other opportunities that reflect the cultures and values represented in the local community.

I. Uses contextualized teaching strategies to provide children and youth multiple entry points to an activity based on their current knowledge and abilities.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about promoting the healthy development of children and youth.

B. Recommends and promotes program and organizational policies, PD, and practices that support facilitating the healthy development of children and youth.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support facilitating the healthy development of children and youth.

CONTENT AREA TWO

LEARNING ENVIRONMENTS AND CURRICULUM

SKILLS & COMPETENCIES | Language and Communication Development

IDENTIFY

A. Understands active listening.

B. Recognizes the importance of respecting multiple communication styles and varying cultural communication norms.

APPLY

A. Uses and models active listening.

B. Responds to communication positively.

C. Encourages children and youth to communicate in a variety of ways.

D. Adapts language and communication activities and interactions to support diverse needs and abilities.

E. Demonstrates inclusive communication practices, such as pronouncing each person's name correctly and using preferred gender pronouns.

F. Develops and integrates strategies for integrating language and communication development activities into all curricular areas.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about supporting effective child/youth language and communication development.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the development of child/youth language and communication skills.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the development of child/youth language and communications skills.

CONTENT AREA TWO

LEARNING ENVIRONMENTS AND CURRICULUM

SKILLS & COMPETENCIES | Creative Expression

IDENTIFY

A. Articulates the value of creative expression as necessary to the development of the individual.

B. Identifies the community as a resource for creative experiences.

APPLY

A. Incorporates activities promoting creative development.

B. Supports individual expression, including cultural influences.

C. Encourages children and youth to try new activities.

D. Provides equipment and materials for use in a variety of ways to encourage imagination and creativity.

E. Adapts creative activities and interactions to support diverse needs and abilities.

F. Incorporates activities for self-expression that respectfully and authentically reflect diverse cultural traditions.

G. Uses the community as a resource for creative experiences.

AMPLIFY

A. Teaches, mentors, and coaches others about how to support child/youth creative expression.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the development of child/youth creative expression.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to develop child/youth creative expression.

CONTENT AREA THREE

CHILD/YOUTH OBSERVATION AND ASSESSMENT

RATIONALE

Regular observations, documentation, and other effective assessment strategies including formative assessments—in partnership with families and other professionals serving the same children and youth—are critical to continuous improvement and can positively impact development and learning.

• • • DATA COLLECTION IS CRITICAL TO **continuous improvement and can positively impact development & learning.**

CONTENT AREA THREE

CHILD/YOUTH OBSERVATION AND ASSESSMENT

SKILLS & COMPETENCIES

IDENTIFY

A. Understands that observation and assessment are ongoing processes.

B. Identifies the role of risk factors and protective factors on children and youth development.

C. Recognizes the bias of individuals and in assessment tools.

D. Understands ways to mitigate the bias in the assessment process.

APPLY

A. Maintains confidentiality regarding observation and assessment information.

B. Collects and organizes data to measure child/youth outcomes while following pertinent observation, assessment, and referral procedures.

C. Engages in ongoing assessment of children and youth using appropriate methods, services, and resources.

D. Plans culturally relevant assessments.

E. Uses and documents quantitative and qualitative data to develop a holistic view of each child.

F. Recommends referrals based on observation, documentation, and assessment.

G. Analyzes and evaluates observation and assessment data and applies knowledge to practice.

H. Considers assessment and screening information when making curriculum and program decisions for individuals and/or groups.

I. Selects assessment methods and tools that allow for longitudinal data collection to measure short- and long-term progress.

AMPLIFY

A. Models for, teaches, mentors, and coaches others in effective child/youth observation and assessment.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the ability to facilitate effective child/youth observation and assessment.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to facilitate effective child/youth observation and assessment.

CONTENT AREA FOUR

RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

RATIONALE

Relationships and interactions are of critical importance in positive child and youth development.

SKILLS & COMPETENCIES | Individual Child/Youth Guidance

IDENTIFY

A. Understands behavior is a type of communication – a way to express or exchange ideas, thoughts, or feelings with others.

B. Is aware of factors that may impact behavior.

C. Forms realistic expectations about child/youth behaviors.

D. Identifies individual child/youth abilities and corresponding positive guidance techniques.

APPLY

A. Provides a supportive environment in which children and youth can learn and practice pro-social behaviors.

B. Guides child/youth behavior in positive, developmentally, and culturally responsive ways.

C. Shows self-respect and respect for others.

D. Practices positive, healthy interactions and guides children and youth in self-awareness, social awareness, relationship building, and responsible decision making.

E. Provides individual guidance and support by using various methods and accessing available services and resources.

F. Individualizes and improves guidance and support through child/youth observation and assessment data.

G. Applies differentiated instructional, guidance, and support techniques to meet diverse needs and abilities.

AMPLIFY

A. Models for, mentors, and coaches others on how to provide individual guidance effectively.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that help facilitate effective individual guidance.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to provide effective individual guidance.

CONTENT AREA FOUR

RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

SKILLS & COMPETENCIES | Enhancing Group Experiences

IDENTIFY

A. Recognizes the impact of group dynamics on learning and development and that working with groups is different from working with individuals.

B. Understands the importance of organization and flexibility when working with groups of children and youth.

C. Is aware of individual development, interests, age, abilities, and skill levels when grouping children and youth.

D. Identifies child/youth abilities and corresponding positive guidance techniques to support successful group experiences.

APPLY

A. Demonstrates organization and flexibility when working with groups of children and youth.

B. Enhances group experiences using various methods, services, and resources, including technology.

C. Plans and guides group activities to teach children and youth cooperation and collaboration.

D. Observes and evaluates group activities and transitions and adjusts to enhance experiences.

E. Gathers direct input from children and youth to improve group experiences.

F. Designs effective group activities and interactions based on current research, curriculum, and child/youth needs and input.

G. Utilizes group management strategies based on theories of child and youth development.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about providing effective group experiences.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of group experiences.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to provide compelling group experiences.

CONTENT AREA FIVE

YOUTH ENGAGEMENT, VOICE, AND CHOICE

RATIONALE

Youth engagement is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world they live in (Fletcher, 2010). Youth engagement includes fostering child and youth leadership and seeking out child and youth voices. Engagement is essential at all age levels but will look different depending on participants' ages and developmental stages.

SKILLS & COMPETENCIES

IDENTIFY

A. Understands that young people's voices are valuable.

B. Is aware of youth culture within the larger community context where children, youth, and families live.

APPLY

A. Encourages youth to express their ideas and feelings support healthy development, meaningful relationships, and program quality.

B. Develops relationships with children and youth while respecting boundaries, uniqueness in experiences, cultural backgrounds, and individual differences in participation style.

C. Works with young people to create an environment that offers various opportunities for youth leadership and input.

D. Promotes and supports child-initiated and youth-led planning and learning.

E. Develops the capacity for self-reflection, communication, empathy, and appreciation of the various cultures and diverse opinions of children and youth.

AMPLIFY

A. Models for, teaches, mentors, and coaches others on how to engage youth effectively.

B. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of youth engagement.

C. Advocates for equitable public and philanthropic policies, practices, and funding that support the facilitation of youth engagement.

CONTENT AREA SIX

EQUITY AND INCLUSION

RATIONALE

OST professionals have regular opportunities to facilitate or hinder (in)equity. Practitioners uphold this responsibility through continued personal learning and understanding, disrupting biases and discrimination to the greatest extent possible, and developing programs, policies, and systems that are culturally responsive, inclusive, and supportive of those historically excluded.

NOTE: At the end of this framework, there is a glossary that includes many of the words used in Content Area Six, which may be helpful to review in advance.

OST PROFESSIONALS HAVE
regular opportunities
TO FACILITATE OR HINDER (IN)EQUITY.

CONTENT AREA SIX

EQUITY AND INCLUSION

SKILLS & COMPETENCIES | Equity and Antiracism Program and Leadership Practices

IDENTIFY

A. Stays informed about equity and antiracism.

B. Recognizes and values each person's racial and ethnic identity, avoids a "colorblind" lens.

C. Understands sexual orientation, gender identity, and expression (SOGIE) and related pronouns for children, youth, families, staff, and partners.

D. Recognizes the intergenerational trauma experienced by children, youth, families, and staff of marginalized and excluded identities and builds an understanding of how to support healing, resilience, and growth during and after trauma.

E. Understands the concept of intersectionality and how multiple identities interact and guide learning and development.

F. Recognizes not only the trauma and oppression but also the joy and hope of historically excluded people and communities.

APPLY

A. Selects program materials that 1) represent the community served and 2) include diverse characters and experiences.

B. Addresses identity-based bullying directly, creating teachable moments.

C. Uses people-first language and avoids labeling children, youth, and adults by their identity.

D. Authentically celebrates the value of other's identities and cultures.

E. Regularly asks children, youth, and families for feedback on the program and acts on their recommendations.

F. Uses a trauma-informed and healing-centered approach, particularly with historically-excluded children and youth.

G. Interrupts biased thinking and discriminatory behavior with children, youth, self, and others.

H. Implements policies and strategies to undo white norms and white supremacy culture, shares power with children, youth, colleagues, and families.

I. Analyzes data with a critical lens aiming to understand differential experiences and outcomes by race and ethnicity.

AMPLIFY

A. Teaches, mentors, and coaches others about how to advance equity and antiracism.

B. Recommends and promotes program and organizational policies, PD, and practices that facilitate equity and antiracist approaches.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate equity and antiracist approaches.

CONTENT AREA SIX

EQUITY AND INCLUSION

SKILLS & COMPETENCIES | Inclusive and Accessible Physical and Social Spaces

IDENTIFY

A. Stays informed about inclusion and accessibility.

B. Understands what implicit bias is and how it works.

C. Builds an understanding of the cultures represented by children and youth in the program and understands the need for providing culturally relevant activities and materials.

D. Understands and names one's personal biases.

APPLY

A. Creates an inclusive, welcoming, and respectful environment for all.

B. Names and disrupts ableism displayed by others.

C. Uses universal design to create and assess program activities.

D. Ensures program space and activities are accessible for children, youth, and adults of all abilities.

E. Creates activity accommodations for children and youth who require them and/or would benefit from them.

F. Uses inclusive meeting practices such as offering closed captioning, avoiding ableist activities, and protocols to ensure all voices are heard and valued.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to create inclusive and accessible spaces.

B. Recommends and promotes program and organizational policies, practices, funding, and PD that facilitate inclusive and accessible spaces.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate inclusive and accessible spaces.

CONTENT AREA SIX

EQUITY AND INCLUSION

SKILLS & COMPETENCIES | Culturally Responsive Practice

IDENTIFY

A. Is aware of one's own personal cultural beliefs and practices and the importance of understanding the cultural beliefs and practices of others.

B. Values and respects cultural differences in children, youth, and families.

C. Communicates cultural and environmental effects on learning, behavior, and development.

D. Reflects on personal understanding of culture, including racial and cultural identities, beliefs, practices, and biases.

APPLY

A. Designs and executes program activities and routines that build on children and youth's cultural context.

B. Support the cultural identity, beliefs, and practices of each child, youth, and others.

C. Employs multicultural strategies and teaching respect for human differences to create a trusting environment.

D. Incorporates global perspectives.

E. Uses material from and/or builds relationships with culturally specific organizations and other relevant community partners.

F. Connects teaching and learning approaches to the experiences and cultures of the community and others.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about culturally responsive practice.

B. Recommends and promotes program and organizational policies, PD, practices, and funding that supports culturally responsive approaches.

C. Advocates for public and philanthropic policies, practices, and funding that support the use of culturally responsive practice.

CONTENT AREA SEVEN

FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

RATIONALE

Children and youth live and learn within a continuum of settings, including their homes, schools, and other learning environments during the school day, after school, and summer. Research indicates that successful OST programming depends on partnerships with families, schools, and communities built upon ongoing, interactive communication and a commitment to confidentiality.

RESEARCH INDICATES THAT

successful OST programming depends on partnerships with

FAMILIES, SCHOOLS, AND COMMUNITIES BUILT UPON ONGOING, INTERACTIVE COMMUNICATION AND A COMMITMENT TO CONFIDENTIALITY.

CONTENT AREA SEVEN

FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

SKILLS & COMPETENCIES | Relationships with Families

IDENTIFY

A. Identifies the role of the family as central to the development of children and youth.

B. Respects the choices and goals families make for their children.

C. Respects the family's role in, influence on, and responsibility for education and development.

D. Recognizes the spectrum of family compositions.

APPLY

A. Communicates respectfully and positively with families from a variety of cultural and socioeconomic backgrounds.

B. Uses language that avoids assumptions about family roles and composition.

C. Uses a strength-based approach to develop and maintain open, cooperative, and respectful relationships with families.

D. Protects children, youth, and family confidentiality.

E. Supports the relationship between children and youth and their families.

F. Communicates with family members about their child's development, program activities, and goals and shares applicable services and resources.

G. Listens to and trusts families' feedback and perspectives.

H. Works effectively with families from a variety of backgrounds.

I. Engages families with leadership opportunities.

AMPLIFY

A. Reviews the effectiveness of family involvement activities and input structures and recommends changes as needed.

B. Models for, teaches, mentors, and coaches others about how to build relationships with families.

C. Recommends and promotes equitable program and organizational policies, PD, and practices that support the facilitation of relationships with families.

D. Advocates for equitable public and philanthropic policies, practices, and funding that support the ability to facilitate relationships with families.

CONTENT AREA SEVEN

FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

SKILLS & COMPETENCIES | School Relationships

IDENTIFY

A. Is aware of state, district, and/or school academic standards.

B. Recognizes reciprocal relationships and partnerships with school personnel in which each party understands and respects the positive impact each can have on child and youth outcomes.

C. Understands and knows how to access school data to inform knowledge of children and youth.

APPLY

A. Assists in maintaining positive behavior supports consistent with the school (if school-based) and reflective of the culture of families.

B. Develops and contributes to relationships with appropriate school staff to better meet the individual needs of children and youth.

C. Participates in joint program planning and professional development with school personnel, as appropriate.

D. Supports data sharing agreements between school and program.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to create effective school relationships.

B. Recommends and promotes program and organizational policies, PD, and practices that support the facilitation of effective school relationships.

C. Advocates for public and philanthropic policies, practices, and funding that support the ability to facilitate effective school relationships

CONTENT AREA SEVEN

FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

SKILLS & COMPETENCIES | Community Relationships

IDENTIFY

A. Identifies the larger community context within which children, youth, and families live.

B. Recognizes the influence of community norms on relationships, environment, and learning

APPLY

A. Supports families and enhances programming by using community resources.

B. Builds and expands reciprocal relationships within communities using appropriate services and resources.

C. Develops working relationships with and supports for volunteers.

D. Seeks to understand, listens to, and trusts community members' feedback and perspectives.

AMPLIFY

A. Teaches, mentors, and coaches others about how to create effective community relationships.

B. Recommends and promotes program and organizational policies, PD, practices, and funding that support the facilitation of effective community relationships.

C. Advocates for public and philanthropic policies, practices, and funding that support the ability to create effective community relationships.

CONTENT AREA EIGHT

SAFETY AND WELLNESS

RATIONALE

The physical and emotional safety and wellness of children and youth are vital for fostering development in all areas. Children and youth can fully develop socially, emotionally, cognitively, and physically when their health, safety, and nutritional needs are met. OST professionals— working in partnership with families, schools, and communities—have a crucial opportunity and responsibility to provide relationships, environments, and experiences for all children and youth to guide them on a pathway toward lifelong health and well-being.

SKILLS & COMPETENCIES | Regulations and Environmental Safety

IDENTIFY

A. Understands applicable local, state, and federal health and safety regulations.

B. Understands program and organization policies and procedures.

APPLY

A. Adheres to health and safety regulations and policies, including those regarding the inclusion of children and youth of all abilities.

B. Maintains sanitary environments.

C. Identifies, documents, and reports suspected child abuse and neglect as mandated by law.

D. Responds calmly and effectively to a crisis.

E. Communicates and follows emergency preparedness plans.

F. Assists with and involves children and youth (when possible) in health and safety assessments.

G. Anticipates and mitigates potential risks to protect children, youth, and adults.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about safety regulations.

B. Recommends and promotes program and organizational policies, PD, and practices that facilitate safety.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate safety.

CONTENT AREA EIGHT

SAFETY AND WELLNESS

SKILLS & COMPETENCIES | Health and Wellness

IDENTIFY

A. Understands the nutritional needs and eating practices necessary for healthy children and youth.

B. Recognizes the importance of mental wellness and how it connects to the individual's overall health.

C. Recognizes that children and youth have individual mental health needs and require an individualized response.

D. Understands the requirement to maintain the confidentiality of all health-related information.

E. Recognizes nutritional challenges in individual children and youth.

APPLY

A. Supports the physical health of each child and youth in a culturally responsive way.

B. Models healthy practices.

C. Provides activities that promote healthy nutrition.

D. Communicates with others about children and youth's nutritional needs and preferences.

E. Promotes mental health using various methods, services, and resources; actively normalizes and destigmatizes accessing services.

F. Designs, assesses, and modifies environments and procedures to protect the health of all children, youth, and adults.

G. Recognizes children's and youth's exploration and curiosity about the human body and responds appropriately.

H. Facilitates developmentally and culturally responsive healthy living discussions.

I. Responds to nutritional challenges of individual children and youth.

J. Accommodates diverse health needs and abilities.

K. Identifies signs and symptoms of typical childhood and adolescent health problems, including mental health, social issues, risky behavior, and confers with supervisor and/or family accordingly.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about how to support health and wellness.

B. Recommends and promotes program and organizational policies, practices, and funding that support health and wellness.

C. Advocates for public and philanthropic policies, practices, and funding that facilitate support of health and wellness.

CONTENT AREA NINE

PROGRAM PLANNING AND DEVELOPMENT

RATIONALE

Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision, quality standards, and meeting regulations and standards is essential to quality environments for children and youth. Programs are stronger when management supports staff and serves as role models around professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

PROGRAMS ARE STRONGER AND CONTRIBUTE MORE FULLY TO

positive results for children and youth

WHEN MANAGEMENT SUPPORTS STAFF

CONTENT AREA NINE

PROGRAM PLANNING AND DEVELOPMENT

SKILLS & COMPETENCIES | Program Planning and Evaluation

IDENTIFY

A. Recognizes the importance of using data and evaluation.

B. Understands that laws, regulations, professional and quality standards along with program mission, values, and budgets help shape programs.

C. Is aware of program planning and evaluation technology needed in current position.

APPLY

A. Aligns daily practices with the program's philosophy, policies, and procedures.

B. Uses applicable services, resources, and technology for program planning and evaluation

C. Assists in evaluating program effectiveness.

D. Participates in strategic planning and goal setting for program improvement as requested.

E. Uses and/or manages resources effectively.

F. Requests and uses disaggregated data to understand child and youth experiences by race, gender identity, and other characteristics relevant to the program and community.

AMPLIFY

A. Advocates for strategic planning, goal setting, and evaluation for continuous program improvement.

B. Uses or encourages the use of program evaluation methods.

C. Models for, teaches, mentors, and coaches others about effective program planning and evaluation.

D. Recommends and promotes organizational and program policies, practices, PD, and funding that facilitate effective program planning and evaluation.

E. Advocates for public and philanthropic policies, practices, and funding that facilitate effective program planning and evaluation.

CONTENT AREA NINE

PROGRAM PLANNING AND DEVELOPMENT

SKILLS & COMPETENCIES | Human Resource Management

NOTE: These skills and competencies may apply more to those in formal leadership roles, but all professionals have some role in human resource management. All should both understand that these competencies exist and are essential and encourage their organizations and colleagues to adopt best practices.

IDENTIFY

A. Understands that employment laws and regulations impact organizational and program policy and practice.

B. Understands the importance of collaboration and teamwork.

C. Is aware that equity is important in human resource management, and traditional practices may not be equitable.

APPLY

A. Follows employment laws and regulations.

B. Collaborates and incorporates the principles of teamwork into interactions with others.

C. Uses and supports equitable human resource management practices.

D. Identifies resources and supports for finding and financing professional growth opportunities.

E. Recruits and on-boards staff and volunteers equitably, using fair and inclusive hiring and onboarding processes.

F. Provides leadership and vision for staff and volunteers.

G. Completes training in implicit bias and implements strategies to mitigate bias in supervision.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about employment laws and regulations equitable policies and practices.

B. Models for, teaches, mentors, and coaches others about collaboration and the principles of teamwork.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that supports collaboration and equitable human resource management.

D. Advocates for public and philanthropic policies, practices, and funding that facilitates collaboration and

CONTENT AREA NINE

PROGRAM PLANNING AND DEVELOPMENT

SKILLS & COMPETENCIES | Fiscal and Financial Management

NOTE: These skills and competencies may apply more to those in formal leadership roles, but all professionals have some role in financial management. All should both understand that these competencies exist and are important and encourage their organizations and colleagues to adopt best practices.

IDENTIFY

A. Realizes that fiscal and financial business plans, policies, and procedures, and realistic comprehensive budgets are a necessary component for the operations – and sustainability – of programs and organizations.

B. Understands that programs and organizations have specific fiscal and financial policies and procedures that must follow laws and regulations.

APPLY

A. Promotes fiscal and financial management practices using a variety of resources.

B. Develops and/or follows a business plan and comprehensive budget that reflects the program's mission, philosophy, and financial position.

C. Develops and/or follows program and organization fiscal and financial policies and procedures, adhering to laws and regulations.

D. Seeks additional funding opportunities to ensure sustainability.

AMPLIFY

A. Models for, teaches, mentors, and coaches others about fiscal policies, financial laws, and regulations.

B. Models for, teaches, mentors, and coaches others about financial management and comprehensive budgeting.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that support sound fiscal and financial management and comprehensive budgets that includes all line items necessary to support program and professional quality and sustainability.

D. Advocates for public and philanthropic policies, practices, and funding that facilitate sound financial management and comprehensive budgeting that includes all line items necessary to support program and professional quality and sustainability.

CONTENT AREA TEN

PROFESSIONAL DEVELOPMENT AND LEADERSHIP

RATIONALE

Each professional in the OST field is a member of a larger community of professional practice. Practitioners understand that their profession originates from a core base of knowledge rooted in experience and research. Practitioners' behavior and actions must be grounded in a code of ethics and standards related to their practice. When each professional adopts the profession's responsibilities regarding ethical behavior, there is a positive impact on the profession.

SKILLS & COMPETENCIES | Responsibility and Commitment

IDENTIFY

A. Is aware of and understands the NAA Professional Code of Ethics for Out-of-School Time Professionals.

B. Has a personal work philosophy informed by knowledge of child and youth growth and development, cultural competencies, best/promising practices, and a professional code of ethics.

APPLY

A. Manages demands of personal and professional commitments.

B. Models a positive and respectful attitude when working with children, youth, and others.

C. Demonstrates the ability to work effectively with others.

D. Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics and other professional guidelines.

E. Interacts with others in a respectful manner aligned to program culture and expectations.

AMPLIFY

A. Models for, teaches,, mentors, and coaches others about how to demonstrate responsibility and commitment.

B. Recommends and promotes organizational and program policies, practices, PD, and funding that supports job quality and recognizes and rewards responsibility and commitment to children, youth, families, and others.

C. Advocates for public and philanthropic policies, practices, and funding that encourage job quality and recognizes and rewards responsibility and commitment to children, youth, families, and others.

CONTENT AREA TEN

PROFESSIONAL DEVELOPMENT AND LEADERSHIP

SKILLS & COMPETENCIES | Ongoing Professional Growth

IDENTIFY

A. Understand professional development requirements of the field and regulating bodies and is aware of necessary knowledge, skills, and competencies.

B. Values ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.

C. Is informed by current news, data trends, and emerging research that impact children and youth and their families.

APPLY

A. Builds professional network, skills, and competencies by accessing various services, resources, and opportunities.

B. Develops and implements a professional development plan.

C. Participates in activities, projects, and events within their organization.

D. Engages in continuous, collaborative professional development for the benefit of self and others.

E. Integrates knowledge of historical, philosophical, psychological, and social foundations of child/youth development into planning and decision making.

F. Participates actively in professional associations and/or informal networks with others in youth development and related fields.

AMPLIFY

A. Participates in activities, projects, and events with the broader field.

B. Models for, teaches, mentors, and coaches other's professional growth.

C. Supports others development and implementation of professional development plans

D. Recommends and promotes organizational and program policies, practices, PD, and funding that support the facilitation of professional growth.

E. Advocates for public and philanthropic policies, practices, and funding that support the facilitation of professional growth.

CONTENT AREA TEN

PROFESSIONAL DEVELOPMENT AND LEADERSHIP

SKILLS & COMPETENCIES | Leadership and Advocacy

IDENTIFY

A. Recognizes the importance of leadership skills, self-advocacy, and being a voice to support children, youth, and families.

B. Understands the characteristics and qualities of leadership.

APPLY

A. Seeks out informal and formal leadership and advocacy opportunities within the broader community, field, or profession.

B. Displays leadership skills.

C. Advocates for self and others.

D. Seeks out informal and formal leadership and advocacy opportunities within a program or organization.

AMPLIFY

A. Models for and teaches, mentors, and/or coaches others on leadership development.

B. Models for and teaches, mentors, and/or coaches others on advocacy for self and others.

C. Recommends and promotes organizational and program policies, practices, PD, and funding that facilitates leadership, power-sharing across job titles, and advocacy.

D. Advocates for public and philanthropic policies, practices, and funding that supports leadership development, power-sharing across job titles, and advocacy.

SUPPORTING EVIDENCE

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GLOSSARY

ableism: discrimination and social prejudice against people with disabilities or people who are perceived to be disabled

access: Ensuring people of all abilities can participate regardless of physical, neurological, mental, or emotional barriers

after school: Often collectively refers to Out-of-School time: before school, after school, school vacations/holidays, and summer

afterschool programming: Any organized program provided for children and youth ages 5–18 during a time when they are not in school

afterschool and youth development professionals: Those individuals who work in any organized program for children and youth ages 5–18 during a time when they are not in school

antiracism: The active practice of discouraging and eliminating racist beliefs, behaviors, policies, and systems at individual, interpersonal, institutional, and systemic levels

best/promising practices: Evidence-based curriculum, programs or approaches

child/youth: Typically, child refers to individuals between the ages of 5–12 years, and youth refers to individuals between the ages of 13–18 years; as programs may be multi-age and development varies, these definitions are not strict but general guidelines

cognitive/cognition: Refers to both the knowledge possessed and the child's/ youth's ability to think, reason, learn, and understand: younger school-age children usually think in concrete ways while older school-age children (adolescents) begin to use more complex ways of thinking

cultural relevance: Cultural relevance requires holding and practicing a set of congruent behaviors, attitudes, and policies that enable effective interactions with all children and youth within a cross-cultural framework

culture: Culture encompasses the evolving identities, beliefs, and practices derived from the intersection of one's national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race/ethnicity, and physical/developmental ability

curriculum: Curriculum in an afterschool or youth development program refers to program content and how it is delivered; although a program may select a particular focus, high-quality programs incorporate all curricular areas into program plans

diversity: Refers to the various backgrounds and races that comprise a community, nation, or other groupings; in many cases the term diversity does not just acknowledge the existence of diverse backgrounds, race, gender, religion, sexual orientation, etc., but implies an appreciation of these differences

equity: The practice of righting disparity; ensuring everyone has what they need to thrive; fair, but not necessarily equal, treatment

ethics: The responsibility to intentionally choose what is right, moral, and just in practice and in principle

family: All persons who are responsible for and involved with the child/youth and who the child/youth identify as having a significant impact in their lives; family in this context includes any caregivers responsible for raising the child and with whom they reside, be it extended family, foster family, legal guardian, etc.

GLOSSARY

inclusion: The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized

historically-excluded: People who were and/or are systemically treated as unimportant and/or stripped of opportunities, resources, wealth, and/or power

mental health: A state of well-being in which the individual realizes one's own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to one's community

professional development: Opportunities that enhance a practitioner's knowledge and skills and impact attitudes/beliefs; may include workshops, conferences, coaching, team building, etc.

special needs: The needs of students who are identified and receive special education services in public schools in accordance with the Individuals with Disabilities Education Improvement Act of 2004

strengths-based, family-centered approach: A framework that places family as its focal point instead of the child, focusing on family strengths and families' ability to problem solve; incorporates collaboration between schools, families, and service providers, emphasizing partnerships and community building

youth development: The natural process of a young person growing and maturing; the philosophy of working with young people in a manner that is strengths-based

youth empowerment: Youth empowerment is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world in which they live

youth leadership: Youth leadership is a broad concept related to the knowledge, attitudes, skills, behaviors, and aspirations utilized by one or more children/youth in influencing, motivating, informing, and inspiring desired actions and reactions by others

youth voice: Ideas, opinions, experiences, attitudes, knowledge, and actions of young people are actively sought out and vocalized by placing young people in forums and in decision-making roles to offer their insights, ideas, and experiences

wellness: A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity

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Core Knowledge and Competencies for Afterschool and Youth Development Professionals, 2011

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The purpose of the project was to provide cohesion for the field by bringing together work that had already been developed, tested, and successfully implemented. To that end, we have drawn heavily from existing core competency frameworks. Most substantially, we used the Kansas and Missouri Competencies for Youth Development Professionals, including their current draft of revisions, as a model. In addition, we drew heavily from the School's Out Washington and Ohio's Afterschool Initiative competencies.

Core Knowledge, Skills, and Competencies for OST Professionals, 2021

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