NAA Core Knowledge, Skills, and Competencies Alignment with Change Up Learning Courses

Courses

- [Ages + Stages: The Science Behind Child + Youth Development](#)
- [Aligning the School Day and Out-of-School Time (OST), Part 1: Collaboration and Partnerships](#)
- [Aligning the School Day and Out-of-School Time (OST), Part 2: Social Emotional Learning](#)
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- [COVID-19: Impact and Opportunities for Education](#)
- [Culturally Responsive Practice In Person and Online](#)
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- [Equitable + Inclusive and Equitable Approaches to SEL](#)

- Grants, Funding + Sustainability
- High-Impact Communication
- Introduction to Equity and Inclusion
- Introduction to Antiracism in Organizations
- Motivating Your Teams to Action
- Positive Behavior Management
- Positive Youth Development
- Self Care for Youth Champions
- Sexual Harassment Prevention
- Supporting English Language Learners (ELLs)
- Supporting Students Who Are Newcomers
- The Basics of Restorative Circle Keeping
- Understanding SOGIE and LGBTQ+ Inclusion
- Using Trauma-Informed and Healing-Centered Practices
- Virtual Youth Engagement

Ages + Stages: The Science Behind Child + Youth Development

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

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.

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

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

Amplify

(1) CHILD/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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(2) **LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development**

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

Aligning the School Day and Out-of-School Time (OST), Part 1: Collaboration and Partnerships

Identify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities
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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development
B. Knows that families and communities have cultural experiences that influence how children and youth respond socially to adults and peers.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Creative Expression
B. Identifies the community as a resource for creative experiences.

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT
A. Understands that observation and assessment are ongoing processes.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences
A. Recognizes the impact of group dynamics on learning and development and that working with groups is different from working with individuals.
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.

(5) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS - School Relationships
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.

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

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

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Creative Expression

C. Encourages children and youth to try new activities

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

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT

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.

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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.

(5) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS - School Relationships

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.

(9) PROGRAM PLANNING AND DEVELOPMENT

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.

Amplify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM – 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.

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH – Enhancing Group Experiences

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.

(5) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS – School Relationships

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.

(9) PROGRAM PLANNING AND DEVELOPMENT

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

Aligning the School Day and Out-of-School Time (OST), Part 2: Social Emotional Learning

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

Apply

(1) CHILD/YOUTH 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.

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

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

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

Amplify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

(2) **LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development**
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.

Aligning the School Day and Out-of-School Time (OST), Part 3: Academics

Identify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

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

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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

Amplify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(3) 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.

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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

Aligning the School Day and Out-of-School Time (OST), Part 4: Curriculum + Lesson Plans

Identify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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.

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

C. Employs schedules, routines, and structured transitions.

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.

(3) CHILD/YOUTH OBSERVATION AND ASSESSMENT

D. Plans culturally relevant assessments.

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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

D. Supports data sharing agreements between school and program.

Amplify

(2) **LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities**

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.

(3) **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.

(7) **FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS**

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

Boosting Engagement and Belonging

Identify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

A. Understands active listening.
B. Recognizes the importance of respecting multiple communication styles and varying cultural communication norms.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

A. Recognizes the impact of group dynamics on learning and development and that working with groups is different from working with individuals.
C. Is aware of individual development, interests, age, abilities, and skill levels when grouping children and youth.

(6) YOUTH ENGAGEMENT, VOICE, AND CHOICE

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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.

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

(6) YOUTH ENGAGEMENT, VOICE, AND CHOICE

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.

Amplify

(2) LEARNING ENVIRONMENTS AND CURRICULUM

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

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

Building a Restorative Practice

Identify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

Apply

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practice

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

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

Amplify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practice

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

Building Healthy Relationships

Identify

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(10) PROFESSIONAL DEVELOPMENT AND LEADERSHIP - Ongoing Professional Growth

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

Amplify

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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.

Child Safety Basics + Aligning with State Regulations

Identify

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

B. Understands program and organization policies and procedures.

Apply

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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.

[Connecting Accessibility to Universal Design and Individual Education Plans (IEPs)](#)

Identify

(1) CHILD/YOUTH 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.

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

A. Stays informed about inclusion and accessibility.

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

D. Understands and names one's personal biases.

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

B. Understands program and organization policies and procedures.

(8) SAFETY AND WELLNESS - Health and Wellness

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.

Apply

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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.

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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

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

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

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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.

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

(8) SAFETY AND WELLNESS - Health and Wellness

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

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

J. Accommodates diverse health needs and abilities.

Amplify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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.

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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.

COVID-19: Impact and Opportunities for Education

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

B. Understands program and organization policies and procedures.

(8) SAFETY AND WELLNESS - Health and Wellness

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

Apply

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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.

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.

(8) SAFETY AND WELLNESS - Health and Wellness

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

Amplify

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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.

[Culturally Responsive Practice In Person and Online](#)

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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

(1) CHILD/YOUTH 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.

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

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

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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

(1) CHILD/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.

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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.

Effective Program Management

Identify

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

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.

Equitable + Inclusive and Equitable Approaches to SEL

Identify

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

A. Stays informed about inclusion and accessibility.

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

D. Understands and names one's personal biases.

Apply

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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

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

Amplify

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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

Grants, Funding + Sustainability

Identify

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

A. Recognizes the importance of using data and evaluation.

(9) PROGRAM PLANNING AND DEVELOPMENT - Fiscal and Financial Management

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

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.

(9) PROGRAM PLANNING AND DEVELOPMENT - Fiscal and Financial Management

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Fiscal and Financial Management

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.

High-Impact Communication

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance

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.

Amplify

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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

(4) **RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Individual Child/Youth Guidance**

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

Introduction to Equity and Inclusion

Identify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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.

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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.

Introduction to Antiracism in Organizations

Identify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

A. Stays informed about equity and antiracism.

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

Apply

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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

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

Amplify

(1) CHILD/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.

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

Motivating Your Teams to Action

Identify

(9) PROGRAM PLANNING AND DEVELOPMENT - Human Resource Management

B. Understands the importance of collaboration and teamwork.

(10) PROFESSIONAL DEVELOPMENT AND LEADERSHIP - Leadership and Advocacy

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Human Resource Management

B. Collaborates and incorporates the principles of teamwork into interactions with others.
F. Provides leadership and vision for staff and volunteers.

(10) PROFESSIONAL DEVELOPMENT AND LEADERSHIP - Ongoing Professional Growth

C. Participates in activities, projects, and events within their organization.
D. Engages in continuous, collaborative professional development for the benefit of self and others.

(10) PROFESSIONAL DEVELOPMENT AND LEADERSHIP - Leadership and Advocacy

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

(9) PROGRAM PLANNING AND DEVELOPMENT - Program Planning and Evaluation

B. Uses or encourages the use of program evaluation methods.
C. Models for, teaches, mentors, and coaches others about effective program planning and evaluation.

(10) PROFESSIONAL DEVELOPMENT AND LEADERSHIP - Responsibility and Commitment

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

Positive Behavior Management

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

Amplify

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS - School Relationships

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

Positive Youth Development

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

Apply

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

D. Collaborates with others to promote growth and development.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

Amplify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

Self Care for Youth Champions

Identify

(8) SAFETY AND WELLNESS - Health and Wellness

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

Apply

(8) SAFETY AND WELLNESS - Health and Wellness

B. Models healthy practices.

Amplify

(8) SAFETY AND WELLNESS - Health and Wellness

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

Sexual Harassment Prevention

Identify

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

B. Understands program and organization policies and procedures.

Apply

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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

D. Responds calmly and effectively to a crisis.

Amplify

(8) SAFETY AND WELLNESS - Regulations and Environmental Safety

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.

Supporting English Language Learners (ELLs)

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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.

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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.

Apply

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

E. Explains the multiple influences on development and learning.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces
A. Creates an inclusive, welcoming, and respectful environment for all.

(6) EQUITY AND INCLUSION - Culturally Responsive Practice
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.
E. Uses material from and/or builds relationships with culturally specific organizations and other relevant community partners.

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS - School Relationships
A. Assists in maintaining positive behavior supports consistent with the school (if school-based) and reflective of the culture of families.

Amplify
(1) CHILD/YOUTH GROWTH AND DEVELOPMENT
C. Recommends and promotes equitable program and organizational policies, PD, and practices rooted in child and youth growth and development theories and research.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development
B. Recommends and promotes program and organizational policies, PD, and practices that support facilitating the healthy development of children and youth.

(6) EQUITY AND INCLUSION
A. Models for, teaches, mentors, and coaches others about culturally responsive practice.

Supporting Students Who Are Newcomers

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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.

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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.

Apply

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

E. Explains the multiple influences on development and learning.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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

(6) EQUITY AND INCLUSION - Inclusive and Accessible Physical and Social Spaces

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

(6) EQUITY AND INCLUSION - Culturally Responsive Practice

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.

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

(7) FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS - School Relationships

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

Amplify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical, Social/Emotional, and Cognitive Development

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

(6) EQUITY AND INCLUSION

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

[The Basics of Restorative Circle Keeping](#)

Identify

(2) LEARNING ENVIRONMENTS AND CURRICULUM

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM

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.

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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.

Amplify

(2) LEARNING ENVIRONMENTS AND CURRICULUM

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

(4) RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH - Enhancing Group Experiences

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

Understanding SOGIE and LGBTQ+ Inclusion

Identify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

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

Amplify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

Using Trauma-Informed and Healing-Centered Practices

Identify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

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

Apply

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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

Amplify

(6) EQUITY AND INCLUSION - Equity and Antiracism Program and Leadership Practices

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.

Virtual Youth Engagement

Identify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

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

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

A. Understands active listening.

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

Apply

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Physical Environment and Activities

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

C. Employs schedules, routines, and structured transitions.

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.

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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.

Amplify

(1) CHILD/YOUTH GROWTH AND DEVELOPMENT

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

(2) LEARNING ENVIRONMENTS AND CURRICULUM - Language and Communication Development

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