

CYFAR National Outcomes and Guiding Principles

Early Childhood: children will have their basic physical, social, emotional, and intellectual needs met. Babies will be born healthy.

CYFAR Guiding Principles for Early Childhood Outcomes

Guiding Principles	Descriptors	Strategies for Implementation
<p>Safe and Supportive Environment 1. Program encourages healthy, safe and supportive environments and experiences for young children.</p>	<ul style="list-style-type: none"> • Programs maintain a safe physical environment. • Programs model, teach, and monitor safe and healthy habits. • Programs establish physical and psychological safety between children and between adults and children. 	<ul style="list-style-type: none"> • Educate staff to ensure facilities meet health and safety codes and regulations. • Plan and implement emergency and safety procedures. • Require training in CPR, First Aid and other pertinent safety areas for paid staff and volunteers. • Screen paid staff and volunteers for prior criminal records and history of improper conduct with children. • Maintain current emergency contact information for children, family, staff and volunteers. • Require appropriate adult supervision of children at all times. • Provide training to offer healthy foods in portion sizes that are developmentally appropriate and teach children to enjoy a variety of foods. • Educate staff to encourage and support breast-feeding of infants. • Establish healthy self-care routines (e.g. brushing teeth, washing hands). • Demonstrate safe behaviors regarding the environment (e.g. stranger, tornado, fire, traffic) substances (e.g. drugs, poisons) and objects (e.g. guns, knives, sharp objects). • Teach children to make safe and healthy decisions. • Encourage developmentally appropriate physical activity.

<p>Primacy of Family Relationships 2. Program acknowledges, respects, and supports the primacy of family relationships.</p>	<ul style="list-style-type: none"> • Programs support and recognize that parents have the primary responsibility of caring and advocating for their children. • Programs encourage close, affectionate, nurturing parent-child relationships that foster secure attachment. 	<ul style="list-style-type: none"> • Provide parents with skills, understanding, and resources to foster their child’s development. • Educate and provide tools for caregivers to support positive parent-child relationships. • Encourage family involvement in early care and education. • Teach and encourage parents how to be strong advocates for their children. • Involve families in decisions regarding their children and the program.
<p>Adult-Child Relationships 3. Program encourages and supports positive and consistent adult-child relationships.</p>	<ul style="list-style-type: none"> • Programs develop positive adult-child interactions. • Programs provide an early childhood environment that encourages positive relationships. • Programs promote and support positive guidance and discipline. 	<ul style="list-style-type: none"> • Provide consistent, one-on-one adult interaction with individual children. • Model healthy adult-child interactions (consistent responsive care-giving; one-on-one interactions; etc.). • Ensure staff and volunteers have appropriate educational background and experience. • Minimize the number of different adults interacting with children over time. • Care for children in small groups with appropriate adult-child ratios. • Teach and model developmentally appropriate guidance techniques.

<p>Developmentally Appropriate 4. Program encourages developmentally appropriate opportunities for learning and skill building in all settings.</p>	<ul style="list-style-type: none"> • Programs guide children’s learning and acquisition of skills with developmentally appropriate activities and experiences. • Programs are responsive to the needs and abilities of individual children. • Programs recognize and support the interactive relationship between cognitive, social, emotional, and physical learning. • Programs that use developmentally appropriate strategies to assess children. 	<ul style="list-style-type: none"> • Provide information to help staff and parents have realistic expectations of children’s development. • Assess individual children’s strengths and needs and use the assessment information to design learning experiences. • Provide multiple and varied opportunities to practice the same skills and concepts • Teach importance of brain development as the basis for each developmental domain. • Provide hands-on experiential learning activities. • Provide learning experiences that integrate multiple developmental domains (i.e., language and cognitive, fine motor, social) within the same activity. • Teach staff and parents the importance of play in children’s development.
<p>Cultural and Social Influences 5. Program recognizes and celebrates cultural and social influences on young children’s development.</p>	<ul style="list-style-type: none"> • Program environments reflect and support the diverse cultures of the children and families represented in the community. • Programs encourage young children to explore information and develop positive relationships with people of different cultural, racial, ethnic backgrounds. • Programs provide opportunities for meaningful inclusion regardless of gender, ethnicity, sexual orientation, or disability, or other individual differences. 	<ul style="list-style-type: none"> • Provide toys, materials, equipment and print media that represent positive images of diverse people and cultures. • Involve families and community members from diverse cultures in children’s daily lives. • Offer activities and learning experiences that provide for on-going, meaningful involvement for all children. • Establish rules, procedures and guidelines for fair, non prejudicial treatment of children, family, and staff. • Teach staff appropriate ways to intervene and counteract prejudice shown by children or other adults. • Hire and support staff representative of children and families in the community.

<p>Families in Context 6. Programs provide integration and synergy between child, family, and community.</p>	<ul style="list-style-type: none"> • Programs consider both child and family needs • Programs provide opportunities to enhance family functioning within the context of the larger community. 	<ul style="list-style-type: none"> • Support positive transitions between life experiences. • Offer intergenerational activities. • Connect families to appropriate community resources. • Strengthen communication between children, families and community agencies. • Involve families in program design, implementation and evaluation. • Incorporate community workers and resources into early childhood programs.
<p>Support for Efficacy 7. Programs provide opportunities for children and adults to be self-directing, autonomous, empowered, responsible, and self-aware.</p>	<ul style="list-style-type: none"> • Programs encourage responsible decision-making. • Programs foster independence. • Programs support responsible actions. 	<ul style="list-style-type: none"> • Offer meaningful programming choices for both children and adults. • Teach families to assess and identify individual and family needs. • Teach and model positive ways to resolve conflict and solve problems. • Demonstrate effective ways to deal with challenging and frustrating situations.

These are programmatic resources that will aid the proposal development process:

Resources such as:

- *Caring for Our Children - The National Health and Safety in Child Care Performance Standards* (2002). American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care. <http://nrc.uchsc.edu/CFOC/index.html> (ISBN: 1581100795). This resource provides health and safety performance standards for out-of-home care for children. Topics covered include activities for healthy development, health promotion, nutrition and food safety, appropriate facilities, infectious disease, immunizations, play equipment, children with special needs, and licensing. The entire resource can be downloaded from the website. It is also available in hard copy (ISBN 1-58110-079-5.) Updates to the resource are provided regularly on the website.
- Copple, C. (Ed.) (2003). *A World of Difference: Readings on Teaching Young Children in a Diverse Society*. National Association for the Education of Young Children (NAEYC) (ISBN: 192889609X). This resource offers a collection of readings reflecting current knowledge and thoughtful discussion on important issues of culture, language, religion, inclusion, and socioeconomic status with an emphasis on building respect and understanding.
- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth through Eight*. National Association for the Education of Young Children (NAEYC). <http://www.naeyc.org/about/positions/pdf/PSDAP98.PDF>.

This resource defines and describes principles of developmentally appropriate practice in early childhood programs. Standards reflect current research about what constitutes high-quality early care and education for young children. It gives an overview of each stage of development—from infancy through the early primary grades—and extensive examples of appropriate and inappropriate practices appropriate with children in each age group. Guidelines address: creating a caring community of learners, methods for enhancing children’s learning and development, constructing appropriate curriculum, and assessing children’s learning and development. The entire resource can be downloaded from the website. It is also available in hard copy.

- *From neurons to neighborhoods: The science of early childhood development.* (2000). Washington, DC: National Academy of Sciences, Committee on Integrating the Science of Early Childhood Development. ISBN: 0309069882. *Neurons to Neighborhoods* addresses the question: Are the early years a time of vulnerability or resilience? This resource presents the newest evidence about early brain development, learning, and how children develop relationships with others. The role of parents, family stress and the impact of poverty is also discussed.
- Harms, T, Clifford, R. Cryer, D (1998). *Early Childhood Environment Rating Scale (ECERS-R)*. Teachers College Press. ISBN: 0807737518. The *Early Childhood Environment Rating Scale (ECERS-R)* provides quality indicators for child care programs for children of preschool through kindergarten age, 2½ through 5. This resource is organized into seven key areas: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, Parents and Staff. Inclusive and culturally sensitive practices are included. Research shows that child care programs that achieve high ratings in each of these areas produce the best long term results for children. Similar resources for home-based child care (FDCRS), infant and toddler care (ITERS) and school-age care(SACERS) are also available. Many states have selected these resources as their primary measure for identifying quality child care and have integrated criteria into licensing standards.
<http://www.fpg.unc.edu/~ecers/>

Programs such as:

- Program for Infant and Toddler Caregivers <http://www.pitc.org/>. The Program for Infant and Toddler Caregivers (PITC) is a nationally recognized program developed by WestEd, Center for Child and Family Studies. PITC videos, guides, and manuals are designed to help child care managers and caregivers become sensitive to infants' cues, connect with their family and culture, and develop responsive, relationship-based care. The training materials provide the foundation for a style of care in which caregivers carefully observe the infants in their care, reflect on the children's interests and skills, and respond in ways to encourage learning. The PITC program is based on six central policies: primary care, small groups, continuity, individualized care; cultural responsiveness and inclusion of children with special needs.

- The Incredible Years: www.incredibleyears.com. The Incredible Years: Parents, Teachers, and Children Training Series is a comprehensive set of curricula designed to promote social competence and prevent, reduce, and treat aggression and related conduct problems in young children (ages 4 to 8 years). The interventions that make up this series—parent training, teacher training, and child training programs are guided by developmental theory concerning the role of multiple interacting risk and protective factors (child, family, and school) in the development of conduct problems. The Incredible Years program is research-based, and has proven effective for reducing children's aggression and behavior problems and increasing social competence at home and at school. The program has been selected by the U.S. Office of Juvenile Justice and Delinquency Prevention as an "exemplary" best practice program and as a "Blueprints" program.

Web sites such as:

- Better Kid Care. Penn State University. <http://www.betterkidcare.psu.edu/>
- Child Trends. <http://www.childtrends.org/> Child Trends current research and trend analysis on over 90 indicators of child, youth, family, and community well-being. This site also provides a comprehensive review of commonly used early childhood measures.
- The Future of Children. <http://www.futureofchildren.org/>. The Future of Children provides in-depth information and review on major issues related to children's well-being, with special emphasis on providing objective analysis and evaluation, translating existing knowledge into effective programs and policies, and promoting constructive institutional change.
- Kids Count. <http://www.aecf.org/kidscount/>. Kids Count provides state-by-state national indicators of child well being. It also provides statistics on economic, educational, and social well-being for children of color in the US, and data focusing on differences in rural and urban communities.
- National Association for the Education of Young Children. <http://www.naeyc.org> The National Association for the Education of Young Children (NAEYC) is the nation's largest and most influential organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade. This website provides resources and information for early childhood educators and parents. This website is particularly valuable for the position statements and guidance offered on a variety of early childhood topics including: violence in the lives of children, school readiness, technology for young children, child abuse, and cultural diversity.
- Zero to Three. <http://www.zerotothree.org/> . Zero to Three's mission is to promote the healthy development of infants and toddlers by supporting and strengthening families, communities, and those who work on their behalf. ZERO TO THREE is a national, non-profit organization dedicated to advancing current knowledge; promoting beneficial policies and practices; communicating research and best practices to a wide variety of audiences; and providing training, technical assistance and leadership development.

School Age (K-8): School age youth will demonstrate knowledge, skills, attitudes, and behavior necessary for fulfilling contributing lives.

CYFAR Guiding Principles for School Age Outcomes

Guiding Principles	Descriptors	Strategies for Implementation
<p>Physical and Psychological Safety 1. Program emphasizes safe and health- promoting facilities and practices that increase safe peer group interaction and decreases unsafe or confrontational peer interactions.</p>	<ul style="list-style-type: none"> • Programs that teach skills related to conflict resolution, coping, managing feelings, healthy habits, health risk management, etc. 	<ul style="list-style-type: none"> • Protect the safety and security of children/youth. Training in CPR, First Aid and other pertinent safety areas is required and provided. • Screen volunteer staff for prior criminal records, child protective service findings and other improper conduct. • Keep emergency contact information on file for each child/youth. • Be aware of everyone who enters the program area. Adults are always present in the program areas. • Serve nutritious foods, snacks and beverages as a means of modeling healthy behavior. Basic curricula and materials on health and nutritious best practices are incorporated into the program. • Practice and teach food safety. • Incorporate physical activities into programs. • Meet all health and safety codes in both facilities and activities.
<p>Appropriate Structure 2. Program encourages limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.</p>	<ul style="list-style-type: none"> • Programs that provide clear and consistent program structure and appropriate adult supervision. • Programs which provide consistent monitoring and enforcement of rules and expectations. • Programs that structure staffing pattern according to age appropriateness. 	<ul style="list-style-type: none"> • With youth input, establish standards of respect, trust, multi-cultural awareness and respect for differences. • With youth input, define clear guidelines on appropriate behavior, attire, and consequences for not adhering to the guidelines. • Children/youth and staff establish methods to resolve conflict and are able to use the resolutions as situations arise. • Orient all newcomers to the behavior guidelines and conflict resolution strategies to be used. • Hire or enlist enough qualified staff

	<ul style="list-style-type: none"> • Programs that screen staff and volunteers according to state guidelines. • Programs where children provide input into program development. 	<p>and volunteers to meet all levels of responsibility.</p> <ul style="list-style-type: none"> • Maintain an appropriate ratio of qualified staff to child/youth to facilitate relationship building with individuals, personal goal planning and coaching. • Arrange space and design activities to support positive behavior and program goals.
<p>Supportive Relationships 3. Program encourages and models warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.</p>	<ul style="list-style-type: none"> • Programs where staff and volunteers have appropriate backgrounds and experiences related to the children with whom they work. • Programs that utilize strategies to assure staff stability (low turnover). 	<ul style="list-style-type: none"> • Provide relevant training, appropriate support system, and recognition of staff. • Relate to children and their families in positive ways, respect, respond with acceptance, relate to culture and language, and help children/youth learn. • Support creativity, experiential learning and teamwork.
<p>Opportunities to Belong 4. Program integrates opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation or disabilities, social inclusion, social engagement and integration, opportunities for socio-cultural identity formation, and support for cultural and bicultural competence.</p>	<ul style="list-style-type: none"> • Programs that are designed to allow all children to participate. • Programs that are easily adapted to special needs or diverse audiences. • Programs that fit the needs of target audience. • Programs that provide opportunities to recognize children for accomplishments. • Programs that contain culturally appropriate activities – involving parents and community groups in 	<ul style="list-style-type: none"> • Provide families with a written agency mission statement, program philosophy and goals and anticipated outcomes. • Make the program affordable to all families by using all possible community resources and sources of subsidy. • Teach and model respect for individual differences and family structure and circumstances. • Provide multiple methods and balance of types of recognition for participation such as t-shirts, lanyards, member card, etc. • Engage youth with special needs. • Provide and encourage resources, materials, and information in the home languages of children/youth in the program. Encourage speaking of home language. • Regularly solicit information and feedback from families and children/youth.

	programming.	<ul style="list-style-type: none"> • Involve all families and children/youth in long term planning and decision-making. • Foster special interests and talents of individuals. • Recognize the range of children/youth ages and abilities; adapt activities to meet the individual's abilities.
<p>Positive Social Norms 5. Program provides rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.</p>	<ul style="list-style-type: none"> • Programs are designed to allow for appropriate interaction between staff and children and between children and group. • Programs that incorporate cultural diversity activities across the program agenda. • Programs in which activities are not stand-alone but fused with program outcomes. • Programs that integrate character education. 	<ul style="list-style-type: none"> • Incorporate cultural diversity activities across the program agenda such as fieldtrips, guest speakers, and hands-on experiences with cultural arts, foods, clothing, festivals, and customs. • Use community members from various cultures for coaches, mentors and friends. • Include all children/youth in games and sports regardless of skill level, gender, etc. • Activity participation is not separated by gender. Do not discriminate on differences based on family structure, race, gender, ethnicity, appearance, disability, and religion. • Provide clear approach to positive guidance and discipline methods targeted towards the individual.
<p>Support for Efficacy and Matterng 6. Program emphasizes youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Program practices enabling, responsibility granting, meaningful</p>	<ul style="list-style-type: none"> • Programs that provide opportunities for children to be self-directing, autonomous, empowered, or demonstrate self-worth. • Programs that include opportunities for self-selecting activities/ events in which to participate. • Programs that give leadership to planning and conducting an event. 	<p>Provide learning activities that:</p> <ul style="list-style-type: none"> • Exhibit well integrated academic content. • Develop strong relationships between participants and caring adults, older youth and/or peers. • Provide opportunities for authentic decision making by participants. • Allow the potential for child/youth leadership in the activity. <p>Children/youth will:</p> <ul style="list-style-type: none"> • Play an integral and expanding role in planning and implementing the program and activities. • Work with staff to develop mechanisms whereby children/youth regularly contribute to ideas that are

<p>challenge, and practices that focus on improvement rather than on relative current performance levels.</p>	<ul style="list-style-type: none"> • Programs that encourage child-adult partnerships. • Programs that offer service learning/civic engagement activities. 	<p>accepted and acted upon.</p> <ul style="list-style-type: none"> • Rotate positions of leadership and responsibilities.
<p>Opportunities for Skill Building 7. Program provides opportunities to learn physical, intellectual, psychological, emotional and social skills, exposure to intentional learning experiences, opportunities to learn cultural literacies, media literacy, communication skills, good habits of mind, preparation for adult employment, and opportunities to develop social and cultural capital.</p>	<ul style="list-style-type: none"> ▪ Programs that focus on developing life skills in children and infusing diversity across the program agenda. ▪ Programs that provide opportunities for service learning that are child-directed. 	<ul style="list-style-type: none"> ▪ Use experiential learning as the preferred teaching method. ▪ Focus activities on specific life skills development. ▪ Present activities in a variety of ways to meet all learning styles. ▪ Integrate service learning activities into program to meet community needs and help youth feel connected to their communities.

These are programmatic resources that will aid the proposal development process:

Resources such as:

- *Assessment Methods for the Fifth Dimension*, Fifth Dimension After School Programs (Computers and Technology). www.psych.ucsb.edu/~mayer/fifth_dim_website/. The assessment instruments described here are intended to measure cognitive changes in elementary school children, and focus on assessing knowledge and skills.
- Center for Youth Development and Policy Research, Academy for Educational Development (2002). *Sports as A Hook: An Exploratory Study of Developmentally Focused Youth Sports Programs*. <http://www.sedl.org/pubs/fam95/114.html>. This exploratory study provides profiles of developmentally focused youth sports (DYS) programs, which

- incorporate sports with a commitment to youth development in the mission and philosophy of the program. They transcend traditional programs by focusing on a broader range of developmental needs.
- Eccles, J., & Gootman, J. A., (2002). *Community Programs to Promote Youth Development*. National Research Council, Washington, DC: National Academy Press. <http://www.nap.edu/execsumm/0309072751.html> or <http://www.nap.edu/catalog/10022.html>. This book outlines from the current research base the features of youth programs that promote positive developmental outcomes for youth. It is rapidly emerging as the prevailing paradigm for positive youth development programming.
 - *Prepared and Engaged Youth National 4-H Impact Assessment* (2001). <http://www.national4-hheadquarters.gov/impact.htm>. Involvement in 4-H has a lasting impact on members, volunteers and communities. This report discusses the history, purpose, and results of this national project.

Programs such as:

- NCSU Support Our Students Initiative <http://www.nc4h.org/sacc/sos.html> and <http://www.ces.ncsu.edu/onslow/4H/SOS.html>. SOS is a community-based after-school initiative that provides support and guidance to young people by involving them in constructive activities. SOS links young people with caring adults in their community. The adults help them with homework and organize clubs and athletic activities in a structured setting designed for positive learning experiences.
- The three programs listed below are outstanding programs and offer many strategies for replicating. However, their annual operating budget most likely will far exceed the operating budgets for the majority of the CSCP.
 1. LA's BEST <http://www.lasbest.org/>. The mission of LA'S Better Educated Students for Tomorrow is to provide a safe and supervised after school education, enrichment and recreation programs for elementary school children ages 5-12.
 2. SF Beacon's Initiative <http://www.sff.org/initiatives/beacon.html>. Beacons are school-based community centers offering after-school programs and safe places for youth and adults to seek counseling or health care, get involved in community service projects, learn new skills, or work out at the gym.
 3. NY Beacon's Initiative <http://www.nccic.org/ccpartnerships/profiles/beacons.htm>. Beacons are school-based community centers offering after-school programs, as well as extended programming for children, youth, and families in the evenings, weekends, or summer. The program is geared toward school-age children but also serves as a community resource for all ages.

Web sites such as:

- 4-H Afterschool. www.4hafterschool.org/. 4-H Afterschool is a national initiative that provides learning opportunities to school age youth in urban, suburban and rural communities with the goal of achieving social, emotional, physical, and academic success while developing healthy lifestyles and behaviors.

- Missouri 4-H Afterschool Computer Lab Project.
4h.missouri.edu/go/projects/computer/labs/. This project assists schools and community organizations to start and enhance learning about and with computers, focusing on a non-formal, recreation model for after-school computer labs where youth are encouraged youth to play computer games that have positive educational content.
- *Promising Practice in Afterschool System (PPAS)*, Academy for Educational Development Center for Youth Development and Policy Research.
www.afterschool.org. PPAS is an effort to find and share things that are working in afterschool programs. The website is for afterschool program directors, staff, volunteers, parents, and others who want to improve the quality of afterschool programs.

Teens: Teens will demonstrate knowledge, skills, attitudes, and behavior necessary for fulfilling contributing lives.

CYFAR Guiding Principles for Teen Outcomes

Guiding Principles	Descriptors	Strategies for Implementation
<p>Physical and Psychological Safety 1. Program emphasizes safe and health-promoting facilities, and practices that increase safe peer group interaction and decreases unsafe or confrontational peer interactions.</p>	<ul style="list-style-type: none"> • Programs that teach skills related to conflict resolution, coping, managing feelings, healthy habits, health risk management, etc. 	<ul style="list-style-type: none"> • Protect the safety and security of teens. Training in CPR, First Aid and other pertinent safety areas is required and provided. • Screen volunteer staff for prior criminal records, child protective service findings and other improper conduct. • Keep emergency contact information on file for each teen. • Be aware of everyone who comes into the program area. Adults are always present in the program areas. • Serve nutritious foods, snacks and beverages as a means of modeling healthy behavior. Basic curricula and materials on health and nutritious best practices are incorporated into the program. • Practice and teach food safety. • Incorporate physical activities into programs. • Meet all health and safety codes in both facilities and activities. • Promote supportive environments where teens feel safe to express thoughts and feelings. • Establishing environments free from teasing, bullying, and harassment.

<p>Appropriate Structure 2. Program encourages limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.</p>	<ul style="list-style-type: none"> • Programs that provide clear and consistent program structure and appropriate adult supervision. • Programs which provide consistent monitoring and enforcement of rules and expectations. • Programs that structure staffing pattern according to age appropriateness. • Programs that screen staff and volunteers according to state guidelines. • Programs where input from teens is sought on program development. 	<ul style="list-style-type: none"> • With teen input, establish standards of respect, trust, multi-cultural awareness and respect for differences. • With teen input, define clear guidelines on appropriate behavior and attire and consequences for not adhering to the guidelines. • Teens and staff establish methods to resolve conflict and are able to use the resolutions as situations arise. • Orient all newcomers to the behavior guidelines and conflict resolution strategies to be used. • Hire or enlist enough qualified staff and volunteers to meet all levels of responsibility. • Maintain an appropriate ratio of qualified staff to teen to facilitate relationship building with individuals, personal goal planning and coaching. • Arrange space and design activities to support positive behavior and program goals.
<p>Supportive Relationships 3. Program encourages and models warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.</p>	<ul style="list-style-type: none"> • Programs where staff and volunteers have appropriate backgrounds and experiences related to the children with whom they will work. • Programs that utilize strategies to assure staff stability (low turnover). 	<ul style="list-style-type: none"> • Provide relevant training, appropriate support system, and recognition of staff. • Relate to teens and their families in positive ways by respecting, responding with acceptance and relating to culture and language. • Establish close staff/participant relationships. • Help teens learn by supporting creativity, experiential learning and teamwork.
<p>Opportunities to Belong 4. Program integrates opportunities for meaningful inclusion, regardless of one's</p>	<ul style="list-style-type: none"> • Programs that are designed to allow all teens to participate. • Programs that are easily adapted to special needs or diverse audiences. 	<ul style="list-style-type: none"> • Engage teens in creating a shared understanding of program philosophy, goals and anticipated outcomes. • Make the program affordable

<p>gender, ethnicity, sexual orientation or disabilities, social inclusion, social engagement and integration, opportunities for socio-cultural identity formation, and support for cultural and bicultural competence.</p>	<ul style="list-style-type: none"> • Programs that fit the needs/interests of target audience. • Programs that provide opportunities to recognize teens for accomplishments. • Programs that contain culturally appropriate activities – involving parents and community groups in programming. 	<p>to all teens by using all possible community resources and sources of subsidy.</p> <ul style="list-style-type: none"> • Teach and model respect for individual differences and family structure and circumstances. • Provide multiple methods of recognition. • Engage all teens, including those with special needs. • Create and provide bilingual resources, materials, and information if needed. • Regularly solicit information and feedback from teens and their families. • Involve all teens and their families in long term planning and decision-making. • Foster special interests and talents of individuals. • Recognize the developmental range of participants’ skills and abilities; cluster teens by developmental level to learn from each other and best meet their potential.
<p>Positive Social Norms 5. Program provides rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.</p>	<ul style="list-style-type: none"> • Programs are designed to allow for appropriate interaction between staff and teens and between teens and group. • Programs in which activities are not stand-alone but fused with program outcomes. • Programs that offer service learning/civic engagement activities. • Programs that offer intergenerational activities. 	<ul style="list-style-type: none"> • Incorporate cultural diversity activities across the program agenda such as fieldtrips, guest speakers, and hands-on experiences with cultural arts, foods, clothing, festivals, and customs. • Engage community members from various cultures. • Include all teens in activities regardless of skill level, gender, etc. • Engage teens in the development of ground rules and program expectations. • Provide opportunities for service learning/civic engagement.

		<ul style="list-style-type: none"> • Provide opportunities for intergenerational experiences.
<p>Support for Efficacy and Materring 6. Program emphasizes support for efficacy and materring: youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Program practices that empower, enhance responsibility and promote meaningful challenge.</p>	<ul style="list-style-type: none"> • Programs that provide opportunities for teens to be self-directing, autonomous, empowered, or demonstrate self-worth. • Programs that include opportunities for self-selecting activities and events in which to participate. • Programs that provide opportunities for leadership in planning and conducting an event. • Programs that encourage youth-adult partnerships. • Programs that offer service learning/civic engagement activities. 	<p>Provide learning activities that:</p> <ul style="list-style-type: none"> • Develop strong relationships between teens, caring adults, and their community. • Provide opportunities for authentic decision making by participants. • Allow the potential for teen leadership in the activity. <p>Teens will:</p> <ul style="list-style-type: none"> • Play an integral and expanding role in planning and implementing and the program and the activities. • Work with staff to develop mechanisms whereby teens regularly contribute to ideas that are accepted and acted upon. • Rotate positions of leadership and responsibilities.
<p>Opportunities for Skill Building 7. Program provides opportunities to learn physical, intellectual, psychological, emotional and social skills; exposure to intentional learning experiences; opportunities to learn cultural and media literacy; communication skills; preparation for employment; and opportunities to be active citizens in the community.</p>	<ul style="list-style-type: none"> • Programs that focus on developing life skills in teens and infusing diversity across the program. • Programs that provide opportunities for service learning and civic engagement that are teen-directed. 	<ul style="list-style-type: none"> • Use experiential learning as the preferred teaching method. • Focus activities on specific life skills development. • Present activities in a variety of ways to meet all learning styles. • Integrate service learning and civic engagement activities into program to meet community needs.

<p>Targeted Audiences 8. Program customizes efforts to target audiences based on community demographics, needs, and assets</p>	<ul style="list-style-type: none"> • Programs that target high-priority community needs and audiences. • Programs that are initiated and developed on specific, identified community needs and assets. 	<ul style="list-style-type: none"> • Engage in needs assessment and community asset mapping. • Develop program delivery methods or strategies based on identified priorities. • Modify curriculum and activities to specific program audiences.
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Strategies for Implementation complied from:

Community programs to promote youth development Eccles, J., & Gootman, J.A. (2002). Washington, D.C.: National Academy Press

The NSACA Standards for Quality School-Age Care, National Afterschool Association, 1998

Standards of Quality Performance, School-Age Standards, Youth Net of Greater Kansas City, www.kcyouthnet.org/standards1.asp

Sustainability Framework Mechanisms and Process, Principal Investigators: Lydia I. Marek and Jay A. Mancini, Virginia Tech, 2001.

Sustaining Comprehensive Community Initiatives Key Elements for Success, Financing Strategy Brief, The Finance Project April 2002.

These are programmatic resources that will aid the proposal development process:

Resources such as:

- Catalano, R. F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J. D. (2002). *Positive youth development in the United States: Research findings on evaluations of positive youth development programs*. Prevention and Treatment, 5, article 15. Available at:

<http://www.journals.apa.org/prevention/volume5/pre0050015a.html>.

This monograph presents findings on the evaluations of effective youth development programs and also identifies elements contributing to both the success and lack of success of such programs, including potential improvements in evaluation approaches.

- Community-Based Project Evaluation Guide.

<http://ag.arizona.edu/fcs/cyfernet/cyfar/evalgde.htm>.

An excellent Extension resource that provides a five-tiered framework for program development--from community assessment to program evaluation.

- Eccles, J., & Gootman, J.A. (2002). *Community programs to promote youth development*. Washington, D.C.: National Academy Press.;

<http://www.nap.edu/books/0309072751/html/>. This book outlines from the current research base the features of youth programs that promote positive developmental outcomes for youth. It is rapidly emerging as the prevailing paradigm for positive youth development programming.

- Harvard Family Research Center. <http://www.gse.harvard.edu/hfrp/projects/afterschool/bibliography/index.html>. Numerous out-of-school time programs and their evaluations are listed on this site, which also has information on promising evaluation strategies.

Programs such as:

- Many organizations have worked to build lists of quality teen programs. Although “teen” implies a focus on the high school years, most of these programs encompass the ages of 12 to 18. These programs vary in scope, budget, and duration; however, they offer many potential strategies for CYFAR teen projects. You should consider your programs’ needs and resources when reviewing this information.
- Building Partnerships for Youth. <http://msg.calsnet.arizona.edu/fcs/index.cfm>. You can search this site to find examples of youth development programs targeting 9 to 13 year olds that have been reviewed according to the criteria posted on the site. Program descriptions, evaluation, and contact information can be obtained on each program.
- The Collaboration for Academic, Social and Emotional Learning (CASEL) “Select” Programs. http://www.casel.org/about_sel/SELprograms.php. Programs listed at this site are certified to effectively promote social and emotional skill development. A variety of programmatic topics can be found, as well as links to program descriptions and curricula.
- SAMHSA Model Programs. <http://modelprograms.samhsa.gov/template.cfm?CFID=76626&CFTOKEN=9153697>. Information on promising, effective, and model SAMHSA programs can be accessed on this site; all attempt to address substance use issues, often in combination with other objectives.

Web sites such as:

- Community Network for Youth Development. <http://cnyd.org>. Youth development training, conceptual frameworks, and programming resources are available at this site.
- The Forum for Youth Investment. <http://www.forumforyouthinvestment.org>. Out-of-School time, youth development, and policy issues relating to youth programming are featured on this site. Resources on youth voice, education, and programming can be accessed.
- National Youth Development Information Center. <http://nydic.org>. This site offers up to date information relating to youth development issues, funding, resources, training, and programming.

Parents/Families: Parents will take primary responsibility for meeting their children’s physical, social, emotional, and intellectual needs and provide moral guidance and direction. Families will promote positive, productive, and contributing lives for all family members.

CYFAR Guiding Principles for Parent/Family Outcomes

Guiding Principles	Descriptors	Strategies for Implementation
<p>Social and Emotional Well-being of the Family 1. The program promotes the ability of families to spend quality time together while nurturing the well-being of the family members.</p>	<ul style="list-style-type: none"> • Programs teach stress reduction strategies, coping mechanisms, and promote family well-being. • Programs emphasize family strengths and assets. • Programs support families in learning how to care for and appreciate one another. • Programs include opportunities for parents to be involved in program design. • Programs can be tailored to meet needs based on family form, economics, ethnicity, and culture. 	<ul style="list-style-type: none"> • Teach stress reduction and coping strategies appropriate to the parent, such as using time management, decision-making, and relaxation methods; ways to nurture family social support; exercise, and develop healthy eating habits. • Teach and model through experiential learning opportunities ways to establish family routines, traditions, and rituals; spend time together as a family; and holding family meetings. • Help parents understand roles within the family, including how to hold effective family meetings, and how to delegate household responsibilities. • Understand the interaction of work, family, and community to help parents learn strategies to balance multiple roles. • Embrace the importance of care for self, adaptability, and spirituality as family strengths.
<p>Positive Child Growth and Development 2. The program assures all staff and volunteers have a clear understanding of child development.</p>	<ul style="list-style-type: none"> • Programs are grounded in the tenets of child development, risk and resiliency literature. 	<ul style="list-style-type: none"> • Understand the conceptual frameworks that ground the field of child development. • Translate child development research into practice and opportunities for parents’ experiential learning. • Help parents understand language-rich environments, ways to stimulate their child’s curiosity, imagination, and search for

		<p>knowledge in order to promote school readiness and success.</p> <ul style="list-style-type: none"> • Help parents understand appropriate ways to interact with their children, spend time and play together, have family celebrations, enjoy family traditions, and alternatives to television.
<p>Advocating for Positive Home Environments 3. The program encourages positive home and family environments.</p>	<ul style="list-style-type: none"> • Programs help create positive family environments that support healthy, nurturing relationships. • Programs encourage and teach families how to emphasize learning at home while creating opportunities for children’s self-expression. • Programs recognize the importance of multiple program contacts and interactions (ex. 2-4 times per week) with parents and families. These contacts might include home visits, newsletters, phone calls, group meetings, fact sheets and events. 	<ul style="list-style-type: none"> • Understand the developmentally appropriate expectations of children. • Teach parents how to create positive home learning environments. • Conduct home visits in order to make recommendations and suggestions for safe, home learning environments (lead-free, hazard-free, healthy and child-friendly). • Train home visitors to recognize and respond to the signs of domestic violence, child abuse, and child neglect.
<p>Positive Parent-Child Relationships 4. The program promotes the building positive parent-child relationships.</p>	<ul style="list-style-type: none"> • Programs foster warm, nurturing, and trusting relationships between parents and their children. • Program intensity and duration must be sufficient to address the social and emotional issues of child abuse and neglect. • Programs support grandparents who have become primary caregivers. 	<ul style="list-style-type: none"> • Support parents learning how to set reasonable limits. • Teach problem solving skills. • Convey fundamental values underlying basic human decency. • Coach parents on how to “be” with their children, play, and communicate • Introduce parents to the importance of having literacy resources in the home, of seeing parents read and reading to children, listening to good music, and creating outlets for play that are child-fitted (i.e., a place in the home to play, shelves for books, toys, materials, play dough, blocks, and art supplies). • Facilitate referrals and help parents locate community resources to meet

<p>Couple Well-being 5. The program promotes strong partnerships between individuals.</p>	<ul style="list-style-type: none"> • Programs encourage and promote the development of healthy couple relationships that in turn support and strengthen families (includes grandparents and extended family members). 	<p>family needs.</p> <ul style="list-style-type: none"> • Help couples and families build skills that enhance positive communication, financial management, decision-making, balancing work and family, and defining roles. • Teach how to have positive couple communication, how to build mutual kindness between partners, how to resolve/manage conflicts, and seek positive “win-win” solutions.
<p>Family and Community Interface 6. The program promotes families connecting within the community to develop a social support system.</p>	<ul style="list-style-type: none"> • Programs partner with other family-serving agencies in the community, including schools and other organizations. • Programs encourage parental involvement and parental engagement in their children’s lives and learning. • Programs monitor family policies that effect families at the work and community level. • Programs coordinate with the department of social services, prisons, and courts, as needed. • Programs recognize the role of social support networks (families, neighborhoods, schools, and churches/synagogues). 	<ul style="list-style-type: none"> • Teach parents about the broad array of community resources available to support them and their families. • Teach skills that will help parents advocate for their children (e.g., special needs, parent-teacher conferences, medical needs). • Teach families how to experience community resources together by doing things such as visiting playgrounds, libraries, nursing homes, and other community facilities. • Know how to make referrals when intervention, rather than education, is required. • Stress the importance of a well-developed social support system for families. • Partner with Child Protective Services, local Prevent Child Abuse contacts and/or court-mandated services.
<p>Supporting Professionals Working with Parents and Families 7. Qualified professionals who understand family systems, adult education, child</p>	<ul style="list-style-type: none"> • Programs ensure staff and volunteers have appropriate educational background and experience. • Programs provide opportunities for staff development. • Programs utilize and collaborate with the faculty of their land grant 	<p>Educators are knowledgeable about critical practices included in the National Extension Parent Education Framework (NEPEF).</p> <p>Parent educators:</p> <ul style="list-style-type: none"> • Continue their professional development; • Understand theories that underlie family practice;

<p>development, program development, and program evaluation conduct programs with strong family outcomes.</p>	<p>universities.</p> <ul style="list-style-type: none"> • Programs use CYFERnet resources to support their programming. 	<ul style="list-style-type: none"> • Use effective program development models; • Incorporate effective learning techniques for parent/family learners; • Network and partner with other family-serving professionals, understand and utilize appropriate educational outreach methods; and • Embrace family diversities.
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These are programmatic resources that will aid the proposal development process:

Resources such as:

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press. To understand the way children develop, Bronfenbrenner believes that it is necessary to observe their behavior in natural settings, while they are interacting with familiar adults over prolonged periods of time. His book provides the foundation for designing ecologically sound parent education and family strengths programs.
- Ginott, H., Ginott, A., & Goddard, H. (2003). *Between parent and child: The bestselling classic that revolutionized parent-child communication*. New York, NY: Random House, Inc. This book has influenced an entire generation of experts in the field of parenting. It is based on the theory that parenting is a skill that can be learned. It focuses on ways for parents to guide, communicate and respond to children so they will develop successfully.
- Krysan, M., Moore, K. A., & Zill, N. (1990). *Identifying successful families: An overview of constructs and selected measures*. Washington, DC: Child Trends, Inc. This article provides the research base for family strengths programs. It covers the ten components of strong, successful families and can be used to guide the development of family programming.
- Smith, C., Cudaback, D., Goddard, H. W., & Myers-Walls, J. A. (1994). *National Extension Parent Education Model of Critical Parenting Practices*. Manhattan, KS: Kansas Cooperative Extension Service. The NEPEM manual covers the six critical parenting practices of parent education programs. Includes an overview of the six parenting practices, examples of more specific program objectives, and a review of the research for each practice category.

Programs such as:

- Basic Parenting (Kansas State University Cooperative Extension Service) <http://www.ksu.edu/wparent/programs/basic/>. Basic Parenting is a comprehensive parent education program that focuses on 80 principles and skills that form the foundation for effective parenting. The program is based on the National Extension Parent Education Model and is designed for parents who are

- experiencing adversity in childrearing. Materials for parents are written at about the sixth grade level but are suitable for audiences at higher reading levels.
- Supporting Family Involvement in Children’s Learning (University of Connecticut)
<http://www.canr.uconn.edu/bestpractices/>. This program is designed to help community-based programs increase parents' involvement in their children's lifelong learning. Contains a trainer module, trainee module, checklist, training evaluation and PowerPoint presentation.
 - Parenting Skills Workshop Series (Cornell Cooperative Extension, Cornell University)
<http://cce.cornell.edu/store/pdf/ParentingSkillstext.pdf>. This program is designed for professionals working with parents who may not learn well from text-based teaching approaches. Basic parenting skills are presented in a hands-on learning format suitable for any level of literacy. Originally designed for court-mandated parents, this workshop has proved successful with a broad audience.

Web sites such as:

- National Council on Family Relations <http://www.ncfr.org/>. The National Council on Family Relations (NCFR) provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being.
- National Extension Parent Education Framework (NEPEF).
<http://www.ces.ncsu.edu/depts/fcs/NEPEF/>. The National Extension Parenting Educators’ Framework (NEPEF) was created through a cooperative effort of Extension faculty from several universities. The six “process” practices: Grow, Frame, Develop, Embrace, Educate, and Build allow parenting educators to work more effectively with parents on behalf of children.
- National Extension Parent Education Model (NEPEM).
http://www.cyfernet.org/parenting_practices/preface.html. This online version of the NEPEM manual covers the six critical parenting practices of parent education programs. Includes an overview of the six parenting practices, examples of more specific program objectives, and a review of the research for each practice category.