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Dear Angela:

Last year after I became Interim Director, the Hall Foundation awarded us \$25,000 for the *Advancing Youth Development Training and On-site Coaching* program. This letter provides an update on our progress regarding the goals discussed.

To refresh your memory, we were working on several products that would assist youth workers in advancing their knowledge of youth development. We were going to create modules that site coordinators and supervisors could use on-site to train their own staff, in addition to the Advancing Youth Development (AYD curriculum). As a result of individual inquiry of the training and education needs of youth and school-age programs locally, state-wide, and nationally, we identified a consistent theme among front line youth workers, their supervisors, and administrators. That theme was that they wanted self-paced training materials they could implement on-site immediately upon hiring staff that provided the foundational skills and practices for effective, front line youth workers.

Although the AYD curriculum addressed a number of those skills and practices, its focus on the professionalization of the field seemed beyond what our immediate audience wanted and needed. We were able to apply the more universal aspects of the curriculum into the self-paced training modules. In addition, we have been able to create a facilitator's guide for the supervisors so they can train their staff.

The updated elements of AYD that have been included in the modules include:

**Glossary of Terms-** a core feature of a profession is the adoption of common terms. We compared the terms defined in AYD to the predominant language in the field and removed terms that are no longer relevant, added terms that have emerged since the adoption of AYD and augmented terms whose meanings have changed over the last 10 years to reflect current trends.

**Developmental Youth Outcomes-** the Outcomes described in AYD were framed in a concise manner that informed the "Self" module which includes Aspects of Identity and Areas of Ability as broad categories which we then delineated and aligned with practices (referred to as Services, Opportunities and Supports in the AYD curriculum) through assignments in which students correspond activity plans with possible outcomes.

**Youth Outcome Indicators-** in the module "Program Planning and Evaluation" the AYD set of Youth Outcome Indicators will be modified to complement the Competencies for Afterschool and Youth Development Professionals that were adopted and endorsed by the National

Afterschool Association. We believe this adaptation will help bridge a gap in perception between staff abilities and their impact on youth outcomes.

**Youth Participation-** the “ladder” model presented in AYD that demonstrates the various levels of youth participation appears in the “Youth Involvement” module and is being expanded to include developmentally appropriate applications for school-age children which is beyond the scope of AYD which specifically addresses adolescence and early adulthood (10-24) whereas the modules address a pre-adult range of development from 5-18 years of age. Considering the organizations and institutions most likely to employ youth workers and avail themselves of these modules, we believe this age range to be more appropriate and realistic.

**Core Competencies of Youth Workers-** At the time of the publication of AYD, there were no nationally established core competencies for the Youth Work Profession. Since that time, afterschool associations in the states of Missouri and Kansas crafted a comprehensive set of competencies stratified to encompass beginning front line youth workers (Level 1), experienced and trained front line youth workers who may have obtained certification (Level 2), more extensively experienced and formally educated youth workers at an Associate degree level (Level 3) and managers at a Bachelor’s degree level (Level 4), supervisors, directors or administrators at a Master’s or PhD level (Level 5). These competencies were further reviewed, critiqued and adopted by NAA and have since been widely accepted in the field at the organizational level and are becoming the framework upon which higher education institutions are building their Youth Development degree programs and crafting articulation agreements and credentialing standards between 2-year and 4-year colleges. Though the competencies presented in AYD are well constructed and for the most part consistent with the NAA Competencies, we find it important to maintain fidelity with NAA and will do so in the rewriting of AYD.

Last year, your dollars along with other money we were able to raise, allowed us to create this product. Our request for this year, is for funding that will enable us to professionally package and market these modules as well as the facilitator guide to organizations within the Greater Kansas City Community that provide youth with life skills development and enrichment opportunities.

For our national constituents, we are actively seeking funds to convert the facilitator’s guide to an online product, so that then people can purchase our modules after they complete the training. For sustainability, our clients will purchase the facilitator’s training either online or face-to-face, and then purchase the modules.

I would love to discuss both the local and the national possibilities of funding these products. Please let me know if you would like to meet or arrange a phone call? I am also happy to submit a proposal as I did last year to provide you with accurate costs. Meanwhile, I hope you have a blessed weekend and also a wonderful Thanksgiving! We look forward to hearing from you soon!