



Framework – Youth Development

Arizona’s grantees must monitor and report on youth development grant objectives for student participants each program year on state and federal reports.

Definition

A broad array of youth development services, programs and activities as described in the original grant must be offered to participating 21st CCLC students. Youth development activities should be designed to reinforce and complement the regular academic program of participating students and often include project-based learning. Activities may include leadership, service learning, counseling, art, music, technology, coding, STEM, cultural & character education, health & physical education, environmental literacy, drug & violence prevention, etc.

Key Components for Building Capacity

Youth Development Indicator/s

- Youth development indicator/s can be embedded into the students’ academic progress.
- Areas of academic progress can promote youth development by incorporating academically enriched programs focused on math, reading, language arts, and literacy.
- Progress is measured through benchmark/formative testing, teacher/family surveys, and growth in self-understanding/self-knowledge.
- Successful youth development is promoted through activities and experiences that help youth develop.
- Best practices include classes or activities focused on Youth Enrichment, Leadership, Behavioral Management.



Personal and Social Assets That Facilitate Positive Youth Development

Physical Development	Intellectual Development	Character Development
<ul style="list-style-type: none"> • Health & wellness • Healthy risk management skills 	<ul style="list-style-type: none"> • Essential life skills • Essential vocational skills • School success • Rational habits of mind • Critical thinking and reasoning skills • Use of time • Good decision-making skills • “Planfulness”– planning for the future and future life events 	<ul style="list-style-type: none"> • Connectedness-perceived relationships • Sense of social integration-being connected and valued by larger networks • Attachment to pro-social/conventional institutions (such as school, church, non-school youth programs) • In-depth knowledge of more than one culture • Skills needed to navigate through multiple cultural contexts • Commitment to civic engagement • Moral character • Sense of personal autonomy/responsibility for self • Conflict resolution skills • Citizenship

What are the Best Practices Happening in Arizona’s 21st CCLC K-12 Sites?

Youth Enrichment	Leadership	Behavioral Management
<ul style="list-style-type: none"> - Art - Music - Technology Education - Tutoring Services - STEM/STEAM - Project-Based Learning - Inquiry-Based Learning - College & Career Readiness 	<ul style="list-style-type: none"> - Youth leadership - Athletics - Planning and decision making - Community service, mentoring, volunteering (Civic Engagement) - TeenCourt - Student Voices Project - Employment Training/Internships (H.S.) - Vocational Goals - Leader In Me 	<ul style="list-style-type: none"> - Emphasize common values such as friendship, citizenship, learning - Interpersonal Competence - Cultural Competence - Resistance Skills - Peaceful Conflict Resolution Skills - Developing A Positive Identity - Drug & Violence Programs - Counseling - Character Education - Bullying Prevention - Health & Nutrition (Healthy body image, etc.)

For more resources visit 21st CCLC Youth Development - <https://www.azed.gov/21stcclc/youth-development>

★ The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B program is funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21stcclc/>

