

YOUTH DEVELOPMENT PROFESSIONAL DEVELOPMENT PASSPORT



Youth
Development
Resource
Center



A PASSPORT FOR YOUR PROFESSIONAL DEVELOPMENT JOURNEY

WHAT

A youth development professional is an extraordinary individual who helps to guide youth to master skills, develop relationships, and move to new levels of thinking and understanding about themselves and the world.

The Michigan Afterschool Partnership and the State of Michigan offer the Michigan Youth Development Associate Certificate and Credential Program (MI-YDA) to advance and validate your skills as a youth development professional.

Applying for the MI-YDA Certificate and Credential is a commitment to professionalism in the out-of-school time field. Working toward the credential can be a rewarding experience. It offers candidates opportunities to:

- ▶ Be prepared to work with school-age children and youth.
- ▶ Appropriately support youth in their development.
- ▶ Create a professional development work plan.
- ▶ Increase knowledge and skills through focused professional development.
- ▶ Receive acknowledgment for education and experience working with students in out-of-school time programs.
- ▶ Improve the quality of youth development programs.



THE MI-YDA CERTIFICATE REQUIRES:

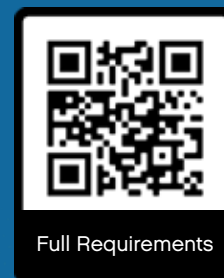
- ▶ Complete and document 40 hours of training within the past 3 years
- ▶ Complete 240 hours of work/volunteer experience with youth in out-of-school time programs within the past 3 years



THE MI-YDA CREDENTIAL REQUIRES:

- ▶ Complete and document 120 hours of training within the past 5 years
- ▶ Complete 480 hours of work/volunteer experience with youth in out-of-school time programs within the past 5 years

The Michigan Youth Development Associate Certificate and Credential is valid for 3 years from the date of issuance. The certificate must be renewed every 3 years thereafter. The date of issuance and the date of expiration are printed on the certificate. Keep a record of new trainings you attend to use towards your MI-YDA renewal.



COSTS

\$35 FOR THE CERTIFICATE

\$299 FOR THE CREDENTIAL

Full requirements can be found:
<https://www.MI-YDA.org>



Here are some questions you may have on your certified youth development professional journey!

WHY SHOULD I GET CERTIFIED?

- Getting certified or credentialed as a Youth Development Professional will strengthen your career path and skillset!
 - ▶ I will be better prepared to work with youth
 - ▶ I will know how to appropriately support young people in their development
 - ▶ I will create a professional development work plan for myself
 - ▶ I will increase my knowledge and skills
 - ▶ I will receive an acknowledgment from the State of Michigan and Michigan Afterschool Partnership for professional development and my experience working with youth in out-of-school time programs
 - ▶ I will improve the quality of the youth development programs I work in
 - ▶ I will be able to put this credential on my resume and use it to advocate for a raise for myself
-

WILL I GET A PAY RAISE IF I GET CERTIFIED?

- You can use the certificate to advocate for a pay raise with your employer or seek a job with a higher wage certification.
 - Also, we can strengthen afterschool advocacy together! Certification allows us as youth development professionals to advocate for higher wages and recognition for the field of youth development.
 - The certification is something you can take with you as you continue on your professional journey with different organizations, so you can pursue a higher paying position in the field.
-

WILL MY PROGRAM GET MORE FUNDING IF OUR STAFF ARE CERTIFIED?

- If you are a program director, you can advocate with funders for funding streams that allow for higher staff wages, because your program staff have demonstrated commitment to skill development.
- And, afterschool networks can better advocate for the field of youth development and for increased funding for programs when more youth development professionals are certified.
- Licensed programs receiving Child Care Subsidies may qualify for a higher rating in the Great Start Quality Rating and Improvement System which equals a higher subsidy rate and access to some grants. www.greatstarttoquality.org

ARE THERE SCHOLARSHIPS AVAILABLE?

- ▶ Career and Technical Education Students may be able to access a scholarship.
- ▶ Michigan AEYC - T.E.A.C.H. has a MI-YDA Credential scholarship available.

<https://www.miaeyc.org/professional-development/t-e-a-c-h-scholarships/scholarship-information/miydascholarship/>



I'M A PROGRAM MANAGER? WHY SHOULD I EARN A CERTIFICATE?

- To guide and mentor your staff through the process. You will learn the system and guide your staff through earning a certificate too. The MI-YDA system allows for you to become a coach without first earning a certificate or credential.
- To advocate with funders and policymakers for increased resources.
- Because your program will be better qualified for state funding. Your program will be better able to pass licensing requirements and participate in Great Start to Quality's star rating program which lets parents know you offer high-quality care. This may qualify your program for state subsidies and reimbursements.

WHAT IF I HAVEN'T GRADUATED HIGH SCHOOL YET? CAN I STILL EARN A CERTIFICATE OR CREDENTIAL?

Absolutely! The MI-YDA is open to anyone interested in developing skills for supporting youth and families in youth development, afterschool and summer learning programs. This can be a great way to try out the career and see if it's a good fit for you. Through Career and Technical Education (CTE) at your high school, you may be able to earn college credits for the credential while still in high school.

I ALREADY HAVE A COLLEGE DEGREE TO WORK IN THE FIELD OF YOUTH DEVELOPMENT.

- Even if you already have a bachelor's or master's degree, earning the MI-YDA can signal that you are committed to lifelong learning and skill development as a youth development professional.
- There is always something to learn about working with youth, managing a program, and supporting staff, youth and families.
- Even if you don't pursue a certificate or credential, the MI-YDA system allows for you to register and coach others to earn their certificate or credential.



DOES CERTIFICATION OF YOUTH DEVELOPMENT PROFESSIONALS INCREASE THE QUALITY OF YOUTH PROGRAMMING?

Research shows that participation in a continuous quality improvement process, like the Weikert Center for Youth Program Quality Intervention, increases quality. Workshops you attend like the YPQA Basics, Youth Work Methods, and Social-Emotional Learning do count towards certification.

WHERE CAN WE FIND FREE OR LOW-COST TRAININGS?

Free or low-cost trainings are offered by:

- ▶ Michigan Afterschool Partnership
- ▶ Your local afterschool network - the Youth Development Resource Center in Detroit and Southeastern Michigan, the Kalamazoo Youth Development Network in Kalamazoo and Calhoun Counties, and the Expanded Learning Opportunities Network in Kent County
- ▶ Michigan Afterschool Association
- ▶ Youth4Youth.gov

When you sign-up for the MiRegistry system, you also get access to many training opportunities being offered across the state, including free and virtual options.

DO INTERNAL STAFF TRAININGS AT MY ORGANIZATION COUNT, OR CAN STAFF ONLY GET CREDIT FOR PROFESSIONAL DEVELOPMENT TRAININGS OFFERED BY AN OUTSIDE TRAINER?

Internal staff trainings can count towards a certificate or credential, but you will need to log those trainings into the Mi-Registry system.

IF I GET THE MI-YDA CERTIFICATE OR CREDENTIAL, WILL I GET A PAY RAISE FROM MY EMPLOYER?

Although a pay raise will not be automatic, we do encourage you to advocate for a pay raise with your employer after you finish the certificate. The certificate is a sign that you take your skills seriously and are dedicated to using quality youth development practices in your work with youth and families.

Program managers who support their staff to complete the certificate are encouraged to offer a pay raise or incentive to employees who complete the certificate program, as well as create a pay scale that creates incentives for employees who further their training and education through certification or credentialing.

CAN I ADD THIS TO MY RESUME OR MY LINKEDIN PROFILE?

Absolutely! Promote that you received the Michigan Youth Development Associate Certificate or Credential.

I NEED TO GET CEUS OR SCHEs TO GET OR STAY LICENSED AS A SOCIAL WORKER OR TEACHER. HOW DOES THIS HELP?

You can look for workshops that will give you CEUs and SCECHs. In addition to updating your licensure, you can also earn the certificate. It's a win-win!

DOES THIS COUNT TOWARDS COLLEGE CREDITS?

The Michigan Department of Education is working on this and you can contact the Career and Tech Education Office to see which community colleges might currently accept the certificate or credential for credit towards an associates degree.

IS THERE A TIME LIMIT ON PROFESSIONAL DEVELOPMENT THAT COUNTS TOWARDS THE CERTIFICATE AND CREDENTIAL?

The time limit on professional development that counts is 3 years for the certificate and 5 years for the credential.

DOES HAVING STAFF WITH THE CERTIFICATE OR CREDENTIAL HELP AN ORGANIZATION BECOME STATE LICENSED (E.G. CHILD CARE CENTER, SCHOOL-AGE OST PROGRAM, ETC.)?

The MI-YDA credential will help an individual be qualified as a program director in a licensed center. With the credential, the program director does not have to have a college degree for site licensing. Supporting non-degreed staff to become credentialed may help with developing and sustaining a pipeline of talent.

IS IT POSSIBLE TO HAVE THE TRAINING COUNT TOWARD COLLEGE CREDIT, SUCH AS AT COMMUNITY COLLEGES?

More advocacy is needed to connect the MI-YDA to community college systems. Talk to your college about whether you can apply time spent on the certificate or credential to your degree, such as through an independent study course or internship placement. Also, college courses can count and the syllabi can be submitted if the course content aligns with one or more of the 10 Core Competencies.

DOES WORK/VOLUNTEER EXPERIENCE COUNT TOWARDS THE CERTIFICATE AND CREDENTIAL IF THEIR WORK EXPERIENCE IS PROGRAM MANAGEMENT AND NOT DIRECTLY SERVING YOUNG PEOPLE?

The certificate requires 120 hours and the credential requires 240 hours of paid or volunteer experience. Paid or volunteer hours can be at in-school or out-of-school time programs. The hours do need to be youth-facing. Youth-facing experience is beneficial for both front-line and program management roles. 50% of your work-based experience can be school day experience (e.g. teacher's assistant).

ORGANIZATIONS THAT HAVE TEACHERS OR SOCIAL WORKERS ON STAFF WOULD BE MOTIVATED BY KNOWING THAT A WORKSHOP THAT OFFERS SCECHS OR CEUS COULD GO TOWARDS THE MI-YDA CERTIFICATE/CREDENTIAL AND THE MAINTENANCE OF A TEACHING OR SOCIAL WORK LICENSE. IS THIS ALLOWABLE?

If you or your staff have a teaching or social work license to maintain, you can look for workshops that qualify for SCECHs or CEUs while also pursuing the MI-YDA. Any training related to the 10 Core Competencies counts.

If a training you attended is not in MI-Registry, a description of the workshop content and proof that you attended can be submitted through MI-Registry to be added to your transcript. College courses can count and the syllabi can be submitted. You can keep records of your courses or workshops and you can submit the records as a portfolio when you are ready to apply for the certificate or credential.

HOW DO I MAINTAIN MY CERTIFICATE OR CREDENTIAL? CAN I WORK TOWARDS THE CREDENTIAL AFTER GETTING THE CERTIFICATE?

Once you have received the certificate or credential, you need to renew it in 3 years. You will need an additional 40 hours of training over the next 3 or 5 years to renew. The cost is \$35 to renew the certificate and \$50 to renew the credential. After you get certificated, you can continue with training and work experience to earn the credential within the 5 years. Your \$35 certificate fee will count towards the credential fee.

HOW TO START YOUR PROFESSIONAL DEVELOPMENT JOURNEY



www.MI-YDA.org

1

Begin by setting up your account on the portal at www.MI-YDA.org

Hot tip: Use a personal email account so that your registration information stays the same if you change jobs.

2

Gather your essential documents, including workshop certificates.

Reach out to workshop presenters to see if they can send you a certificate, if you did not get one.

3

Review the 10 Core Competencies



Core Knowledge

- Define what youth development professionals need to know and be able to do to provide quality youth programming.
- Serves as the foundation for decisions and practices carried out by professionals in all settings and programs.
- The core knowledge and competencies establish a set of standards that support the professionalism of the youth development field.
- There are 10 content areas ensuring a comprehensive approach. Each content area describes the knowledge and skills professionals need in order to work with youth and their families.
- Each content area specifies ways in which professionals fully include youth from various ethnic, linguistic, and socioeconomic backgrounds as well as youth with special needs.
- Professionals increase their knowledge and skills in the content areas through ongoing training and education.

Core Competencies

The Michigan Youth Development Associate Certificate and Credential are based on the National AfterSchool Association (NAA) Core Knowledge, Skills, and Competencies for Out-of-School Time Professionals (CKSCs).

- This research-based framework describes the dispositions, knowledge, skills, and competencies individuals need to provide high-quality out-of-school time programming, support the learning and development of children and youth, and advance equity.
- Dispositions are a set of attitudes, and knowledge reflects information and understanding, while skills and competencies are concrete, achievable, and establish standards of practice that strengthen individual skills and the overall profession.
- The CKSCs are grouped into 10 content areas. These content areas are categories of knowledge that are widely used in the field and based on research.

1. CHILD/YOUTH GROWTH AND DEVELOPMENT

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

2. LEARNING ENVIRONMENTS AND CURRICULUM

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

3. CHILD/YOUTH OBSERVATION AND ASSESSMENT

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

4. RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

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

5. YOUTH ENGAGEMENT, VOICE & CHOICE

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

6. EQUITY AND INCLUSION

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

7. FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

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

8. SAFETY AND WELLNESS

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

9. PROGRAM PLANNING AND DEVELOPMENT

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

10. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

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

The complete document can be found on the NAA website:
<http://naaweb.org/resources/core-competencies>



Create Your Professional Development Pathway

WHO ARE YOU?

- A staff member at an afterschool program
- A program instructor in a specialized youth program like Science, Technology, Engineering, Math (STEM), Creative Youth Development and Arts, or Mentoring
- A counselor at a summer camp or program
- High school student who wants to work in afterschool programs or summer camps
- A college student who is thinking about a youth development career
- A program manager
- Other _____

WHAT IS MY WHY FOR BECOMING CERTIFIED AS A YOUTH DEVELOPMENT PROFESSIONAL?

WHAT DO I WANT TO LEARN MORE ABOUT?

WHAT ARE 3 SKILLS I WANT TO DEVELOP?

WHAT ARE 3 WAYS I CAN ADVOCATE FOR MYSELF AS A YOUTH DEVELOPMENT PROFESSIONAL?

WHAT ARE 3 WAYS I CAN ADVOCATE FOR YOUTH, FAMILIES AND OUR FIELD?

WHERE ARE 3 PLACES I CAN LOOK FOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES?

MY PERSONALIZED PASSPORT TO CERTIFICATION

<p>EXAMPLE WORKSHOP TITLES</p> <p>These are example workshop titles. MiRegistry and your afterschool network have many more workshops that align with the 10 Core Competencies.</p>	<p>WORKSHOPS THAT I WOULD LIKE TO TAKE</p> <p>Brainstorm or Look at MiRegistry for workshops that appeal to your learning goals</p>	<p>MY COMPLETED WORKSHOP(S)</p> <p>Use this space to write down workshops you have completed in the past 3 years. These may count towards your MiYDA certification or credential.</p>
<p>CORE COMPETENCY: CHILD/YOUTH GROWTH AND DEVELOPMENT</p>		
<ul style="list-style-type: none"> ■ Youth Development 101 ■ Youth Voice & Choice* ■ Ask-Listen-Encourage* ■ Structure & Clear Limits* ■ Emotion Coaching* ■ Cultivating Empathy* ■ Positive Behavior Management ■ Focusing on Children with Special Needs ■ Stages of Social Emotional Learning ■ Stages of Child and Adolescent Development 		
<p>CORE COMPETENCY: LEARNING ENVIRONMENTS AND CURRICULUM</p>		
<ul style="list-style-type: none"> ■ Cooperative or Active Learning* ■ Planning & Reflection* ■ Project Based Learning ■ Civic Learning and Engagement ■ College and Career Readiness ■ Incorporating STEM in Out-of-School Time ■ Infusing Summer Camp with Math and Literacy through Games ■ Effective Literacy Strategies ■ Supporting English Learners 		
<p>CORE COMPETENCY: CHILD/YOUTH OBSERVATION AND ASSESSMENT</p>		
<ul style="list-style-type: none"> ■ Homework Help* ■ Ask-Listen-Encourage* ■ Exploring Individual Differences: Implementation for Programming ■ Assessing School-Age Children with Special Needs 		

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MY COMPLETED WORKSHOP(S)

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CORE COMPETENCY: RELATIONSHIPS AND INTERACTIONS WITH CHILDREN AND YOUTH

- Ask Listen Encourage*
- Reframing Conflict*
- Building Community*
- Cultivating Empathy*
- Emotion Coaching*
- Conflict Resolution
- Curbing Bullying
- Helping Children with Autism be Successful in Afterschool Programs
- Building a Culture of Belonging
- Promoting Positive Peer Interactions
- Supporting LGBTQ Youth

CORE COMPETENCY: YOUTH ENGAGEMENT, VOICE & CHOICE

- Youth Voice & Choice*
- Fostering Teamwork*
- Building Community*
- Homework Help*
- Service Learning
- Creating Clubs, Special Events, and Field Trips
- Youth-Driven Spaces

CORE COMPETENCY: EQUITY AND INCLUSION

- Anti-Racism in Out-of-School Time Programs
- Promoting Diversity, Equity and Inclusion in Program Activities
- Cultural Responsiveness and Agility
- Supporting English Language Learners
- Cultivating Belonging
- Supporting LGBTQA+ Youth
- Recruiting and Supporting Diverse Staff

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CORE COMPETENCY: FAMILY, SCHOOL, AND COMMUNITY RELATIONSHIPS

- Autism 101: Supporting Families
- Building Relationships with School Staff
- Connecting with Community Partners
- Family Engagement Strategies
- Including Caregivers in the Conversation

CORE COMPETENCY: SAFETY AND WELLNESS

- CPR and First Aid
- Supporting Youth with Type 1 Diabetes
- Promoting Healthy Habits with Children and Youth
- Mental Health First Aid
- Nutrition and Physical Activity
- Trauma Informed Care and Healing Centered Practices
- Managing Blood Borne Pathogens

CORE COMPETENCY: PROGRAM PLANNING AND DEVELOPMENT

- Program Quality Assessment (PQA) Basics
- Summer Learning Program Quality Assessment (SLPQA) Basics
- Planning with Data
- Quality Coaching
- Cultivating Empathy
- Emotion Coaching
- Managing Complex Change
- Financial Planning / Fiscal Management
- Effective Schedules and Staff Roles
- Managing Your 21st CLCC Program
- Summer Starts in September
- Summer Planning Bootcamp

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MY COMPLETED WORKSHOP(S)

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CORE COMPETENCY: PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- Program Quality Assessment (PQA) Basics*
- Planning with Data*
- Quality Coaching*
- Career Pathways for Students
- College & Career Readiness
- Overcoming Burnout
- Professional Code of Ethics
- Managing Budgets
- Grant Writing
- Assessing Leadership Styles on your Team
- Conflict Management
- Social Emotional Coaching for Staff

* Indicates this workshop is from the David P. Weikert Center for Youth Program Quality's Youth Program Quality Intervention, Youth Work Methods, and Social Emotional Learning Methods. These workshops may be available from your local youth development network.



VISUALIZING YOUR PROFESSIONAL DEVELOPMENT PATHWAY

With the help of this Professional Development Pathways Passport, MiRegistry.org, and the quality improvement staff at your state and local afterschool networks, you can Choose Your Own Professional Development Adventure!

Here are sample professional development pathways based on different roles in the out-of-school time sector. Use these as inspiration for your own customized journey!

PROGRAM DIRECTOR

- ▶ Stages of Child and Adolescent Development
- ▶ Supporting English Language Learners
- ▶ Assessing School-Age Children with Special Needs
- ▶ Conflict Resolution
- ▶ Youth-Driven Spaces
- ▶ Recruiting and Supporting Diverse Staff
- ▶ Connecting with Community Partners
- ▶ Mental Health First Aid
- ▶ Fiscal Management
- ▶ Assessing Leadership Styles on Your Team

STEM OR CREATIVE ARTS INSTRUCTOR

- ▶ Youth Development 101
- ▶ Project Based Learning
- ▶ Program Quality Assessment (PQA) Basics
- ▶ Helping Children with Autism Be Successful in Afterschool
- ▶ Youth Voice & Choice
- ▶ Promoting Diversity, Equity and Inclusion in Program Activities
- ▶ Building Relationships with School Staff
- ▶ Trauma Informed Care & Healing Centered Practices
- ▶ Cultivating Empathy
- ▶ Professional Code of Ethics

SITE MANAGER

- ▶ Structure & Clear Limits
- ▶ Building Community
- ▶ Youth Program Quality Assessment (YPQA) Basics
- ▶ Promoting Positive Peer Interactions
- ▶ Youth Voice & Choice
- ▶ Anti-Racism in OST
- ▶ Including Caregivers in the Conversation
- ▶ Managing Blood Borne Pathogens
- ▶ Quality Coaching
- ▶ Overcoming Burnout

SUMMER CAMP COUNSELOR

- ▶ Structure & Clear Limits
- ▶ Infusing Summer Camp with Math and Literacy through Games
- ▶ Exploring Individual Differences: Implementation for Programming
- ▶ Creating a Culture of Belonging
- ▶ Fostering Teamwork
- ▶ Cultural Responsiveness and Agility
- ▶ Family Engagement Strategies
- ▶ CPR & First Aid
- ▶ Summer Planning Bootcamp
- ▶ Conflict Resolution



**HAVE MORE QUESTIONS OR WANT SOMEONE
TO WALK YOU THROUGH THE PROCESS?**

EMAIL: MICHIGANYDA@GMAIL.COM



CREDIT TO REVIEWERS:

Members of MASP Mi-YDA Committee
Members of YDRC's Improvement & Impact Committee and Provider Network
Michigan Afterschool Partnership staff
Youth Development Resource Center staff
Michigan Department of Education staff
David P. Weikert Center for Youth Program Quality

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