

## Washington State Related Degree and Approved ECE Credit Description

DEL has a centralized education verification process for Washington State. All education applications are verified at Centralia College including education applications, education exemption applications and education requirements for state-approved trainer applications. This centralization ensures that expert staff members are reviewing all transcripts and course descriptions using the same criteria. You will notice that on both the Washington State Career Lattice and the requirements for trainer levels, education requirements specify Early Childhood Education (ECE) or a related degree.

A strong professional development system is the foundation for providing quality care and ensuring positive outcomes for children and families. In August 2011, The Department of Early Learning (DEL) adopted a new quality assurance process for state-approved trainers who grant STARS hours to professionals. Applications are now available to become a state-approved trainer through our state registry, MERIT. In February 2012, the Washington State Career Lattice for Early Care and Education and School-Age Professionals (Career Lattice) became embedded in MERIT. The Career Lattice recognizes education and training accomplishments that align to career opportunities for ECE and school-age professionals through a continuum of 15 professional steps along a career pathway.

**Working Definition for Washington State:** The following are criteria for determining when a degree in a related field meets the professional development requirements for Washington State. This definition applies to the new quality assurance process for state-approved trainers as well as the Career Lattice. Approved ECE Credits uses the same competency-based model and will be assessed by state education verifiers.

**Requirement:** College coursework that teaches to and assesses for one or more of the Core Knowledge Areas\* listed below will be accepted as work completed in the field of ECE. Course titles, descriptions, and syllabi may be used to determine which Core Knowledge areas are addressed.

In order for State-Approved Trainer Applicants and Professionals to meet the ECE related degree requirement, (s)he must:

1. Hold an Associate's, Bachelor's or Advanced Degree from an **accredited** institution.
2. Demonstrate completed course work and a *minimum of two college credits* in **each** of the following Core Knowledge Areas pertaining to children birth to 8:
  - Child Development
  - Observation, assessment, and documentation
  - Health, safety, and nutrition
  - Guidance and relationships
  - Curriculum and teaching strategies
  - Partnerships with families and communities
  - Professionalism

*Please note that college credits are reflected as quarterly college credits. Comparable semester credits will equate to 20 hours of instruction.*

### 1. What degrees are defined as "related"?

Rather than specifying specific degrees that are considered "related", our education verifiers will review whether the 7 listed competencies have been met by college coursework rather than labeling certain degree types (such as a degree in psychology or social work) as "related" for those professionals that work with children birth through age 8. What this means for degrees outside of ECE departments is that education verifiers will screen to ensure that at least 2 college credits have been completed in the 7

competency areas. For example, a professional could have a degree in any program of study and still meet the related degree criteria if all 7 competency areas had been met by college coursework.

**2. Are certain degrees considered related without assessing for the competency levels?**

Yes, degrees that are granted by accredited institutions in Washington State in early childhood education departments are considered "related" without additional investigation into specific coursework.

**3. How are ECE related credits determined?**

ECE related credits are determined using the same competency-based criteria for coursework taken outside of ECE departments. For example, if a child development course was taken through a psychology department, the education verifiers would review the course description and determine whether the course met the requirements of the corresponding competency area. College coursework completed through ECE departments is automatically determined as ECE related credits. Within the MERIT education application, professionals can specify ECE, school-age and business related credits. When this option is chosen, professionals are prompted to fill out course description information which is reviewed and approved by education verifiers. The determination of specific ECE and/or school-age credits is required for verification of certain steps on the Washington State Career Lattice.

**4. What if I have taken training and/or feel that my professional experience is equivalent to college coursework in the listed competency areas?**

DEL encourages trainers and professionals to further investigate whether high quality training and professional experience translates into college credits. In Washington State, there is an option in our higher education system to assess and award credit for prior learning. Prior Learning Assessment is a means of determining whether or not the knowledge, skills, and abilities a student has gained through prior learning match the knowledge, skills, and abilities a student would gain by completing a specific course. Faculty in ECE departments at state community and technical colleges are available to review requests and meet with professionals to discuss whether training and professional experience meets the criteria. If prior learning is approved, college credit is granted with fees assessed per credit. For more information on Washington community and technical colleges, visit: <http://checkoutacollege.com>.

**5. How do the related degree criteria work for determining my step on the Washington State Career Lattice?**

The Career Lattice specifies a number of credits that must be attained in the ECE or school- age related field. Education verifiers use the competency-based criteria to further investigate whether coursework meets the criteria for ECE or school-age approved credits. In order to meet particular steps on the Career Lattice, professionals must fulfill the listed number of credits. For example to meet the criteria for Step 8, professionals must demonstrate, by official transcript, completion of 65 college credits and 30 of these credits must be approved ECE or school-age college credits. Please see the question above on *how ECE credits are determined* for more detail on Career Lattice verification.

**6. What if my degree is in a school-age related field?**

Please refer to the criteria for determining school-age related degrees and approved credits.

## **Washington State Guidelines for Determining “Related Degree” and Approved School-Age (SA) Credits**

A strong professional development system is the foundation for providing quality care and ensuring positive outcomes for children and families. In August 2011, The Department of Early Learning (DEL) adopted a new quality assurance process for state-approved trainers who grant STARS hours to professionals. Applications are now available to become a state-approved trainer through our state registry, MERIT. In February 2012, the Washington State Career Lattice for Early Care and Education and School Age Professionals (Career Lattice) became embedded in MERIT. The Career Lattice recognizes education and training accomplishments that align to career opportunities in the field through a continuum of 15 professional steps along a career pathway.

Both of these system components require a definition of the term “related degree” as it is referenced as a trainer requirement at various trainer levels and in the Career Lattice. The Career Lattice and trainer level requirements reference the term “related degree” and “approved school age credits”.

### **Working Definition for Washington State:**

The following are criteria for determining when a degree in a related field meets the professional development requirements for Washington State. This definition applies to the new quality assurance process for state-approved trainers as well as the Career Lattice. Approved SA Credits must fall within the same competency based model and will be assessed by state education verifiers.

**Requirement:** A combination of college coursework and verified training that teaches to and assesses for one or more of the Core Knowledge Areas listed below will be accepted as work completed in the field of SA. Course and training titles, descriptions, and syllabi/training materials may be used to determine which Core Knowledge areas are addressed.

In order for State-Approved Trainer Applicants and Professionals to meet the SA related degree requirement, (s)he must:

1. Hold an Associate's, Bachelor's or Advanced Degree from an **accredited** institution.
2. Demonstrate a combination of completed, verified training and/or coursework that demonstrates a *minimum of two college credits* in **each** of the following Core Knowledge Areas which pertain to children and youth ages 5-18 years.

- **Child Adolescent Growth and Development**

DESCRIPTION: Acceptable training or college coursework covering developmental stages for 5-18 year-olds, that includes a focus on areas such as brain development/cognition, physical and social characteristics and needs, associated developmental behaviors, introduction to several developmental theorists, curriculum/program activities to address development and needs and behaviors/learning related to unmet needs.

- **Learning Environments and Curriculum**

DESCRIPTION: Acceptable training or college coursework covering learning environments and curriculum for 5-18 year-olds, that includes a focus on areas such as creating culturally competent environments and curriculum meeting each child and youth's needs, capabilities, and interests by addressing topics like: school day academic standards and subject based curriculum; curriculum assessment; development and evaluation; teaching techniques; training on a specific curriculum; curriculum development focusing on physical, social and cognitive activities; youth leadership and involvement in program planning; implementation and evaluation; developmentally and culturally appropriate environment and curriculum; conflict resolution and communication skills; and curriculum development for creative expression.

- **Child/Adolescent Observation and Assessment**

*Core Knowledge Areas align with the Washington State Core Competencies for Child and Youth Development Professionals. Criteria for related degree and approved credits was developed in partnership with School's Out Washington.*

DESCRIPTION: Acceptable training or college coursework covering child/adolescent observation and assessment for 5-18 year olds, that includes a focus on areas such as Child/Youth Development Program (CYDP) observation and assessment skills of what children and youth know and can do, as well as program assessor reliability and skills in order to identify quality programming and curriculum that meets the developmental and learning needs of children and youth.

- **Families, Communities and Schools**

DESCRIPTION: Acceptable training or college coursework covering partnerships with families, communities and school partnerships in the school-age setting that includes a focus on areas such as working collaboratively and encourages community's involvement with child/youth development. Topics may include: project collaboration and relationship building; school day standards; curriculum alignment; culturally competent and responsive family communication and outreach; culturally competent and responsive community communication and outreach; health parenting; building public will regarding child and youth development; and school-grade transitions.

- **Safety and Wellness**

DESCRIPTION: Acceptable training or college coursework covering safety and wellness for 5-18 year-olds, that includes a focus on areas such as regulations, environmental safety and family and child/youth mental, emotional, and physical health. Topics may include healthy eating and living, sex and sexuality, bullying, healthy decision making, drug and alcohol prevention/intervention, new licensing requirements and supporting child/youth resiliency.

- **Interactions with Children/Youth**

DESCRIPTION: Acceptable training or college coursework covering interactions and positive relationship building between adults and children/youth and between children/youth 5-18 years old that includes a focus on areas such as culturally competent approaches, social skill building activities and how to facilitate them effectively, and skill building for enhancing group experiences.

- **Program Planning and Development**

DESCRIPTION: Acceptable training or college coursework covering program planning and development for 5-18 year-olds, that includes a focus on areas such as establishing, implementing and evaluating child/youth development programs. Topics may include: youth voice and leadership, culturally competent and responsive program development, personnel and fiscal management, and using assessment data to prioritize quality improvements.

- **Professional Development and Leadership**

DESCRIPTION: Acceptable training or college coursework covering professional development and leadership for 5-18 year-olds, that includes a focus on areas such as self-reflection; career development; ethics; problem solving and decision making; conflict resolution skills with children/youth, families, school personnel and community members; professional boundaries; mentoring, coaching and supervising adults; and adult learning methodology.

1. **What degrees are defined as "related"?**

Rather than specifying specific degrees that are considered "related", our education verifiers will review whether the 8 listed competencies have been met by college coursework or applicable training rather than labeling certain degree types (such as a degree in psychology or social work) as "related" for those professionals that work with children and youth ages 5-18 years. What this means is that education verifiers will screen to ensure that at least 2 college credits have been completed in the 8 competency areas and/or there is sufficient training that meets the stated requirements. For example, a professional could have a degree in any program of study and still meet the related degree criteria if all 8 competency areas had been met by college coursework and training combinations.

*Core Knowledge Areas align with the Washington State Core Competencies for Child and Youth Development Professionals. Criteria for related degree and approved credits was developed in partnership with School's Out Washington.*

## **2. Are certain degrees considered related without assessing for the competency levels?**

Yes, a current teaching certificate with an endorsement in K-12, P-3, Family and Consumer Science Education and Special Education will meet requirements without further examination of coursework and/or training.

## **3. How are SA related credits determined?**

SA related credits are determined using the same competency-based criteria for coursework and training. For example, if a child/youth development course was taken through a psychology department, the education verifiers would review the course description and determine whether the course met the requirements of the corresponding competency area. Within the MERIT education application, professionals can specify ECE, school-age and business related credits. When this option is chosen, professionals are prompted to fill out course description information which is reviewed and approved by education verifiers. The determination of specific ECE and/or school-age credits is required for verification of certain steps on the Washington State Career Lattice.

## **4. What if I have taken training and/or feel that my professional experience is equivalent to college coursework in the listed competency areas?**

DEL encourages trainers and professionals to further investigate whether high quality training and professional experience translates into college credits. In Washington State, there is an option in our higher education system to assess and award credit for prior learning. Prior Learning Assessment is a means of determining whether or not the knowledge, skills, and abilities a student has gained through prior learning match the knowledge, skills, and abilities a student would gain by completing a specific course. Faculty in state community and technical colleges are available to review requests and meet with professionals to discuss whether training and professional experience meets the criteria. If prior learning is approved, college credit is granted with fees assessed per credit. For more information on Washington community and technical colleges, visit: <http://checkoutacollege.com>.

## **5. How does the related degree criteria work for determining my step on the Washington State Career Lattice?**

The Career Lattice specifies a number of credits that must be attained in the ECE or school- age related field. Education verifiers use the competency-based criteria to further investigate whether coursework meets and/or training meets the criteria for ECE or school-age approved credits. In order to meet particular steps on the Career Lattice, professionals must fulfill the listed number of credits. For example to meet the criteria for Step 8, professionals must demonstrate, by official transcript, completion of 65 college credits and 30 of these credits must be approved ECE or school-age college credits. Please see the question above on *how ECE credits are determined* for more detail on Career Lattice verification.

## **6. Why is a combination of college coursework and verified training acceptable for school-age related degree criteria, but not for early care and education related degree criteria?**

At this time, there is not wide availability of standardized coursework for school-age professionals in Washington State. The before and after school system is working to professionalize the field and increase the availability and quality of coursework to meet the needs of school-age professionals. Creation of a standardized school-age credential by 2015 is one strategy in Washington's Race to the Top – Early Learning Challenge Grant proposal. For the current standards, combinations of qualified training and/or college coursework can be used to meet criteria. Please review the menu of sample coursework/training to meet school-age related degree and credit requirements.

**Menu of sample\* coursework/training to meet SA related degree and credit requirements**

\*The following includes coursework and training examples that satisfy the related degree and approved credit requirements. This list contains common examples, but is not all inclusive.

**Child Adolescent Growth and Development**

**Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 2 or more college credits in Youth Development; 4-H/University Extension classes; offered through several state universities; part of Professional Research & Knowledge Taxonomy for 4-H Youth Development series. This course covers 5- 18 developmental stages, brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, several developmental theorists, comparisons and contrasts of theorists, Maslow's hierarchy of needs, curriculum/program activities to address needs, behaviors related to unmet needs, Search Institute's 40 Developmental Assets, and collaboration across multiple community agencies approach to meeting needs.
- 2 or more college credits in Human Growth and Development; (required for elementary or secondary teaching certificates); covers birth – adulthood developmental stages related to brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, and compares multiple developmental theories.
- 2 or more college credits in Developmental Psychology; covers birth – adulthood psychological developmental stages, behaviors, characteristics, needs, several developmental theorists, and cross cultural considerations.
- 20 hours or more of Developmentally Appropriate Practices (DAP) workshops- includes ages 5- 18 developmental stages, brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, some developmental theorists, comparisons and contrasts of theorists, Maslow's hierarchy of needs, curriculum/program activities to address needs, Matching Curriculum to age – with age levels specified.
- 20 hours or more of Family Life and Sexual Health (FLASH) Training of Trainers; workshops focus on 5- 18 developmental stages, brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, primary puberty ages 5-10, secondary puberty ages 10-18; birth control, sexually transmitted disease prevention, gender identity development, gender orientation preferences including heterosexual, homosexual, bisexual, addressing issues and answering questions in ways that address facts, feelings, fallacies and values, cross cultural considerations and acceptance of differences.

**2 or more needed, or total of 20 hours in order to meet requirement**

- 2 or more college credits in - Human Reproduction and Development; covers birth – adult physical development, social characteristics, associated behaviors to expect, primary puberty ages 5-10, secondary puberty ages 10-18; birth control, sexually transmitted disease prevention, gender identity development, and gender orientation preferences.
- 10 or more hours - Kids Voting – Teacher Training program in schools\_– covers design, implementation and outcomes for democratic processes for children 5-18.
- 10 hours or more -Developmentally Appropriate Practices (DAP) workshops- includes ages 5- 18 developmental stages, brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, some developmental theorists, comparisons and contrasts of theorists, Maslow's hierarchy of needs, curriculum/program activities to address needs, Matching Curriculum to age – with age levels specified.
- 10 hours or more - Family Life and Sexual Health (FLASH) Training of Trainers; workshops focus on 5- 18 developmental stages, brain/cognitive changes, physical and social characteristics and needs, associated behaviors to expect, primary puberty ages 5-10, secondary puberty ages 10-18; birth control, sexually transmitted disease prevention, gender identity development, gender orientation preferences including heterosexual, homosexual, bisexual, addressing issues and answering questions in ways that address facts, feelings, fallacies and values, cross cultural considerations and acceptance of differences.

## Learning Environments and Curriculum

### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 2 college credits or more – Elementary Education Curriculum Methods Classes – cover various subjects for ages 5-12 including reading, math, science, music, art, physical education, cultural competency and others.
- 2 college credits or more – Secondary Education Curriculum Methods Classes – cover various subjects at middle school and high school level, ages 12-18, including reading, math, science, music, art, physical education, cultural competency and others.
- 20 hours or more - Juggling for Success workshops and or Training of Trainers; covers stages and styles of learning for ages 5-18; coordination and physical skills development, scaffold learning strategies, and engagement with learning.
- 20 hours or more - Creative Curriculum for School-age Programs – covers environments and curriculum design for ages 5-12; meeting each child and youth's needs, capabilities, and interests.
- 20 hours or more Program Quality Assessment (PQA), Youth Worker Methods Training of Trainers – Highscope/Weikart Center's 10 modules of basic quality elements needed for School-age or Youth programs serving ages 5-18.
- 20 hours or more - Enhancing Play with School-Age Children – covers learning centers, classroom materials and strategies for engaging the interests of 5-12 year olds.
- 20 or more hours - Kids Voting – Teacher Training program in schools – covers curriculum design, implementation and outcomes from using democratic processes with children 5-18.

### **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more - All over the World; Global Learning Curriculum –National Summer Learning Association training of trainers for ages 9 – 12; covers multiple perspectives; appreciation for diversity; cross cultural approaches to problem solving; online learning platforms.
- 10 hours or more - Building Global Competence Curriculum – Asia Society training for ages 5 – 18; covers afterschool program curriculum strategies; project approaches; cross cultural approaches to problem solving.
- 10 hours or more – Reading is Cool, training of trainers for ages 5 – 12; covers experiential learning methodology and environment enrichment approaches for supporting literacy development in afterschool settings.
- 10 hours or more –Math is Cool training of trainers for ages 5 – 12; covers experiential learning methodology and environment enrichment approaches for supporting mathematical and logical thinking development in afterschool settings.
- 10 hours or more –Science is Cool training of trainers for ages 5 – 12; covers experiential learning methodology, inquiry method and environment enrichment approaches for science learning in afterschool settings.
- 10 hours or more - Every Day Math Training of Trainers; for ages 5 – 18; Seattle Public Schools preferred curriculum.
- 10 hours or more - Strategic Tutoring Training for ages 5 – 18; covers homework help strategies; problem solving approaches; resources, basic curriculum/age level expectations for grades k-12
- 10 hours or more - Puppetry in Child Care- for ages 5 – 12; covers enhancing dramatic play opportunities; puppet construction; scripts; stage sets.
- 2 or more college credits - Introduction to Art and Artists – covers art history, styles and visual art elements including line, shape, color and cultural traditions.
- 10 hours or more - Starting Small – for ages 2 – 8; Teaching Tolerance curriculum – covers cultural identity development; activities that teach appreciation for the cultures of self and others.
- 10 hours or more - SOAR multicultural curriculum – for ages 12 – 18; covers cultural identity, activities designed to foster an appreciation for diversity, youth leadership development.
- 10 hours or more - YMCA Agency Curriculum – covers inclusion of youth in program design and decision making responsibilities, leadership development of youth ages 12-18.
- 10 hour or more - Graffiti Wall-Foundations Inc. – covers youth expression through literacy and art activities, leadership development of youth ages 5-18.
- 10 hours or more - Kids Voting program in the schools – see above.
- 10 hour or more - Public Speaking for Children and Youth – covers oral presentation planning, practice and reflections for improvements for youth ages 5-18.

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- 10 hour or more - Leadership and Resiliency Program – covers instructional strategies for ages 10-18 to implement Substance Abuse and Mental Health Services Administration's (SAMHSA) best practices within a youth program.

### **Child/Adolescent Observation and Assessment**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 2 or more college credits - Observational Study/Methods – all ages, birth - adult; covers reliable observation techniques and objective narrative writing.
- 20 hours or more - National Afterschool Association Endorser Training – for ages 5 – 15; covers all core competency areas, self-study process for community including host school or agency, staff, children and families; quality improvement action planning and ratings; quality assessment reliability; and community meeting facilitation skills.

#### **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more - Program Quality Assessment (PQA) External Assessors Training – ages 5 -18; covers reliable observation techniques and objective narrative writing relevant to all 10 areas of the assessment; planning with data.
- 10 hours or more - PQA Basics Training – ages 5 -18; covers overview of the assessment and improvements system.
- 10 hours or more - Youth Program Quality Training of Consultants – ages 5 -18; covers onsite coaching and training techniques; learning community meeting facilitation; application strategies for program staff taking PQA Methods workshops.
- 10 hours or more - National Council on Accreditation (COA) for School-age Endorser Training – ages 5 -12; covers all aspects of program quality; assessment; extra emphasis on administrative systems and procedures.
- 10 hours or more - School-age Environmental Rating Scale (SACERS) – ages 5 -18; covers reliable observation and rating.

### **Families, Communities and Schools**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 20 hours or more - Strengthening Families Futures Conference, SAMHSA – ages 5 -18; national level conference with workshops covering project collaboration and relationship building; school day standards, curriculum, alignment, behavior management approaches, etc.; culturally competent and responsive family communication and outreach; culturally competent and responsive community communication and outreach; healthy parenting.
- 20 hours or more - Strengthening Multi-cultural Families – ages 5 -18; covers cultural relevant; cross cultural; and multi-cultural approaches to parenting, and instructional strategies to implement parenting curriculum.

#### **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more - English Language Learners Curriculum Training Foundations Inc. - ages 5 -18; Project collaboration and relationship building; school day standards, curriculum, alignment; culturally competent and responsive family communication and outreach; culturally competent and responsive community communication and outreach; healthy parenting; and school-grade transitions (i.e. entering Kindergarten, 5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 12<sup>th</sup>, etc.).
- 10 hours or more - National Assoc. for Elem. School Principals Training of Trainers - ages 5 -18; Project collaboration and relationship building; school day standards, curriculum, alignment, behavior management approaches, etc.; culturally competent and responsive family communication and outreach; culturally competent and responsive community communication and outreach; healthy parenting; and school-grade transitions (i.e. entering Kindergarten, 5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 12<sup>th</sup>, etc.).
- 10 hours or more - Welcoming Schools Training of Trainers – ages 5 -18; covers cross cultural competency and understanding including race, sexual orientation, age, gender, socio-economics and ability.
- 10 hours or more - Service Learning- ages 10 -18; Community Based Learning Activities – covers community building strategies; project approach and elements; links to academic/graduation requirements

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- 10 hours or more - Working with Parents as Partners – ages 5 -18; covers strategies and techniques for communication, engagement and acknowledgement of parent contributions.
- 10 hours or more - Working with the Faith Community to Promote School Success and Parent Involvement - ages 5 -18; covers strategies and techniques for communication, engagement and acknowledgement of parent contributions.
- 2 or more college credits - Ethics – relevant to staff working with children ages birth - 18; covers cultural contexts of value systems; application of value systems; problem solving; individual and group decision making.
- 10 hours or more - Enhancing English Language Literacy in Non-English Speaking Families- ages 5 -18; for Parents and Children, covers multilingual literacy strategies.

### **Safety and Wellness**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 20 hours or more - Institute for Community Health Educators – ages 5 -18; covers healthy eating and living, sex and sexuality, bullying, healthy decision making, drug and alcohol prevention/intervention, new licensing requirements, supporting child/youth resiliency, curriculum design and instructional strategies for working with children, youth and families.

#### **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more - Nutrition and Self Care Training of Trainers – ages birth -18; comprehensive curriculum covers physical fitness activities, health, nutrition, community resources and involvement strategies, activities for the classroom and event planning strategies.
- 10 hours or more - Pathway to Excellence Healthy Youth Healthy Futures training – ages 5 -18; comprehensive curriculum covers physical fitness activities, health, nutrition, community resources and involvement strategies, activities for the classroom and event strategies.
- 10 hours or more - Comprehensive Health Education Foundation Annual Conference – ages 5-18; covers healthy eating and living, sex and sexuality, bullying, healthy decision making, drug and alcohol prevention/intervention, supporting child/youth resiliency.
- 10 hours or more - Talking About Training – ages 5-18; covers physical fitness activities, health, nutrition.

### **Interactions with Children/Youth**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 20 hours or more - PQA Methods Training of Trainers – ages 10-18; covers 1 on one and group interaction best practices for school-age and youth development program settings.
- 20 hours or more - SAPQA Methods Training of Trainers – ages 5-12; covers 1 on one and group interaction best practices for school-age and youth development program settings.
- 20 hour or more - Adventures in Peacemaking – ages 5-12; Developed by Educators for Social Responsibility – covers experiential learning methodology, social skill building activities, conflict resolution, appreciation for diversity, communication, expression of emotions, and classroom management.
- 20 hours or more - School Violence Prevention Institute – ages 5-18; covers causes, cultural considerations, social skill building activities, conflict resolution and instructional strategies to implement “Owning Up” curriculum.

#### **2 or more needed, or total of 20 hours in order to meet requirement**

- 2 credit college course – Personality - ages birth – adult covers development of personality, interactions; nature, nurture and psychosocial theories.
- 10 hours or more - Promoting Alternative Thinking Strategies –ages 5 -12; University of Washington's brain development based activities for individual children and groups.
- 10 hours or more - Positive Discipline for Parent Educators – ages 5-18;
- 10 hours or more - Parents that Care, Staying Connected with Your Teen
- 10 hours or more - Courageous Conversations Training of Trainers - ages 5-18;
- 10 hours or more - Critical Thinking for School-Age and Youth - ages 5-18;
- 10 hours or more - Violence / Bullying Prevention in the Schools - ages 5-18;

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- 10 hours or more - Active Communication with Children and Youth – - ages 5-18; covers cross cultural and cross age communication, listening skills and strategic questions.

### **Program Planning and Development**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 2 or more college credits in Youth Program Development; 4-H/University Extension classes – ages 5 – 18; offered through several state universities; part of Professional Research & Knowledge Taxonomy for 4-H Youth Development.
- 2 or more college credits in Equity, Access and Opportunity; 4-H/University Extension classes– ages 5 – 18; offered through several state universities; part of Professional Research & Knowledge Taxonomy for 4-H Youth Development.
- 2 or more college credits – School-age Program Administration & Management – ages 5 – 18; covers employee hiring and supervision, fiscal management, staff & parent handbook development, curriculum designs, and quality standards.
- 2 or more college credits - Curriculum Design– ages 5 – 18; covers school classroom academic course design, learning objectives, educational resources relevant to grades K – 12.
- 2 or more college credits - Cross Cultural Concepts of the Self or Cultural Studies – ages birth – adult; course descriptions vary; common elements are self-identity development, cultural differences, values, and power dynamics across cultural groups.
- 20 hours or more at Aspen Institute – 4 Day Seminar– ages 5 – 18; covers racial equity theory of change, community collaboration system approaches, historical dynamics and implications of racism.
- 20 hours or more Social Justice/Race/Poverty training by City of Seattle or YWCA – ages 5 – 18; covers history of social justice, recognizing and addressing stereotypes and biases, and applying equitable procedures and practices to interactions with others.
- 10 hours or more - Bridging Multiple Worlds- Cultural Competency – ages 5 – 18; by Thrive Point/California Tomorrow - Curriculum for youth– covers social justice, cultural identity, and activities for 5-18 year olds designed to create affirming environment for young people to thrive.
- 10 hour or more – Youth Voice & Choice – YPQ Methods workshop – ages 5 – 18; covers opportunity, support and adultism (ageism) impacts.

#### **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more - Grant Writing Basics or Grant Writing for Non-Profits– ages 5 – 18; covers grant application, sources, scoring systems, management & reporting.
- 10 hours or more - Management and Administration of SAC – ages 5 – 18; covers employee hiring and supervision, fiscal management, staff & parent handbook development, curriculum designs
- 10 hours or more - Hiring and Retaining Qualified Staff – ages birth – 18; covers recruitment, interviews, performance evaluation, salary structure, and professional advancement.
- 10 hours or more - Administration of SAC – ages 5 – 18; covers fiscal management, staff & parent handbook development, quality standards systems for staff and program delivery.

### **Professional Development and Leadership**

#### **Examples of stand-alone courses and/or combinations of trainings include, but are not limited to:**

- 20 hours or more - Leadership Management Certification Program for Human Services– ages 5-18; covers employee hiring and supervision, fiscal management, decision making, conflict resolution, giving and receiving feedback, etc.
- 20 hours or more - Leadership Academy – ages birth – 18; covers employee hiring and supervision, fiscal management, decision making, conflict resolution, giving and receiving feedback, etc.
- 20 hours or more - Trainer Apprentice Project - ages 5-18; SOWA's one year long model project; mentor and apprentice both do pre-assessment of skills, set individual goals, and plan work together related to their goals; covers individual coaching and group teaching methods, learning styles, racial equity, cultural competency, global competencies, quality standards systems and post skills assessment of both mentors and apprentices.

## **2 or more needed, or total of 20 hours in order to meet requirement**

- 10 hours or more – Trainer Educator Conference – ages birth – 18; sponsored by Education Training Partners, Adults Teaching Adults, SOWA, and WAEYC– covers adult learning and teaching techniques for individuals and groups working in the early childhood and school-age/youth development fields; networking among college educators and community educators; DEL requirements and updates; individual coaching.
- 10 hours or more - Assertive Communication ages 5-18; covers effective speaking and listening skills for better communication with all ages; emphasis on adult communication.
- 10 hours or more - Giving & Receiving Feedback ages birth-18; covers continuous improvement cycles/systems, professional growth through accepting criticism, building on strengths, realistically addressing areas needing growth.
- 10 hours or more - Leadership Tomorrow - ages 5-18; covers self-reflection; career development; ethics; problem solving and decision making; conflict resolution skills with children/youth, families, school personnel and community members and professional boundaries; and mentoring, coaching and supervising adults.
- 10 hours or more - Children's Alliance Advocacy Camp – ages 5 – 18; covers self-reflection; career development; ethics; problem solving and decision making; school personnel and community members and professional boundaries; political advocacy methods at local, state and federal government levels.
- 10 hours or more - Leading the Way – ages 5 – 18; covers career development; ethics; problem solving and decision making; conflict resolution skills with children/youth, families, school personnel and community members and professional boundaries; and community leadership.
- 10 hours or more – National Institute of Out of School Time (NIOST) Summer Institutes – ages 5 – 18; range of workshops at national systems leadership level covers self-reflection; career development; ethics; problem solving and decision making; conflict resolution skills with children/youth, families, school personnel and community members and professional boundaries; and mentoring, coaching and supervising adults; and adult learning methodology.
- 10 hours or more - Skills Standards for SAC Training of Trainers – ages 5 – 18; precursor for 10 years prior to 2011 core competencies, covers all areas of afterschool/youth development professional skills.
- 10 hours or more - Bringing Yourself to Work Trainer Program– ages 5 – 18; covers self-reflection; career development; ethics; problem solving and decision making; communications with school personnel and community members and professional boundaries;
- 10 hours or more - Advocacy Trainings – ages 5 – 18; covers self-reflection; career development; ethics; problem solving and decision making; school personnel and community members and professional boundaries; political advocacy methods at local, state and federal government levels.
- 10 hours or more - Children's Defense Fund trainings – ages birth – 18; covers self-reflection; career development; ethics; problem solving and decision making; school personnel and community members and professional boundaries; political advocacy methods at local, state and federal government levels.
- 10 hours or more - Working with Difficult Co-Workers – ages birth – 18; covers self-assessment of personality, other personality/relationship styles and interaction strategies.
- 10 hours or more - Business Etiquette – ages 5 – 18; covers U.S. mainstream workplace standards & behavior expectations.
- 2 or more college credits - Ethics – ages birth – 18; covers cultural contexts of value systems; application of value systems; problem solving; individual and group decision making.
- 10 hours or more - Aspen Institute-Structural Racism – ages 5 – 18; covers history and methods of addressing institutional racism among multiple community systems including law enforcement, schools, businesses, and social services; self-reflection; career development; ethics; problem solving and decision making; school personnel and community members and professional boundaries.
- 10 hours or more - Undoing Institutional Racism (UIR) – ages birth-18; covers self-reflection; career development; problem solving and decision making; school personnel and community members and professional boundaries history and self- sustaining dynamics of racist practices embedded in policy and practice of organizations.
- 10 or more hours - Cultural Competency Training – ages 5-18; covers specific characteristics within cultural groups, identifying self-cultural lens, values and behaviors influenced by group culture.