

Comparing Training Models

Advancing Youth Development and High/Scope Youth Work Methods & Youth Program Quality Improvement Trainings

Introduction

Many different models for training youth workers are being implemented in communities across the country. Some were developed by national organizations such as the AED National Training Institute for Community Youth Work (NTI), High/Scope Educational Research Foundation (High/Scope), NIOST, YouthBuild, or Foundations Inc. Some are based loosely on these or other national models but have been adapted, combined or reconfigured. Some are home grown.

Through participation in the Ready by 21™ Quality Counts initiative, sites have access to two particular models (and are encouraged to use and build on others): Advancing Youth Development and High/Scope. Each of these models has been the subject of validation research to document its positive impact on staff practice.¹ Each includes trainings that target front-line workers as well as supervisors (both levels are described in this brief).

This document describes how the High/Scope and Advancing Youth Development models relate to one another, provides a description of the goals, content and structure of each model, and includes an alignment chart showing the content of each model arranged by youth worker core competencies.

How the Models Relate

As the youth development and after-school fields mature and as more programs, intermediaries and communities build professional development systems for youth workers, the question of how different training models such as AYD and High/Scope fit together is surfacing. These two models are complimentary. The substantial conceptual overlap between the two approaches reflects growing consensus in the field about effective youth development practice and the characteristics of high quality programs. However, the two models have evolved (thanks in part to ongoing communication between the developers) to focus on different kinds of content and to respond to different workforce needs.

¹ Smith, C. & Hohman, C. (2005). Full Findings from the YPQA Validation Study. Ypsilanti, MI: High/Scope Educational Research Foundation. Academy for Educational Development. (2002). BEST Strengthens Youth Worker Practice: An Evaluation of Building Exemplary Systems for Training Youth Workers, a Summary Report. Washington, DC: Academy for Educational Development.

Advancing Youth Development is an intensive (28 hours) training experience, focused on the foundations of youth work and the core principles that underlie the approach. Ideally, this kind of foundational training, which orients youth workers to the field and to a strengths-based approach to working with young people, would be available in every community and offered at least two times per year so that as new people enter the field they can get grounded in the core concepts and meet and network with other youth workers. What AYD does not do (and wasn't designed to do) is offer skill-building experiences that prepare participants to facilitate specific activities or engage with young people in particular ways.

This is where the High/Scope Youth Worker Methods training comes in. These two-hour workshops, which correspond with specific areas of the Youth Program Quality Assessment, are designed to help participants build specific skills that will help them do things in their programs like plan and facilitate engaging small group activities, ask divergent questions, involve young people in meaningful leadership roles, resolve conflicts effectively and build a safe psychologically safe environment. These short, practical training experiences will be more effective if participants come to the table with the foundations of youth work and the principles of youth development already under their belt.²

In addition to training youth workers, both AYD and High/Scope offer trainings that target supervisors. These trainings are also complimentary, with consistent themes but little overlap in content. The AYD supervisor course (Supervising Youth Development Practice) offers supervisors a condensed version of key concepts from AYD training as well as information about how to be an effective supervisor of youth development practice. High/Scope offers a series of training opportunities designed specifically to prepare program managers and supervisors to engage in data-driven quality improvement efforts.

The chart on page 7 summarizes the content of these two training models by youth worker core competency. The competency list used was developed based on the AYD and High/Scope training models and the Youth Development Core Competencies published by the National Collaboration for Youth in 2004, which were developed in consensus with the major national youth-serving organizations. We feel this list reflects what it is youth workers need to know and aligns well with existing competency lists that are being used in the field (we are not trying to create a new list!).

² While High/Scope has developed and can make available basic training in youth development principles (referred to as their "Youth Worker Essentials" workshop) they are increasingly focused on delivering specific skill-building workshops and assessment-related training given that AYD is widely used in the field and provides a deep grounding in youth development principles.

Advancing Youth Development

Goals

The Advancing Youth Development curriculum has four broad learning goals: Participants will gain a familiarity with the youth development approach and use the approach to explore, share, and learn new strategies for working with young people; strengthen their ability to communicate their ideas, expertise and experience to their constituencies, i.e., board members, families, co-workers, community leaders, and youth; discuss practical strategies for integrating a youth development approach into their programs; and form an informal network and become ongoing resources to each other.

Content and Structure

The AYD curriculum is composed of seven sessions (see topics below). Each session introduces a key concept and then facilitates shared learning about its practical application. The sessions are delivered to 25-30 youth workers over 28 hours by a trained AYD facilitator. The curriculum is designed to be delivered in four-hour sessions over several weeks, or over the course of three or seven days during a single week, but AYD has been successfully delivered using many different configurations.

- Introduction to the Youth Development Approach
- Developmental Youth Outcomes—The Bottom Line of Youth Work
- Cultural Assumptions and Stereotypes About Young People—From Adulthood to Caring
- Strategies of Youth Participation
- Opportunities and Supports for Youth Development—Identifying Best Program Practices
- Core Competencies of Youth Workers
- Review, Practice, and Celebration

Delivery System

The curriculum is available to participants in AYD Training of Facilitator (TOF) programs, which prepare facilitators to deliver AYD training to youth workers. Currently some 200 individuals across the country have been trained as AYD facilitators. Of these trained facilitators, NTI has master trainers referred to as National Faculty. Members of this faculty can be available to train youth workers, supervisors or facilitators in your state or community.

Supervising Youth Development Practice

Goals

Supervising Youth Development Practice was developed in August 2002 by the AED National Training Institute for Community Youth Work in response to a system-wide training need for supervisors of youth workers who have completed local Advancing Youth Development training programs. The curriculum is designed to strike a balance between providing a solid understanding of key youth development concepts and communicating specific strategies for supervising youth development practice. Goals include: gaining an understanding of the key concepts in the AYD curriculum; learning strategies for supervising youth development practice; learning strategies for integrating a facilitative approach into their supervision of youth workers; and learning how to use the youth development approach to strengthen programs and organizations.

Content and Structure

Supervising Youth Development Practice includes five sessions that are typically delivered over the course of two days. The training is designed to address the following concepts:

- Youth Development Key Concepts
- Youth Worker Core Competencies/Facilitative Supervision
- Opportunities and Supports
- Cultural Assumptions/Youth Participation
- Outcome Indicators/Supervisor Core Competencies

Delivery System

The curriculum is delivered by the National Faculty. The curriculum is also available to AYD facilitators who have delivered two 28-hour AYD courses.

High/Scope Youth Worker Methods Workshops

Goals

High/Scope's Youth Worker Methods workshops are designed to reflect the content of the Youth Program Quality Assessment (Youth PQA) – an observation and interview-based assessment tool that describes and measures key areas of youth development practice. By intentionally linking assessment with professional development, High/Scope offers an approach to staff training and program improvement that fits well within a data-driven quality improvement system.

Content and Structure

Each of the two-hour workshops in this cluster is aligned with specific items on the Youth PQA. While the workshops are designed to respond to issues raised during the assessment process, programs or individuals that are not currently working with the Youth PQA can also participate. Workshops can be stand-alone or combined into a “training summit” with multiple half-day workshops offered. Youth Worker Methods workshops address the following specific topics:

- Youth Voice and Governance (2-hour online workshop)
- Ask-Listen-Encourage (2-hour live workshop)
- Active Learning (2-hour live workshop)
- Scaffolding for Success (2-hour live workshop)
- Homework Help (2-hour live workshop)
- Planning and Reflection (2-hour live workshop)
- Voice and Choice (2-hour live workshop)
- Structure and Clear Limits (2-hour live workshop)
- Reframing Conflict (2-hour live workshop)
- Cooperative Learning (2-hour live workshop)
- Building Community (2-hour live workshop)

Structure and Delivery System

Workshops can be delivered directly by High/Scope staff or individuals can participate in the Youth Worker Methods Training of Trainers (TOT). The Methods TOT begins with 4 weeks of self-paced online coursework comparable to a college-level course. Participants should expect to spend 3-4 hours per week considering youth work and adult learning concepts and completing assignments. Participants then attend a 3-day intensive residential workshop. The TOT culminates in a final online week. Participants receive a guidebook with training agendas for all of the workshops. The Methods TOT is offered three times each year in Ypsilanti, MI and can be delivered locally or in Michigan upon request for groups of 12 or more.

High/Scope Youth Program Quality Improvement Trainings

Goals

As noted above, High/Scope's work links professional development with program assessment. The workshops described in this section (as well as the methods workshops described in the previous one) are, ideally, delivered in the context of system-level program improvement initiatives that involve networks of programs, but they can also be useful for individual program managers or directors that want to implement a data-driven continuous improvement process. This set of workshops prepares participants to conduct program assessment, develop improvement plans, manage improvement efforts, and help other staff engage in the improvement process.

Content and Structure

- **Youth PQA Intro** prepares participants to be a part of a self-assessment team.
(1-hour online)
- **Youth PQA Basics** prepares participants to conduct program self-assessment and is the first step to becoming a YPQA Endorsed Assessor.
(3-6 hours self-paced online or 1-day live)
- **Youth PQA Intermediate** prepares participants to collect research quality data. Participants who achieve acceptable levels of reliability become "YPQA Endorsed Assessors."
(Consists of the Youth PQA Basics live (1-day) or online (4-8 hours), a chance for participants to practice using the Youth PQA at a program, and a 1.5-day live reliability workshop)
- **Planning with Data** helps supervisors or managers consider the realities of change initiatives and make improvement plans based on program quality data.
(1-day live)
- **Quality Coaching** helps managers work with other administrators and program staff to successfully engage them in the program improvement process. Participants that successfully complete this training, lead a self-assessment process, and conduct an observation-feedback process with frontline staff receive the Quality Coach certification and are added to an online Quality Coach registry.
(1-day live; pre-requisites: YPQA Basics, Planning with Data)
- **Quality Advising** prepares system consultants with strategies for helping other administrators and program managers successfully engage in the program improvement process.
(2-days live; pre-requisites: Endorsed Assessor status)

Delivery System

Workshops can be delivered directly by High/Scope staff or individuals can participate in the Youth PQA Training of Trainers (TOT). This 2-day live workshop prepares participants to train others in Youth PQA workshops including Youth PQA Basics and Planning with Data. Participants must be Endorsed PQA Assessors.

	Core Competencies³	Advancing Youth Development	High/Scope
Youth Workers	Understands and applies basic child and adolescent development principles.	<ul style="list-style-type: none"> ▪ Overview of the Youth Development Approach (4- hour session) ▪ Developmental Youth Outcomes (4-hour session)⁴ 	
	Communicates and develops positive relationships with youth.		<ul style="list-style-type: none"> ▪ Ask-Listen-Encourage (2-hour workshop) ▪ Building Community (2-hour workshop)
	Adapts, facilitates and evaluates age appropriate activities with and for the group.		<ul style="list-style-type: none"> ▪ Active Learning (2-hour workshop) ▪ Scaffolding for Success (2-hour workshop) ▪ Homework Help (2-hour workshop) ▪ Planning and Reflection (2-hour workshop)
	Involves and empowers youth.	<ul style="list-style-type: none"> ▪ Youth participation (4-hour session) ▪ Supports, Opportunities and Services (4-hour session) 	<ul style="list-style-type: none"> ▪ Voice and Choice (2-hour workshop) ▪ Youth Voice and Governance (2-hour workshop)
	Identifies potential risk factors (in a program environment) and takes measures to reduce risks.		<ul style="list-style-type: none"> ▪ Structure and Clear Limits (2-hour workshop) ▪ Reframing Conflict (2-hour workshop)
	Interacts with and relates to youth in ways that support asset building.	<ul style="list-style-type: none"> ▪ Youth participation (4-hour session) ▪ Understanding Youth Culture (4-hour session) 	<ul style="list-style-type: none"> ▪ Cooperative Learning (2-hour workshop)
	Respects and honors cultural and human diversity	<ul style="list-style-type: none"> ▪ Cultural Assumptions and Stereotypes About Young People (4-hour session) 	
	Cares for, involves and works with families and community	<ul style="list-style-type: none"> ▪ Overview of the Youth Development Approach (4-hour session) 	
	Works as part of a team and shows professionalism.	<ul style="list-style-type: none"> ▪ Core Competencies of Youth Workers (4-hour session) 	
	Demonstrates the attributes and qualities of a positive role model.	<ul style="list-style-type: none"> ▪ Core Competencies of Youth Workers (4-hour session) 	
Supervisors	Applies youth development principles to organizational policies, procedures and decisions.	<ul style="list-style-type: none"> ▪ Supervisors Overview of the Youth Development Approach (4-hour session) ▪ Facilitative Supervision (4-hour session) 	
	Effectively supervises a team of youth workers	<ul style="list-style-type: none"> ▪ Facilitative Supervision (4-hour session) 	
	Builds and maintains a continuous improvement process		<ul style="list-style-type: none"> ▪ Youth PQA Basics (1-day live or online) ▪ Planning With Data (1-day workshop) ▪ Quality Coaching (1-day workshop) ▪ Quality Advising (2-day workshop)

³ These youth worker competencies were developed through consensus by national youth-serving organizations and published by the National Collaboration for Youth in 2004.

⁴ The AYD curriculum does not cover child development concepts.

