

**Figure 6: Design Principles for Community-Based Settings - Reflection Tool**

| Instructions: Using the columns on the right, rate each of the below categories from 1 (low) to 5 (high) on how important you feel it is and how well it is currently being practiced in your community-based learning and development setting. |  | How Important?<br>1 (low) – 5 (high) | How well is it practiced?<br>1 (low) – 5 (high) |
|---|--|--------------------------------------|---|
| POSITIVE DEVELOPMENTAL RELATIONSHIPS  | <b>Form developmental relationships between adults and young people</b> that promote leadership and help young people discover their strengths, expand their possibilities, and challenge growth   |                                      |   |
|   | <b>Foster relationships among young people</b> by providing opportunities to lead and mentor.  |                                      |   |
|   | <b>Cultivate relationships with family members</b> using a strengths-based lens that provides opportunities for engagement and collaborative decision-making   |                                      |   |
| ENVIRONMENT'S FILLED WITH SAFETY & BELONGING  | <b>Cultivate safety and consistency</b> , implementing routines that support risk-taking, helping young people build personal connections and a sense of purpose for themselves, Use restorative practices to help young people to reflect on any mistake, solve conflicts, and get counseling when needed   |                                      |   |
|   | <b>Build community</b> using positive behavior management practices, fostering positive peer to peer relationships, and co-developing program expectations with young people.  |                                      |   |
|   | <b>Be culturally responsive and inclusive</b> , using affirmations that establish the value of every young persons' many identities and abilities, building on the diversity and cultural knowledge of young people and their families, and developing young people's knowledge, skills, and agency to critically engage in civic affairs.           |                                      |   |
| RICH INSTRUCTIONAL EXPERIENCES  | <b>Use scaffolding and differentiation techniques</b> to support individual learning styles, assessing and adjusting programming to fit the interests, strengths, and needs of young people while providing asset based personalized supports as well as fostering co-operative learning.  |                                      |   |
|   | <b>Facilitate inquiry-based approaches to learning</b> to help youth be active learners, providing regular and thoughtful feedback and creating opportunities for young people to reflect and revise.  |                                      |   |
|   | <b>Adopt a culturally responsive approach to learning</b> by explicitly connect students' diverse experiences and cultural assets with program content, promote racial-ethnic identity development, voice, and agency, and facilitating conversations around equity and social justice.  |                                      |   |
| DEVELOPMENT OF KNOWLEDGE, SKILLS, MINDSETS, AND HABITS  | <b>Integrate social and emotional learning</b> in a culturally responsive context, fostering awareness and understanding of young peoples' emotions, providing them with strategies that supports them to both express and manage emotions, and doing so in a way that ensures cultural sensitivity and responsiveness.                              |                                      |   |
|   | <b>Develop productive mindsets and habits</b> by nurturing growth mindset, providing opportunities for planning and goal setting, and supporting interpersonal skills like empathy, collaboration and problem solving.   |                                      |   |
|   | <b>Incorporate healing-centered practices</b> , employing responsive strategies based on the principles of safety, trust, collaboration, choice, and empowerment and promoting physical and mental well-being through mindfulness strategies, breathing exercises, and other stress.   |                                      |   |
| INTEGRATED SUPPORT SYSTEMS  | <b>Connect youth to supplemental learning opportunities</b> by partnering with schools to provide seamless and aligned supports, monitoring young people's academic growth, and adding adult capacity to the school day.   |                                      |   |
|   | <b>Promote access to other supports and opportunities that foster health and well-being</b> by ensuring mechanisms and partnerships are in place to connect families and youth to basic needs such as food, health, and mental health in addition to academic supports and participating in whole-school comprehensive community partnership models. |                                      |   |