

Trauma-Informed Boys & Girls Club Standards of Practice

Becoming a trauma-informed organization is a journey, not a destination. It requires ongoing continuous quality improvement to be responsive to the needs of young people, families and your community. Being trauma-informed means making a commitment to changing the practices, policies and culture of your entire organization. This process is completed over a series of phases: Building Readiness, Trauma-Aware, Trauma-Responsive and Trauma-Informed.

Building Readiness

Focus: Getting you and your Club ready to begin your journey to becoming trauma-informed.

Clubs and Youth Centers will:

1. Establish processes and infrastructure for **continuous quality improvement**.
2. Build infrastructure to support ongoing **professional development**.
3. **Identify current practices** that align to a trauma-informed approach.
4. Form an internal **trauma-informed team** to lead the organization's approach.

Trauma-Aware

Focus: Building essential knowledge on the impact of trauma, resiliency and what it means to be trauma-informed.

Clubs and Youth Centers will:

1. Maintain their **continuous quality improvement** process.
2. Facilitate ongoing trauma-informed **professional development** for all staff, regardless of position.
3. Increase **foundational knowledge** of trauma and trauma-informed concepts for all staff, regardless of position.
4. Identify opportunities for **partnering with families/caregivers**.
5. Identify opportunities for **partnering with community agencies** to support the organization's ability to become trauma-informed.

Trauma-Responsive

Focus: Building skills needed to integrate trauma-informed practices into the way you serve your youth, families and community.

Clubs and Youth Centers will:

1. Maintain and deepen **continuous quality improvement** processes using multiple data sources.
2. Continue to facilitate ongoing trauma-informed **professional development** opportunities for all staff, regardless of position.
3. Utilize **trauma-informed practices** in all interactions with youth and families.
4. Develop a **preliminary plan** for becoming a trauma-informed organization.
5. Seek out **partnership opportunities** that support the organization's trauma-informed approach.
6. Proactively **partner with families/caregivers** to support their child[ren].

Trauma-Informed

Focus: Integrating trauma-informed practices into your entire organization to ensure that it is at the core of everything you do.

Clubs and Youth Centers will:

1. Proactively address trauma-informed improvements through refined **continuous quality improvement** processes.
2. Continue to facilitate ongoing trauma-informed **professional development** opportunities.
3. Implement **trauma-informed practices** throughout every department.
4. Include trauma-informed practice in the **annual strategic planning** process.
5. Engage in **partnership and networking** opportunities to position the organization as a trauma-informed leader and advocate.
6. **Mutually collaborate with families/caregivers** to inform the organization's strategic direction.

About the Trauma-Informed Standards:

The Trauma-Informed Boys & Girls Clubs Standards of Practice are designed to:

- Outline a key for trauma-informed organizational development.
- Provide implementation resources for each standard as an example or guide.
- Serve as a framework to encourage continuous quality improvement and trauma-informed development.

Provided below are 39 evidence-informed standards, organized within the following six domains:

1. Operations
2. Board Governance and Effectiveness
3. Safety
4. People Leadership
5. Community and Family Engagement
6. Program Quality





These standards are informed by and build upon both the Membership Requirements and Standards of Organizational Effectiveness.



The standards have also been aligned with the four trauma-informed organizational development phases:



1. Building Readiness
2. Trauma-Aware
3. Trauma-Responsive
4. Trauma-Informed

How to Use the Standards:





- To get started, first complete the [Trauma-Informed Diagnostic](#) to determine where to begin your Club or Youth Center's journey. Your diagnostic results will help you prioritize which of the 39 standards to focus on first.
- The standards are meant to build upon each other. For example, standards introduced in earlier phases should be applied to the phases following.
- Unfortunately, matching standards to the four phases is not a perfect science. You might find that your organization has met most of the standards in Trauma-Aware or Trauma-Responsive but is lacking on some of the Building Readiness Standards. Trauma-informed organizational development is a fluid process and will look different from Club to Club. Be sure to review all of the standards outlined to monitor your progress.
- Use the implementation resources outlined to put the guidelines into practice at your Club or Youth Center.



	Operations Standards	Resources
 Building Readiness	<p>1. Organization engages in ongoing continuous quality improvement (CQI) measures to ensure trauma-informed practices are responsive to the needs of Club community.</p> <ul style="list-style-type: none"> a) Demographic and household data of youth and families, including socio-economic status, race, ethnicity, sexual orientation, gender identity, household composition, tribal affiliation, military status is used to help inform service delivery and practice. b) Organization disaggregates collected data, such as NYOI, by demographics to analyze for quality and informs CQI efforts for targeted support creation. 	<ul style="list-style-type: none"> • Trauma-Informed Diagnostic • 4 Phases of Becoming Trauma-Informed • Continuous Quality Improvement Toolkit • Importance of Disaggregating Student Data
 Trauma Responsive	<p>2. Changes in policies, procedures, practices and personnel are made with input from those most affected and in ways that minimize the negative impact on staff, youth and families (e.g., an organization seeks input from staff, youth and families before making changes to behavior management policies, etc.).</p>	<ul style="list-style-type: none"> • Inclusive Decision-Making Checklist
 Trauma Responsive	<p>3. Communication channels are in place to share information that impacts staff, youth and families on a regular basis (e.g., schedules, notifications, events, specific expectations, etc.).</p> <ul style="list-style-type: none"> a) Key information is readily available at any time. b) Key information is communicated through multiple channels including emails, meetings/orientations, postings and other user-friendly formats. 	<ul style="list-style-type: none"> • Person-First Language • Guide to Effective Strength-Based Messaging
 Trauma Responsive	<p>4. Organization has written policies and procedures that reflect a clear commitment to trauma-informed practice and equity, diversity and inclusion that are consistently upheld. These policies include, but are not limited to:</p> <ul style="list-style-type: none"> a) Communications policy. b) Confidential and information sharing policies. c) Unsafe behavior policy. d) Behavior management policy. e) Anti-harassment and discrimination policies. f) Inclusion policy. g) Physical safety policies. h) Mandated reported policy. i) Staff development policies that include onboarding, ongoing professional development, coaching and supervision. j) Workplace wellness policies. 	<ul style="list-style-type: none"> • Example 1 • Example 2



 Trauma Informed	<p>5. Organization has incorporated trauma-informed practice as a core principle in strategic plan.</p>	
 Trauma Informed	<p>6. Organization’s budget clearly reflects a holistic and sustained commitment to trauma-informed practice (e.g., resources are dedicated to ongoing professional development, staff wellness, EAP services, living wages, paid paternal leave and organizational stability, etc.).</p>	<ul style="list-style-type: none"> • Trauma-Informed Approach Local Funding Toolkit (coming soon) • Social-Emotional Skill Development Local Funding Toolkit




	Board Governance & Effectiveness Standards	Resources
 Trauma Informed	<p>7. There is a formal process for identifying and selecting new Board members that ensures and supports diversity and the inclusion of people whose experiences are representative of the population served.</p>	<ul style="list-style-type: none"> • Taking Action on Board Diversity: Five Questions to Get You Started • Breaking Down Barriers: Black Lives Matter Statement
 Trauma Informed	<p>8. Organization has processes in place that facilitate awareness and relationship building between the Board of Directors, Club leadership and staff.</p> <ol style="list-style-type: none"> a) Staff have knowledge of the board members and exposure to them. b) Staff know what is being discussed and decided. c) Board solicits and employs input on decisions being made. 	





Phase	Safety Standards	Resources
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 <p>Building Readiness</p>	<p>9. Organization has clear behavioral expectations for youth and families.</p> <ul style="list-style-type: none"> a) There are clear and consistent procedures in place for upholding behavioral expectations. b) Expectations are reviewed with youth and families on a regular basis and are visibly posted in Clubs. c) Behavioral expectations are framed in the positive (i.e., tells you how to behave, versus how not to behave). 	<ul style="list-style-type: none"> • Behavior Support Toolkit
 <p>Building Readiness</p>	<p>10. Organization has a transparent, unbiased, contestable process for suspension, expulsion or removal of services for a youth or family.</p> <ul style="list-style-type: none"> a) Process includes documenting factors that lead to decisions. b) There are previous communications and efforts with youth and the family to prevent suspension, expulsion or removal (except in the case of a severe safety incident). c) The conditions for re-entry, including when and how, are clearly communicated. 	<ul style="list-style-type: none"> • Behavior Support Toolkit
 <p>Building Readiness</p>	<p>11. Organization provides training on de-escalating concerning and unsafe situations and each Club or Youth Center always maintains at least one staff member out of ratio to respond to safety concerns.</p>	<ul style="list-style-type: none"> • 6 Steps to De-escalating Behavior • De-escalating Concerning Behavior, SLU Training • Child & Club Safety, SLU Training • Emotional Safety, SLU Training • Nonviolent Crisis Intervention Training
 <p>Building Readiness</p>	<p>12. Staff creates collaborative agreements or expectations with input from youth and displays them in a highly visible space.</p> <ul style="list-style-type: none"> a) Agreements are reviewed and updated on a regular basis in collaboration with youth. b) Agreements are reviewed with youth daily to positively remind youth of the behavioral expectations. 	<ul style="list-style-type: none"> • Group Agreements Guide



 <p>Building Readiness</p>	<p>13. Organization creates safe, positive and inclusive environments and experiences for all youth and families of every race, gender, gender expression, sexual orientation, ability, socioeconomic status, religion or cultural belief and more.</p> <ol style="list-style-type: none"> The organization is free of words, actions and experiences that are threatening, unsafe and/or biased. Youth have the opportunity to share and connect around their cultures, identities and experiences. Programming materials are available in the language(s) spoken by the youth and families or additional resources (e.g., interpreter) are available to help families understand programming when organizations are unable to provide translated materials. Physical environments, activities and materials allow for all youth to meaningfully participate regardless of ability (e.g., timekeeper or scorekeeper, etc.). Information is collected from youth and families about their needs and interests to inform programs, activities and learning experiences. Programs, activities and learning experiences reflect the culture, identifies, families, communities and abilities of youth served. 	<ul style="list-style-type: none"> • Disability Inclusion Sample Policy • Disability Inclusion ADA Info • KIT Disability Inclusion Training • Racial Equity Resource Center • Native-Adapted Programs • Best Practices: Targeted Mentoring • Serving LGBTQ Youth Toolkit • Inclusive Restroom Design Guide • Building Bridges to Race Equity and Youth Empowerment
 <p>Trauma Aware</p>	<p>14. Organization provides training for staff and parallel training/programming for youth on recognizing warning signs and concerning statements and behaviors in others that might indicate desire or intent for self-harm, suicide and harm to others.</p> <ol style="list-style-type: none"> There is a clear and consistent process in place for staff and youth to share warning signs and concerns. Staff and youth are regularly made aware and reminded of the process. At least one staff person is onsite at all times where youth are being served. This person should be trained in evidence-base risk screening and assessment with procedures in place to connect to additional resources appropriate to the risk level. 	<ul style="list-style-type: none"> • QPR • Suicide Prevention & Awareness Guide • Teen Mental Health Discussion Guide • Mental Health Resource List • Youth Mental Health First Aid



 <p>Trauma Responsive</p>	<p>15. Organization creates physical spaces that reflect trauma-informed design principles.</p> <p>Environments:</p> <ul style="list-style-type: none"> a) Are inclusive of those with varying needs. b) Provide ways for youth to engage autonomously (e.g., access materials by themselves, engage in self-directed activities, etc.). c) Are multisensory. d) Reduce adverse stimuli (e.g., too much noise, too bright, too many things on the wall, etc.). e) Incorporate cool and calming colors. f) Include natural lighting. g) Are neat and uncluttered (but not institutional and sparse). h) Provides a range of comfortable and functional seating arrangements and activity spaces. i) Promotes connectedness to nature. 	<ul style="list-style-type: none"> • Trauma-Informed Design • How To: The Zen Den
 <p>Trauma Responsive</p>	<p>16. Organization provides dedicated de-escalation/sensory/regulation space and kits that are consistently available for youth with a staff member available to reach and practice self-regulation skills.</p>	<ul style="list-style-type: none"> • How To: The Zen Den • Funding Your Sensory Space




Phase	People Leadership Standards	Resources
 <p>Building Readiness</p>	<p>17. The organization’s leadership demonstrates a commitment to creating an inclusive workplace.</p> <ol style="list-style-type: none"> Recruitment and retention of diverse staff is demonstrated in tangible hiring and development practices. The staff and leadership are diverse and reflects the community it serves. The organization uses inclusive decision-making protocols to ensure that all voices contribute to organizational culture and norms. Staff are supported when addressing diversity, equity, inclusion and racial inequity issues that are relevant to the work. The organization has shared established procedures on how to resolve conflicts in the organization. Employees with supervisory responsibilities are provided with relevant learning opportunities to ensure they have the skills to support the development of an inclusive workplace. The organization annually evaluates inclusivity in the workplace through employee feedback with plans for improvement co-created with leadership and staff. 	<ul style="list-style-type: none"> • Trauma-Informed Supervision Guide • Inclusive Decision-Making Checklist • Conflict Resolution Guidance • 5 Ways to Improve Diversity in Recruiting • UC Davis Potential Diversity Interview Questions
 <p>Building Readiness</p>	<p>18. The organization adopts and adheres to a training infrastructure that ensures consistent, ongoing, role-based staff knowledge and skill building experiences for all staff regardless of their position or tenure.</p> <ol style="list-style-type: none"> The trainings offered provide up-to-date information on best practices and research in youth development, physical and emotional safety, ethics and boundaries, inclusion and trauma-informed practices. Trainers conduct training experiences in a way that reduces trauma triggers and creates a safe, welcoming and inclusive learning experiences for all employees. 	<ul style="list-style-type: none"> • Culture of Learning Guide • Youth Development Training Catalog • Trauma-Informed Training Calendar
 <p>Trauma Aware</p>	<p>19. Leadership demonstrates its support and guidance for trauma-informed practice by doing things such as:</p> <ol style="list-style-type: none"> Identifying and sharing the specific trauma-informed priorities the organization is undertaking to improve on a regular cadence. Modeling trauma-informed leadership behaviors. Demonstrating support for staff wellness. Strengthening one’s own knowledge of trauma-informed practice (e.g., attends professional development alongside staff. 	<ul style="list-style-type: none"> • Wellness Process • Trauma-Informed Supervision Guide • Trauma-Informed Leadership Guide



 <p>Trauma Aware</p>	<p>20. The organization regularly provides trauma-informed training experiences for all staff that include, but are not limited to, the following topics:</p> <ol style="list-style-type: none"> Foundations of Trauma – neurobiology, types, impact, prevalence, cultural variations. Secondary traumatic stress, burnout and/or compassion fatigue. Foundations of Trauma-Informed Practice and Club/Youth Center applications. Trauma-Informed Workplace Practices. 	<ul style="list-style-type: none"> Culture of Learning Guide Trauma-Informed Training Calendar How to Use Trauma-Informed Self-Guided Learning Journey Trauma-Informed Mini-Sessions Trauma-Informed Tip Sheet Trauma-Informed Training TOT
 <p>Trauma Responsive</p>	<p>21. All people managers are provided with specific training in trauma-informed leadership and supervision practices such as:</p> <ol style="list-style-type: none"> Providing regularly scheduled one-on-one supervision and coaching for all employees that is informed by the trauma-informed elements. Conducting regular team meetings for staff to connect, learn, plan and problem solve together. Identify the signs of burnout and compassion fatigue and provide support to staff in times of need. 	<ul style="list-style-type: none"> Trauma-Informed Supervision Guide Emotional Check-Ins Guide Restorative Roadmap Guide Trauma-Informed Skills Assessment Mental Health Resource List Trauma-Informed Practices in your Club
 <p>Trauma Responsive</p>	<p>22. Organization creates a culture of wellness by engaging in the following practices:</p> <ol style="list-style-type: none"> Providing dedicated space for staff breaks. Celebrating employee milestones and achievements. Creating opportunities for peer-to-peer connection through activities such as staff picnics, employee awards banquet and community building activities at meetings. 	<ul style="list-style-type: none"> Trauma-Informed Skills Assessment Trauma-Informed Practices in your Club Trauma-Informed Leadership Guide (coming soon) Trauma-Informed Supervision Guide
 <p>Trauma Responsive</p>	<p>23. Organization has process in place that facilitate awareness and relationship building between Club leadership and staff.</p> <ol style="list-style-type: none"> Leadership team solicits and employs input from staff. Staff know what is being discussed and decided. Staff have the opportunity to ask questions and make requests for the leadership team to consider. Staff have knowledge of and exposure to the leadership team. 	<ul style="list-style-type: none"> Trauma-Informed Supervision Guide Trauma-Informed Leadership Guide (coming soon) Trauma-Informed Practices in your Club



 <p>Trauma Informed</p>	<p>24. Organization maintains the following benefits with up-to-date information about how to access:</p> <ul style="list-style-type: none"> a) Employee assistance program. b) Insurance benefits. c) Community resources to support staff health, mental health and basic needs. d) Retirement plan with employer contribution. e) Paid parental leave. f) Paid time off program. 	
 <p>Trauma Informed</p>	<p>25. Diversity is evident throughout all levels of the organization including the leadership team and Board of Directors. Diversity includes, but is not limited to, race, gender, ethnicity, religion, nationality and sexual orientation.</p>	<ul style="list-style-type: none"> • Racial Equity – Initial Actions to Address Racism and Inequity • Our Journey to Racial Equity Strategic Action and Planning Guide
 <p>Trauma Informed</p>	<p>26. Organization supports trauma-informed organizational development with dedicated staff capacity at the Leadership/Executive level because it recognizes that trauma-informed practices have implications everywhere in the organization.</p>	
 <p>Trauma Informed</p>	<p>27. Organization demonstrates a commitment to hiring individuals who demonstrate skills in social, emotional and relational skills and interests as well as a demonstrated commitment to ongoing growth and development.</p> <ul style="list-style-type: none"> a) Position postings and job descriptions outline the specific social and emotional skills that are required. b) Screening tools and hiring protocols assess candidates for specific social, emotional and relational skills. 	
 <p>Trauma Informed</p>	<p>28. Recruitment and hiring processes use inclusive and transparent communication practices.</p> <ul style="list-style-type: none"> a) Positions are strategically posted on platforms that increase diversity of the candidate pool. b) Candidates are given clear instructions on how to access and get to the interview. c) Candidates are given information on the structure and format of the interview process. d) Strengths-based and behavior-based interview questions are used. e) Candidates are contacted and followed-up with in a timely manner. 	

 Trauma Informed	<p>29. Organization provides onboarding experiences for all new staff and volunteers that are delivered in a trauma-informed way and introduce basic trauma concepts.</p> <ul style="list-style-type: none"> a) Onboarding experiences are role-based. b) Experiences include orientation, key role-based learning, facility tour and shadowing prior to fulfilling their duties. 	<ul style="list-style-type: none"> • YDP Onboarding Guide
 Trauma Informed	<p>30. Every employee has performance goals that include social, emotional and relational skills that are reviewed through performance management process.</p> <ul style="list-style-type: none"> a) Formal employee evaluations occur at least annually. b) Employees receive coaching and development opportunities on a regular basis. 	

Phase	Community & Family Engagement	Resources
 Building Readiness	<p>31. The organization assesses community needs by utilizing local community data to inform the organization's strategic decisions and assure youth and family needs are met.</p> <ul style="list-style-type: none"> a) The organization has documentation of targeted youth, community and family member needs and seeks solutions through relevant partnerships. b) The local organization utilizing community data in strategic planning every three to five years. c) The organization uses data annually to assess its effectiveness at leveraging partnerships to meet youth and family's needs. 	<ul style="list-style-type: none"> • Sample Community Needs Assessment for Virtual Programming • Family Engagement Toolkit • Screeners for Emotional Wellness • Emotional Wellness Resources for Parents and Caregivers
 Building Readiness	<p>32. Organization holds orientations for youth and families prior to their first day that addresses:</p> <ul style="list-style-type: none"> a) Policies and practices that support physical and emotional safety. b) Services and programs provided. c) Day-to-day structures and routines. 	<ul style="list-style-type: none"> • Family Engagement Toolkit

 <p>Building Readiness</p>	<p>33. Organization has a clear and consistent process for collaborating with families and youth to gather, understand and document youth’s strengths, needs and areas for specific support.</p> <ol style="list-style-type: none"> Process is documented. Process includes creating safety and/or behavior support or success plans for youth. Plan includes information that supports individual youth’s emotional health needs, promotes healthy coping skills and reduces trauma triggers. Safety plans are developed for youth who exhibit a heightened risk level. Plans are reviewed and updated no less than twice per year. 	<ul style="list-style-type: none"> Behavior Support Toolkit Youth Behavior Support Plan Creating a Simple Behavior Plan Family Engagement Toolkit
 <p>Trauma Responsive</p>	<p>34. There is a clear and consistent process for soliciting youth and families’ input to shape Club policies, practices, services, programs and improvement opportunities.</p> <ol style="list-style-type: none"> Process includes communications with youth and families on how their input was implemented. 	<ul style="list-style-type: none"> Family Engagement Toolkit Family Engagement Planning Guide
 <p>Trauma Informed</p>	<p>35. Organization establishes itself as part of broader system of support with youth and families in the community.</p> <ol style="list-style-type: none"> Organization actively pursues partnerships with local schools and school districts. Organization actively recruits diverse community partners and referral agencies to ensure youth and families are connected to comprehensive resources that meet their needs, which include but are not limited to: mental health and substance use providers, family service programs, foodbanks, local government agencies, etc. Each partnership role and responsibility has been formally defined through a MOU, LOA and/or data sharing agreement with procedures in place for amendments. Organization evaluates each potential community partner to verify that they support its overarching mission, vision and commitments to equity, diversity and inclusion. Organization regularly meets with each partner to discuss the progress of partnership (i.e., clarifying roles, identifying areas of improvement, exploring additional opportunities to collaborate to better serve youth, etc.). 	<ul style="list-style-type: none"> Intensive Intervention Guide School Partnership Planning Guide Wraparound Resources National Wraparound Initiative

Phase	Program Quality Standards	Resources
 <p>Building Readiness</p>	<p>36. Organization creates and maintains a developmentally appropriate consistent routine and balanced schedule for youth.</p> <p>a) The daily, weekly and monthly schedule of program offerings is maintained, posted and shared so that youth and families know what to expect.</p> <p>b) Changes in the routine and schedule are kept to a minimum with modifications shared with youth and families with as much advance notice as possible.</p> <p>c) The schedule is balanced in order to meet the needs of all youth, which include:</p> <ul style="list-style-type: none"> • Offering a mix of needs-based and interest-based programming. • Offering a variety of experiences (e.g., physical activity, arts, social recreation, etc.). • Different instructional methods (e.g., peer-facilitated, staff-led, etc.). • Offering a mix of targeted programs and high-yield learning activities. • Offering a variety of subjects and priority outcome areas. 	<ul style="list-style-type: none"> • Youth Development Resource Catalog • Program Basics Planner • Play Breaks Pocket Guide • Trauma-Informed Resource Catalog
 <p>Building Readiness</p>	<p>37. The organization maintains developmentally appropriate staff-to-youth ratios and group sizes to ensure physical and emotional safety, belonging and relationship-building.</p> <p>a) Organization uses appropriate staff-to-youth ratios to ensure the safety of youth in Club settings and transportation, which include:</p> <ul style="list-style-type: none"> • Staff-to-youth ratios do not exceed 1:25 for any type of activity. • For groups of youth ages six and older, use a staff-to-youth ratio between 1:10 and 1:15. • For youth groups that include children younger than age six, use a staff-to-youth ratio between 1:8 and 1:12. • For small group clubs, such as Keystone Club or Torch Club, use a staff-to-youth ratio between 1:8 and 1:12. • For field trips, the staff-to-youth ratio should be 1:8, with at least two adults per group, one of whom is a staff member. • For the swimming pool, use a staff-to-youth ratio of no more than 1:15 in addition to lifeguards. <p>b) Ratios are maintained when transporting youth, with ratios for the youngest child present being maintained at all times.</p> <p>c) Organization uses a balance of group sizes to support youth which include, but are not limited to:</p> <p>d) Group sizes do not exceed 30 and are smaller for as much of the program day as possible.</p> <p>e) There is a balance of small and large group activities across the program day.</p>	<ul style="list-style-type: none"> • Membership Requirements • Program Basics Planner • BLUEprint Program Basics • YD Toolbox Groupers

	<p>f) Youth are grouped with similar age peers (i.e., 5 and 6 year olds, 7 and 8 year olds, etc.).</p> <p>g) There are opportunities for youth to remain in the same groups over time to facilitate relationship building.</p> <p>h) Staff use inclusive grouping strategies (i.e., group by birth month or shirt color rather than picking groups by gender, etc.).</p>	
 <p>Building Readiness</p>	<p>38. Organization offers developmentally appropriate programming and experiences supportive of youth skill building.</p> <p>a) Youth ages 6-18 are engaged in programming and experiences that are intentionally designed and implemented to build developmentally appropriate social and emotional skills.</p>	<ul style="list-style-type: none"> • Youth Development Resource Catalog • Trauma-Informed Resource Catalog
 <p>Building Readiness</p>	<p>39. Organization's programs, activities and learning experiences include opportunities for youth voice, choice and leadership.</p> <p>a) Youth have the opportunity to provide input on and feedback to the programs, activities and learning experiences and this information is used to design and revise programming.</p> <p>b) Youth have the opportunity to choose between program and activity offerings based on their interests.</p> <p>c) Youth have the opportunity to make decisions during programs and activities that shapes the product or outcome and reflects their ideas.</p> <p>d) Youth have the opportunities to lead programs and activities (e.g., a full program session, game they designed, community builder, etc.).</p>	<ul style="list-style-type: none"> • Youth Development Resource Catalog • Trauma-Informed Resource Catalog