SERVICE YEAR

CURRICULUM
Strengthening Service Years
as a Postsecondary Option

High School Transitions Quality Continuum

OVERVIEW

The High School Transitions Quality Continuum is a phased approach to advancing the quality indicators outlined in the **Quality Definition for Engaging High School Graduates in Service Years**: *Service year programs that bring an intentional, holistic approach to their corps members' experience, as defined by the quality indicators below, are better equipped to provide a transformational experience that prepares corps members for life during and after service. To support individuals with different lived experiences, they incorporate practices to foster inclusivity, advance equity in the program's culture and develop pathways to post-service opportunities for corps members. This is a systemic approach to service years, with equity at the center, that creates the right conditions to support this population through service and contributes to the development of the next generation of leaders and professionals.*

This continuum is designed to help your program:

- Identify your designation and placement on the continuum;

- Provide a roadmap for incorporating new strategies and practices that best engage and support high school graduates through a transformational experience;

- Track progress of quality indicators through a phased approach.

The quality indicators align to five core service year program standards with specific guidance on best practices and strategies for engaging and supporting high school graduates during a service year.

HOW TO USE THE HIGH SCHOOL TRANSITIONS QUALITY CONTINUUM:

The Quality Continuum outlines phases – Beginner, Intermediate, and Advanced – with incremental steps to help your program incorporate and advance practices that best engage and support high school graduates while serving. Each phase is designed to build on the previous phase. Due to the differences in programming structures and priorities, your program may have advanced steps in a later phase before covering everything in an earlier phase. In this case, indicate any step that your program has completed, and then create an action plan for completing all steps of your program's designation before advancing to the next phase.

QUALITY STANDARDS

QUALITY INDICATORS

HELPFUL TIP
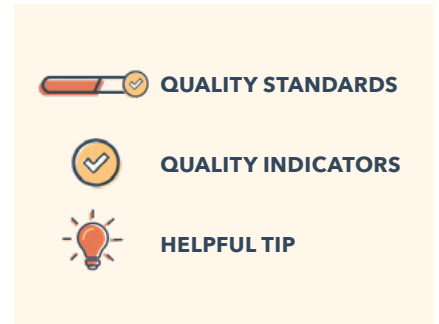
STEP 1: Read each step in the Beginner column. Place an (X) next to each step your program has completed.

STEP 2: If your program has completed every step in the Beginner column, move to the next column and REPEAT STEP 1 for the Intermediate column, then the Advanced column as needed.

STEP 3: When you reach a step that your program has not completed, this denotes your program's designation on the continuum. Record this phase in the "Program Designation" column.

STEP 4: Due to your program's organizational structures and priorities in your programming, you may have advanced steps in a later phase. For this reason, continue by placing an (X) next to each step your program has completed in each phase of the continuum.

Please note: Your program's designation will not change. However, this process will help you understand progress your program has made across the continuum.

STEP 5: Once you have determined your program's designation, your program will develop an action plan to complete the subsequent steps of that phase.

Now that your service year program has learned how to assess your program on the Quality Continuum and identified quality indicators that you can advance in your program, let's take a closer look at some of the best practices and strategies for engaging, recruiting, and supporting individuals after high school gleaned from the High School Transitions Cohort.

The Continuum includes terms that may require further definition. Definitions can be found in the Appendix.

High School Transitions – Quality Continuum

PROGRAM CULTURE AND ENVIRONMENT

PROGRAM CULTURE & ENVIRONMENT
A well-constructed service year program ensures its organizational culture is designed to support corps members in achieving the service intervention. To best engage high school graduates, service year programs should:
Promote an Environment/Culture of Inclusivity and Belonging for its Corps High school graduates value working in environments where diversity is welcomed, differences are celebrated, and they can be themselves and feel a sense of belonging. To achieve the above, programs will need to explore holistic approaches that incorporate diversity, equity, and inclusion (DEI) into the organizational culture. This will be an ongoing process requiring dedicated time and commitment by many members of your staff. To ensure its effectiveness, programs will need to establish practices, procedures, and evaluation tools. An integral part of creating a sense of belonging is meeting high school graduates where they are. This includes creating a safe space to share their lived experiences and personal stories, and supporting them by encouraging them along their journey

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ established DEI as an organizational priority with buy-in and commitment from my program's leadership and staff ☐ identified key terminology to promote a common language for advancing DEI ☐ assessed organizational practices and strategies to determine areas that will foster inclusivity and belonging	*My program has:* ☐ developed an action plan to advance DEI priorities and goals ☐ defined the process to implement DEI practices that will help foster a belonging culture for staff and corps members ☐ created safe spaces for corps members to share their lived experiences	*My program has:* ☐ examined organizational practices to better engage and support my corps members ☐ identified a timeline to execute against DEI goals that result in building a belonging culture ☐ begun implementing practices for creating a belonging culture ☐ reassessed and determined if the organizational practices help foster an inclusive and belonging culture	*My program's definition is:*

PROGRAM CULTURE AND ENVIRONMENT

Provide Support to Corps Members through an Asset-Based Framework

High school graduates seek opportunities that value their assets, strengths, attributes, and abilities that will cultivate opportunities for self-empowerment.

To achieve the above, programs must understand and implement an asset-based framework. Asset-based framing defines an individual by their aspirations, contributions and the value they bring to society rather than by their barriers and cost on society. When defining an individual by something that stigmatizes them, we cause further injury, reinforce mistrust, and create a lack of understanding. For organizations to develop an asset-based framework, it is necessary to assess the strengths, skills, abilities of its corps members.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ identified the strengths, skills, and abilities of corps members during the selection/onboarding processes using an assessment and/or evaluation tool ☐ utilized an assessment tool to determine service placement and activities. ☐ explored the asset-based questions with corps members during the orientation process **Questions may include:** What existing strengths/assets do you bring to a service year experience? What are your current goals? What do you hope to accomplish during your year of service? What strengths do you wish to develop further during your service year? In what ways, can staff assist you in developing these strengths?	*My program has:* ☐ utilized an asset-based tool to assess and provide support to corps members during their service year ☐ explored opportunities where corps members can increase and hone their leadership skills. (For example, providing corps members the opportunity to participate on a committee at your organization or leading training or service activity.) ☐ developed feedback loops and program evaluation tools to leverage the voices of corps members and incorporate practices that support their assets, strengths, attributes, and abilities	*My program has:* ☐ created opportunities and experiences for corps members to grow and hone their assets during a service year ☐ utilized an asset-based tool to guide the development of corps members while serving ☐ utilized feedback loops and evaluation tools that will help cultivate new opportunities based on its corps members' assets, strengths and abilities	*My program's designation is:*

PROGRAM CULTURE AND ENVIRONMENT

Highlight Opportunities for Skills Attainment and Leadership Development

High school graduates desire to understand the benefits of service in their life, including what completing a service year will unlock.

By providing examples of how corps members develop skills during service and where they go after service, it helps to show what is possible if they serve.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ developed and operationalized a skills inventory ☐ worked with staff to identify opportunities and experiences during the service year to cultivate skills attainment and leadership development ☐ explored the time allocation needed to foster skills attainment and promote leadership opportunities during service activities *For example, during service activity planning, your program staff should be prepared to discuss skills and leadership opportunities to help corps members hone their abilities.*	*My program has:* ☐ developed a process to share skills attainment and leadership development opportunities with corps members ☐ prepared your program staff to identify skills development opportunities during service delivery and ensured corps members understand how the skills aligns to post-service pathways *For example, provide a corps member the opportunity to lead a corps member meeting. In this example, staff should identify the specific skills needed to accomplish this activity and name how the skills will prepare corps members for post-service opportunities including public speaking, gathering and researching information, designing a presentation, and building knowledge to address follow-up questions.*	*My program has:* ☐ mapped skills attainment to in-service leadership opportunities and post-service pathways ☐ begun engaging industry professionals and stakeholders to help inform and enhance in-service skills attainment and leadership development with corps members ☐ incorporated practices offered from industry professionals and leveraged them during service activities to help corps members further understand skills development and the ways it maps to post-service pathways	*My program's designation is:*

OUTREACH AND RECRUITMENT

OUTREACH AND RECRUITMENT

Service year programs with quality outreach and recruitment strategies seek to engage local community members in the process by leveraging partners, stakeholders, and local leaders. When identifying and selecting high school graduates, service year programs should:

Build Recruitment Practices that Uplift the Voices of Corps Members and Alums

High school graduates value working in environments where diversity is welcomed, differences are celebrated, and they can be themselves and feel a sense of belonging.

Programs that have an understanding of their targeted demographic will help identify specific stories to highlight during outreach and recruitment.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has:	*My program has:*	*My program has:*	*My program's designation is:*
☐ begun developing a process to incorporate the unique voices and stories of corps members and alums into our recruitment plan ☐ identified representatives from my existing corps members and from recent alums that have had transformative experiences while serving ☐ identified individuals that experienced personal and professional success during and after their service years	☐ identified corps members and alums that can speak about their service year experience ☐ identified opportunities to highlight the diverse stories and lived experiences of their corps members *Some examples may include:* • *Arrange for corps members and alums to spak during recruitment events* • *Share inspirational stories in marketing materials (i.e. program flyers, social media websites, and/or YouTube channels)*	☐ utilized the stories and experiences of corps members and alums into our recruitment plan ☐ incorporated corps members and alumni stories in our recruitment plan *Some examples may include:* • *Designing outreach and recruitment events that include corps members and alums* • *Ensuring there is enough time at each event for the prospective applicants to ask questions and for corps members and alums to provide additional information about their service year experience*	

OUTREACH AND RECRUITMENT

Highlight the Benefits and Impact of the Service on the Corps Member

High school graduates are seeking opportunities to define their sense of purpose and life goals.

To achieve the above, programs must understand the value of their service year model and highlight the benefits and impact of a service year experience for the corps members. This process involves a comprehensive understanding of the full slate of benefits afforded to corps members including conducting skills mapping exercises and identifying service opportunities that prepare corps members for career and educational pathways.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ explored the value of our service year program – its offerings, supports, and connections to post-service pathways ☐ begun a skills inventory, an assessment that identifies specific skills (interpersonal "soft" and technical "hard" skills), offered during the service year	*My program has:* ☐ identified opportunities during the service year where skills attainment may occur during service activities ☐ named and highlighted skills attainment, professional development opportunities, and other benefits during outreach and recruitment	*My program has:* ☐ aligned a skills inventory with specific career and education pathways *This process may require an analysis of the local/regional labor market including conversations with the local workforce board, employers, and other key stakeholders that inform workforce development strategies.*	*My program's designation is:*

OUTREACH AND RECRUITMENT

Increase Recruitment Partners to Better Engage High School Graduates

High school graduates need to understand that service year opportunities exist.

To do this, there needs to be more engagement with local high schools and organizations that engage and support high school students, so that they are informed about service opportunities along with other post-secondary opportunities.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ developed a list of local, regional, and national organizations and stakeholders to engage in my recruitment planning	*My program has:* ☐ identified contacts and processes to engage organizations and stakeholders in my recruitment plans ☐ aligned strategies for my recruitment plan with local organizations and stakeholders	*My program has:* ☐ established frequent touch points that result in high engagement of high school graduates 💡 *Some examples of engagement may include:* • *hosted a community forum to increase awareness of my program and its benefits* • *attended parent night at a local high school and shared information about my program* • *invited a local high school to a joint service event with my corps*	*My program's designation is:*

CORPS MEMBER DEVELOPMENT AND TRAINING

CORPS MEMBER DEVELOPMENT AND TRAINING
Service year programs with quality outreach and recruitment strategies seek to engage local community members in the process by leveraging partners, stakeholders, and local leaders. When identifying and selecting high school graduates, service year programs should:

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High school graduates value working in environments where diversity is welcomed, differences are celebrated, and they can be themselves and feel a sense of belonging.

Programs that have an understanding of their targeted demographic will help identify specific stories to highlight during outreach and recruitment.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ developed a corps member assessment tool that will highlight areas of growth and opportunity that can be fostered during the service year. *Service Year Alliance created an Asset-Based Growth Assessment Tool as part of their Corps Member Curriculum: Strengthening Service Years as a Postsecondary Option, which can be used for this assessment.* ☐ developed a list of local educational institutions and employers that align to experiences and skills cultivated during our service year program	*My program has:* ☐ utilized the assessment tool with relevant questions ☐ begun engaging educational institutions and employers to ensure alignment for post-service opportunities for corps members ☐ begun understanding the local labor market and skills mapping to specific post-service opportunities	*My program has:* ☐ developed partnerships with educational institutions and employers that will benefit corps members ☐ positioned our program as a talent pipeline for post-service opportunities by developing partnerships with career and educational partners and increasing awareness of our service year program	*My program's designation is:*

CORPS MEMBER DEVELOPMENT AND TRAINING

Expand Engagement of Proximate Leaders and Industry Professionals Who Have Similar Life Stories to Your Corps Members

High school graduates need to engage with leaders and professionals that they can relate to and understand. This engagement will encourage inspiration and help them define a pathway to success while exploring post-service opportunities with confidence.

Programs have a unique opportunity to engage corps members and alums as proximate leaders.

Proximate leaders are individuals who have meaningful relationships with groups whose identity, experience, or community are systemically stereotyped, feared, dismissed, or marginalized. Proximate leaders move beyond exposure and those who have studied a group of people and their struggles to overcome adversity. Rather, they are actually a part of that group or are meaningfully guided by that group's input, ideas, agendas, and assets.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ begun drafting a list of proximate leaders and industry professionals that are currently being engaged with my program *This list should include corps members, alums, program partners, individuals from host sites, and employment partners. These individuals will be able to speak about their lived experiences and highlight the specific paths taken to achieve success after a service year.*	*My program has:* ☐ engaged proximate leaders and industry professionals, and defined specific information through informational interviews that should be shared with corps members ☐ prepared a list of questions (see below) for proximate leaders and industry professionals and/or identified key experiences **Some examples of questions include:** *For proximate leaders:* What was most impactful about your service year experience? What steps did you need to take to prepare you for a service year? What was the most challenging about your service year experience and how did you overcome it? *For industry professionals:* How did you get started with your career paths? What are the essential steps a person should take to start a position in your field? What type of preparation is necessary to advance your career? Higher Education? Credential? Years of Experience?	*My program has:* ☐ begun incorporating guest speakers into programming *This process involves identifying opportunities during the service year to share these stories and information. Programs should plan to identify opportunities at least once a month. The storytelling can take place at a service site, during monthly meetings, or by making individual connections with corps members and stakeholders that have similar experiences.*	*My program's designation is:*

CORPS MEMBER DEVELOPMENT AND TRAINING

Embed Industry-Recognized Training and Credentialing Opportunities

High school graduates are best prepared for career opportunities when they are able to gain the knowledge and hone the skills necessary to be successful during and post-service.

Identifying and embedding industry-recognized training and credentialing opportunities into programming can be a complex process that requires a full understanding of the AmeriCorps training hours cap, exploring new funding streams to ensure sustainability of offerings, and engagement of diverse stakeholders to ensure the training and/or credentialing has a return on investment for programs and corps members.

This quality indicator aligns with the *Outreach and Recruitment: Highlight the Benefits and Impact of the Service on the Corps Member* section. In order to begin work on this quality indicator, it is recommended that your program has conducted a skills assessment as outlined in that indicator

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has:	*My program has:*	*My program has:*	*My program's designation is:*
☐ begun identifying industry-recognized training and credentialing opportunities that will prepare corps members for post-service opportunities ☐ identified industry experts that help inform decision making, cost analysis, and validate the currency of the training or credential ☐ identified stakeholders to inform labor market trends and alignment to service delivery to identify industry-recognized training and credentialing	☐ developed partnerships with key stakeholders to inform industry-recognized training and credentialing ☐ explored new training and credentialing options for corps members including cost per member, accreditation, and prerequisites ☐ determined if the training or credential can be offered during or outside service hours *In some cases, programs may not be able to offer training and/or credentials during service hours, but this should not limit how these opportunities are shared with corps members. A best practice is developing a partnership with the training provider and ensuring that corps members are fully prepared to take advantage of the opportunity. This means exploring transportation options, scheduling the training when it is most feasible, and ensuring corps members have the appropriate prerequisites. Programs can determine if the training or credential is mandatory. Additionally, programs should be explicit with corps members about the benefits and advantages of the training or credential.*	☐ incorporated or enhanced a new/existing training or credential into programming ☐ began tracking the success of alums with the new credential or training ☐ created evaluation tools and strategies that assess the effectiveness of the specific industry-recognized training or credential and its alignment with career placement and advancement ☐ re-evaluated labor market trends to assess training and credential relevance *Each year, programs should evaluate the training and/credential to ensure effectiveness and that it supports the advancement of corps members in post-service opportunities.*	

CORPS MEMBER DEVELOPMENT AND TRAINING

Cultivate Mentorship Opportunities that Provide Feedback and Support

High school graduates want mentorship opportunities where they can engage with leaders, ask questions, and incorporate feedback to enhance their professional development and personal agency.

Building a mentorship framework in your programming ensures corps members are provided with the essential feedback and support needed during a service year. To establish mentorship opportunities, programs will need to engage members of the program staff to understand how mentorship is currently being offered, where opportunities exist during service, and define consistency and continuity across all supervisors.

Mentorship, feedback, and support is impacted by a program's organizational culture. It is recommended that programs begin with the quality indicator: *Program Culture & Environment: Promote an Environment/Culture of Inclusivity and Belonging for its Corps* before advancing this quality indicator.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ begun identifying iidentified in-service mentorship opportunities that promote professional development and foster personal agency ☐ identified feasible times throughout the service year to discuss areas of opportunity and development with corps members	*My program has:* ☐ developed a mentorship framework *See sample: Getting Started on a Mentorship Framework* ☐ developed a mentorship framework leveraging staff to ensure professional development and understanding of personal agency for corps members= *This process involves developing a training on constructive feedback and providing it to corps members to help set clear expectations and gather information from corps members about ways they would like to receive feedback and support.*	*My program has:* ☐ incorporated a mentorship framework that cultivates feedback and support for corps members ☐ trained staff that will incorporate the mentorship framework to provide feedback, guidance, and support corps members ☐ began tracking the impact of the mentorship framework by exploring the corps members' receptiveness ☐ determined whether the feedback demonstrated progress and growth of the corps members ☐ reassessed the mentorship framework to refine practices	*My program's designation is:*

CORPS MEMBER DEVELOPMENT AND TRAINING

Promote Social Capital Development and Relationship Building

High school graduates benefit from engagement with diverse stakeholders that will help them cultivate relationships to open up new opportunities.

Social capital is the network of relationships within individuals who live and work in a particular society, enabling that society to function effectively. Social capital development involves the effective functioning of social groups through interpersonal relationships with a shared identity, understanding, norms, values, trust, cooperation, and reciprocity. When individuals are able to understand their social capital and its value, they are able to understand their contribution to society as well as identify individuals that support or aid them in accomplishing their goals.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ identified industry-recognized training and credentialing opportunities that will prepare corps members ☐ implemented opportunities throughout the service year to help corps members identify and explain their service year experiences and skills development	*My program has:* ☐ utilized a skills assessment inventory to highlight specific skills attainment during service year experiences 💡 *Some examples include* • *Facilitate informational interviews with corps members and local stakeholders to understand their organization, role, and contribution to communities and society.* • *Host mock networking events with corps members* • *Conduct trainings that provide content on elevator pitches, making introductions, and/or talking about their service experiences*	*My program has:* ☐ connected corps members to stakeholders that are connected to post-service opportunities and that may support members in their life-trajectory ☐ developed evaluation tools and strategies to assess social capital and relationship building strategies that lead to new opportunities for corps members	*My program's designation is:*

CORPS MEMBER DEVELOPMENT AND TRAINING

Map Skills Development and Attainment to Post-Service Opportunities

High school graduates seek to understand specific skills and opportunities that will align with college and career opportunities.

Service years that conduct a skills inventory (i.e. a list of skills gained during a service year) will be able to highlight and translate skills gained with corps members. This includes preparing corps members to discuss their service year experience in ways that will be meaningful during future interviews for career and higher education opportunities.

This quality indicator aligns with the *Outreach and Recruitment: Highlight the Benefits and Impact of the Service on the Corps Member* section. In order to begin work on this quality indicator, it is recommended that your program has conducted a skills assessment as outlined in that indicator.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ explored existing relationships with stakeholders, community members, and beneficiaries to understand how they can be leveraged to support your corps members ☐ created a list of key stakeholders my program typically engages and determined the role they can play with corps members ☐ developed in-service strategies and training to support corps members in cultivating relationships that can enhance corps members' social capital development	*My program has:* ☐ developed relationships and partnerships with stakeholders that support social capital development for corps members *Service Year Alliance created Intentional Skills Attainment Curriculum as part of their Corps Member Curriculum: Strengthening Service Years as a Postsecondary Option. The Curriculum's Employability Skills Inventory can be used for this skills assessment.* ☐ defined opportunities during the service year where staff highlight skills for corps members to practice and hone how they talk about their service year experience to better relate to employers and educational opportunities. *Some examples include:* • *Promoting journaling among corps members to ensure they are capturing opportunities to address behavioral interview questions.* • *Creating opportunities for corps members to discuss skills development with other corps members .* • *Celebrating corps members' success by highlighting accomplishments during meetings and/or in the media.*	*My program has:* ☐ incorporated practices and strategies that allow corps members to demonstrate skills attainment for post-service opportunities ☐ leveraged stakeholders, like employers and education providers, to assess how corps members talk about their service year experiences (i.e. mock interviews and/or informational interviews)	*My program's designation is:*

CORPS MEMBER SUPERVISION

CORPS MEMBER SUPERVISION
Service years programs ensure corps members have appropriate oversight and supervision during service delivery. When engaging high school graduates, service year programs should:

Establish Professional Expectations for Before, During, and After Service
High school graduates benefit from well-constructed professional experiences with clearly defined expectations. This affords them context and intention leading to their consent and commitment.

For this quality indicator, program staff will need to conduct a needs and growth assessment within the first two months of the service year. This will inform goal setting and map to personal and professional accomplishments.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ designed coaching models and structures in-service that help support corps members, including training their staff to provide regular engagement with corps members ☐ explored new opportunities to engage corps members and receive their feedback **Some examples of a feedback loop include:** • *Promoting journaling among corps members to ensure they are capturing opportunities to address behavioral interview questions.* • *Creating opportunities for corps members to discuss skills development with other corps members .* • *Celebrating corps members' success by highlighting accomplishments during meetings and/or in the media.*	*My program has:* ☐ incorporated coaching models that support corps member development and provide guidance to address barriers, challenges, and growth potential ☐ scheduled regular coaching and engagement sessions with corps members that will help clarify personal and professional goals *This process involves developing a training on constructive feedback and providing it to corps members to help set clear expectations and gather information from corps members about ways they would like to receive feedback and support*	*My program has:* ☐ incorporated training that prepares corps members for service during orientation, during service, and post-service ☐ evaluated the curriculum and strategies to determine areas of opportunity that will enhance corps members professional development in their next steps ☐ discussed professional norms and expectations with employers and higher education staff to better prepare corps members for post-service opportunities	*My program's designation is:*

CORPS MEMBER SUPPORT

CORPS MEMBER SUPPORT Service year programs provide appropriate support to corps members to ensure they are able to complete the service year and service activities. When engaging high school graduates, service year programs should:			
Enhance In-Service Coaching and Feedback Channels for Corps Members *High school graduates feel supported when they are able to work with program staff and partners to understand their strengths, clarify expectations, and achieve goals in their service activities. Continuous feedback that is direct and authentic will help foster professional development and growth for high school graduates, while also supporting them throughout the service experience.* Defining professionalism and professional norms and expectations at an organization is critical to ensuring corps members are prepared to meet expectations. To do this, programs need to explore both written and unspoken professional norms among their organization, host sites, and partners. Transparency and authentic communication with corps members about these norms will help prepare them for success.			
BEGINNER	**INTERMEDIATE**	**ADVANCED**	**PROGRAM DESIGNATION/NOTES**
My program has: ☐ developed a list of professional norms and expectations for corps members. This process will help identify inconsistencies and determine where information should be shared. ☐ begun tracking professional norms in order to incorporate them into a corps member handbook or other similar communication ☐ discussed professional norms and expectations with host sites and other key partners	*My program has:* ☐ designed specific training throughout the service year that prepares corps members to serve/work in a professional setting during both the service year and post-service ☐ implemented a curriculum and strategies that will support corps members' professional development *Service Year Alliance created an Asset-Based Growth Assessment Tool as part of their Corps Member Curriculum: Strengthening Service Years as a Postsecondary Option, which can be used for this assessment. This growth assessment can be used to better understand corps members' personal and professional goals throughout their service year and is intended to be utilized during check-ins and coaching sessions.*	*My program has:* ☐ assessed our coaching model to ensure it is appropriately meeting the needs of corps members and make modifications when necessary *By implementing feedback loops mentioned above, programs will be able to identify and incorporate new practices that will enhance the experiences of their corps members.*	*My program's designation is:*

CORPS MEMBER SUPPORT

Understand and Build Structures to Support a Wide Range of Needs

High school graduates benefit from resources to help them navigate emerging challenges and barriers.

Creating relationships with organizations that administer support programs you believe corps members may need will allow you to address challenges in the moment. To understand the support needs for your corps members, you should reflect on the needs of your corps members over the past 3-5 years. Building relationships with stakeholders and organizations is an ongoing process and it is important to maintain these relationships, especially during times of high turnover.

BEGINNER	INTERMEDIATE	ADVANCED	PROGRAM DESIGNATION/NOTES
My program has: ☐ developed a list of supports and resources provided through the program ☐ developed a list of common challenges, needs, and barriers that have prevented the successful completion of a service year by former corps members ☐ identified supports that can be offered with program staff and/or hired a member of staff to support common challenges and barriers	*My program has:* ☐ begun mapping needed supports to local stakeholders and organizations that offer these supports *The process should include identifying specific services, when they are offered, required documentation, and the length of time required to address challenges and barriers.*	*My program has:* ☐ started building relationships (both formal and informal) with key stakeholders and organizations that can support our corps members ☐ shared information broadly across your organization to ensure every staff member is prepared to assist corps members, if engaged	*My program's designation is:*

Asset-Based Framing is defining an individual by their aspirations, contributions and the value they bring to society rather than their barriers and cost on society. When defining an individual by something that stigmatizes them, we cause further injury, reinforce mistrust, and create a lack of understanding. For organizations to develop an asset-based framework, it is necessary to assess the strengths, skills, abilities of its corps members.

Belonging is the emotional state of inclusion, associated with efforts that involve a feeling of being taken in, approved of, accepted, and welcomed. In order for individuals to feel a sense of belonging, they need to feel welcomed exactly as they are and should not be required to abandon parts of their identity to fit within a culture, group, and/or society.

Civic Engagement is the knowledge, attitudes, and activities of an individual who actively works to improve or influence a community.

Cultural Competence refers to an ability to interact effectively with people from different cultures.

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, it should in a broader definition of diversity also include age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance.

Equity is the fair treatment, access, opportunity, and advancement for all people, while striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

High School Graduate include any person that has obtained a high school credential including a General Education Diploma.

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to participate fully. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

Leadership Development is the process of helping to expand the capacity of individuals to perform in leadership roles and responsibilities within a position, organization, and/or life. This process is focused on developing the leadership abilities and attitudes of individuals that advances competency in personal mindset, social awareness, relationship building, communication, collaboration, and problem solving.

Professionalism is the conduct, aims, or qualities that characterize or mark a profession or a professional person. Professionalism encompasses a number of different attributes including specialized knowledge and skills, competency, integrity, accountability, self-regulation/self-governance, reliability, communication, image and, together these attributes identify and define a professional.

Proximate Leaders are individuals who have meaningful relationships with groups whose identity, experience, or community are systemically stereotyped, feared, dismissed, or marginalized. Proximate leaders move beyond exposure and those who have studied a group of people and their struggles to overcome adversity, but rather are actually a part of that group or meaningfully guided by that group's input, ideas, agendas, and assets.

Social Capital Building is the process of supporting the individuals to function effectively as a member of social groups through interpersonal relationships with a shared sense of identity, a shared understanding, shared norms, shared values, trust, cooperation, and reciprocity that can be meaningful to the individual and their role in society.

Service Year Alliance is working to make a year of paid, full-time service – a service year – a common expectation and opportunity for all young Americans. We envision a future in which national service is part of growing up in America. As we enter a new era for national service fueled by recent investments in AmeriCorps, we are focused on ensuring these expansions are successful and set the stage for future growth of the field. We identify opportunities for shared recruitment and data systems to tackle some of the biggest challenges facing our sector. Finally, we foster collaborative approaches to demonstrate the impact of service years as an experience that transforms lives, strengthens communities, and fuels civic renewal at scale. Learn more about our work at ServiceYearAlliance.org.

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