Youth Development is the social-emotional, cognitive, and physical processes that all youth uniquely experience from birth to career. A successful development process fulfills children and teens’ innate need to be loved, spiritually grounded, educated, competent, and healthy.
<table>
<thead>
<tr>
<th>Age Span</th>
<th>Social/Emotional</th>
<th>Cognitive</th>
<th>Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 4</td>
<td>1. Forms positive attachment to a caregiver</td>
<td>4. Has a caregiver that sings, reads, and talks to them.</td>
<td>8. Receives quality pre-natal care</td>
</tr>
<tr>
<td></td>
<td>2. Makes eye contact and responds to social engagement</td>
<td>5. Actively explores surroundings</td>
<td>9. Achieves basic developmental markers, including crawling, walking, and weight gains</td>
</tr>
<tr>
<td></td>
<td>3. Responds to environmental stimulation</td>
<td>6. Develops basic recognition of letters, numbers, and shapes</td>
<td>10. Has access to lifelong basic dental/health/eye care</td>
</tr>
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<td></td>
<td></td>
<td>7. Receives effective preschool preparation.</td>
<td></td>
</tr>
<tr>
<td>K – 5</td>
<td>12. Exhibits a desire to learn</td>
<td>15. Attends Kindergarten</td>
<td>18. Has access to healthy foods</td>
</tr>
<tr>
<td>Grades</td>
<td>13. Forms positive peer relationships</td>
<td>16. Reads at grade-level by the end of 3rd grade</td>
<td>19. Masters fine and gross motor skills through activity</td>
</tr>
<tr>
<td></td>
<td>14. Engages in activities that strengthen social emotional competencies</td>
<td>17. Sets academic expectations of good grades</td>
<td>20. Learns basic safety habits</td>
</tr>
<tr>
<td>6 – 8</td>
<td>21. Has a positive non-parent adult mentor</td>
<td>24. Has an expectation of attending college</td>
<td>27. Self directs healthy eating</td>
</tr>
<tr>
<td>Grades</td>
<td>22. Has positive peer influence</td>
<td>25. Masters Algebra 1</td>
<td>28. Is engaged in positive physical activity</td>
</tr>
<tr>
<td>9 – 12</td>
<td>30. Develops healthy values including, caring, honesty, and responsibility</td>
<td>34. Passes most of his/her classes</td>
<td>37. Establishes a peer group that supports healthy habits.</td>
</tr>
<tr>
<td>Grades</td>
<td>31. Feels supported by others</td>
<td>35. Masters a “favorite” subject</td>
<td>38. Engages in activities that promote mental health (service learning, sleeping, and faith).</td>
</tr>
<tr>
<td></td>
<td>32. Feels empowered</td>
<td>36. Masters math and/or science</td>
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<tr>
<td></td>
<td>33. Connects with community, school, and/or church</td>
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<td></td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>39. Begins working on a career plan</td>
<td>41. Has a financial plan to support post-secondary studies</td>
<td>45. Establishes a peer group that supports healthy habits</td>
</tr>
<tr>
<td></td>
<td>40. Develops time- and stress-management skills</td>
<td>42. Makes strong connections with a postsecondary institution</td>
<td>46. Engage in activities that promote mental health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>43. Has a career plan</td>
<td></td>
</tr>
</tbody>
</table>
**SOURCES**


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