National UNIVERSITY | SANFORD HARMONY

California Quality Standards for Expanded Learning & Sanford Harmony Crosswalk

Belonging, Connection, and the Relationship Skills That Make Learning Possible.

At Sanford Harmony, we know that student's and adults' sense of belonging is central to healthy learning. To create environments that center belonging, Sanford Harmony supports schools, out-of-school time (OST) organizations, and families cultivate healthy relationships with oneself, with others, and within their communities. Because the science tells us that belonging improves student, adult, and school outcomes (e.g., attendance, behavior, and academic performance), our evidence-based programs and professional learning encourage student and adult connection, communication, respect, resilience, and lifelong well-being. Through our tools, resources, and support, we empower adults and students to create environments where young people thrive in the multiple spaces they live and learn.

Boost Academic Success

Students build essential learning skills, show stronger engagement, and achieve higher academic outcomes.

Reduce Disciplinary Issues

Harmony improves safety and reduces bullying and behavior issues through relationship skills and emotional regulation.

Strengthen Educator Performance

Harmony enhances instructional practices and leadership, giving educators the tools to help students succeed.

Support Families & Communities

Harmony strengthens communication, routines, and relationships at home—cultivating compassionate, responsible citizens.

Build Confidence & Self-Direction

Students develop self-awareness, decision-making, and perseverance to navigate challenges, stay focused on their goals, and prepare for life after school.

Prepare Students for the Workforce

Skills such as personal responsibility, problem-solving, and conflict resolution set students up to build strong relationships and thrive in today's competitive work environments.

Improve School Climate

Leaders gain practical strategies and data insights to build stronger, more supportive learning environments.

For more information, visit our Research page on the Harmony Curriculum Portal.

What We Do

Sanford Harmony provides no-cost and level-up digital resources, as well as print-based resources that promote healthy learning, belonging, and relationship skills through our:

Harmony School Curriculum (PreK – 6)

Designed for classroom educators to build welcoming, connected learning environments. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for classroom use
- Harmony Plus: lesson decks, data dashboard, and access to Harmony Connect social community

Harmony Out-of-School Time (OST) Curriculum

Created for youth development and expanded learning programs. Includes:

- Units, lessons, activities, and Everyday Practices
- Harmony Kits for OST and expanded learning settings

Harmony Professional Learning

Self-paced modules, certificates, and no-cost webinars that help educators, mentors, and expanded learning staff strengthen relationships, build effective practices, and grow as leaders.

Harmony at Home

A family-centered app or kits for parents, caregivers, and kids to enjoy together! Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.

Summary of Sanford Harmony and California Quality Standards for Expanded Learning Alignment

Sanford Harmony's tools and resources advance the vision of California's Quality Standards for Expanded Learning by providing year-round learning experiences that strengthen young people's readiness for college, career, and life. Sanford Harmony's comprehensive practices and activities, including those for school, home, and community organizations, professional learning for adults, and leadership tools, enable California's expanded learning programs to strengthen expectations, implement proactive learning practices, and make data-informed decisions.

Specifically, Sanford Harmony aligns with California Quality Standards for Expanded Learning in the following ways (see the full crosswalk for a detailed alignment between Harmony and the Quality Standards):

Safe and Supportive Environment: Harmony Curriculum's Everyday Practices and Lessons & Activities, together with Harmony's Professional Learning modules, equip staff to create safe and supportive environments that nurture the social, personal, and developmental needs of young people.

Active and Engaged Learning: Harmony's Everyday Practices, Lessons & Activities, and tactile Harmony Kits promote active and meaningful learning by engaging youth in reflective, collaborative experiences that broaden their horizons.

Skill Building: The explicit instruction of Harmony Lessons, coupled with the routines of the Everyday Practices, intentionally develops students' interpersonal and intrapersonal 21st-century skills, supporting high expectations and helping youth develop mastery that extends across all areas of their lives.

Youth Voice and Leadership: Harmony supports Youth Voice and Leadership by engaging youth in co-created Harmony Goals, youth-centered Meet Up discussions, Buddy Up interactions, and lesson activities that provide students with authentic opportunities to shape their learning, contribute to program culture, and take on meaningful leadership roles.

Healthy Choices and Behaviors: Through the Lessons & Activities and Everyday Practices, the Harmony Curriculum provides ongoing opportunities for youth to develop social and personal skills - such as emotional regulation, empathy, and problem-solving - that support healthy decisions, positive relationships, and overall well-being.

Diversity, Access, and Equity: Harmony fosters welcoming learning environments by encouraging co-created Harmony Goals, inclusive Meet Up and Buddy Up routines, communication- and perspective-taking lessons, and Storybooks that cultivate belonging, honor differences, and ensure all youth feel valued and supported.

Quality Staff: Harmony supports the recruitment and retention of high-quality staff by providing structured Planning and Pacing Guides, easy-to-implement Everyday Practices, fully developed lessons, and clear state and program alignments that help staff create positive, relationship-centered learning environments and access ongoing professional development.

Clear Vision, Mission, and Purpose: Harmony aligns with this standard by encouraging co-created Harmony Goals, intentional lessons tied to clear intra- and interpersonal skill outcomes, family-focused Home Letters, and structured Meet Up and Buddy Up routines that ensure youth input informs the learning community and advances program goals.

Collaborative Partnerships: Harmony supports Collaborative Partnerships by aligning school-day and out-of-school resources, providing staff with family-focused professional learning modules, engaging families through Home Letters, and extending relationship-building routines into the home through Harmony at Home Kits and the Harmony at Home App.

Continuous Quality Improvement: Harmony supports Continuous Quality Improvement by providing structured reflection opportunities, youth goal-setting practices through Harmony Goals, and Meet Up check-ins that generate ongoing feedback from participants, enabling staff to assess strengths and needs and continuously refine program design and outcomes.

Program Management: Harmony supports effective program management by offering clear, well-documented resources that communicate learning goals, promote transparency, and strengthen alignment between the program's mission, family engagement, and implementation practices.

Sustainability: Harmony supports program sustainability by providing adaptable, relationship-centered lessons and Everyday Practices that strengthen community connection across school, out-of-school time, and home-based settings.

This alignment guide serves to provide a more comprehensive alignment between the robust set of tools, resources, activities, and services offered by Sanford Harmony that facilitates a school community in achieving its PBIS goals.

Universal PBIS Features	Harmony Curriculum	Harmony Professional Learning
Leadership Team 1.1		
Feature: Team Composition **Description:** The leadership team includes a coordinator, a school administrator, and representatives from staff, students, and families.	A Harmony Implementation Specialist, through a partnership agreement, consults with school and district leaders to align Harmony implementation with PBIS goals. The PBIS leadership team can also use Harmony's leadership implementation tools to support Harmony implementation, ensuring alignment across initiatives. The Harmony Connect community can benefit leadership team members by providing access to broader perspectives and shared tools from other schools. This supports more informed decision-making.	**Meaningful Relationships with Educators and School Leaders** The ability to take the perspective of and empathize with others is crucial when educators and administrators collaborate to solve problems that involve many different perspectives. **Problem Solving for Educators** Recognize and apply skills that contribute to effective problem solving and responsible decision making to effectively manage and solve individual, interpersonal, and school-wide problems. **Harmony Leadership Certificate** Deepen leadership competencies that support leaders, staff, and student well-being and belonging.
Leadership Team 1.2		
Feature: Team Operating Procedures **Description:** The leadership team has a regular meeting format/ agenda to communicate, review practices on action plan, and monitor the impact of procedures.	The leadership team can use Harmony's implementation plan and data dashboard, as well as implementation, observation, and reflection tools to guide discussions, monitor progress, and inform fidelity of implementation during regular meetings.	**Maintaining Professional Relationships with Colleagues** Guiding principles that can be used to develop and maintain professional relationships with colleagues. **Teamwork & Collaboration for Educators** Learn and apply techniques to get to know your colleagues and work with educators that may have a different approach than you.

1. **Safe and Supportive Environment:** The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.	The Harmony team meets with school and site leaders regularly to ensure the Harmony Curriculum aligns with well-being initiatives for the school, district, or program. These collaborative efforts support safe, inclusive, and connected learning environments.	**Coping With Teacher Stress** Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it. **Self-Compassion and Emotion Regulation for Educators** Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings educators need to self-regulate and attend to their emotions. **Understanding the Brain to Get to the Heart of Healthy Relationships** Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy, and actions.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program develops policies and procedures to: • Clearly communicate health, safety, and behavior procedures with staff, participants, and families. • Clearly identify the health and medical needs of participants. • Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.). • Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program. • Ensure that staff are trained in safety and first aid. • Clearly document and communicate incidents (i.e. written reports and phone records). • Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.	The **Harmony Curriculum Everyday Practices** like **Meet Up and Buddy Up** encourage routine-communication and behavior expectations.	**Strong Start: Everyday Practices** Explore the features of Everyday Practices in Harmony, such as Personal Goals, Meet Up, and Buddy Up in this in-depth Harmony module. **The Physical Environment of Your Classroom** Recognize how the classroom environment affects student behavior, motivation, and achievement, then apply best practices to create a safe, welcoming space. **Recognizing Bullying Behavior** Investigate the causes and effects of bullying and determine best practices for identifying bullying in the classroom. **Addressing Bullying Behavior** Equip yourself with best practices for intervening and resolving bullying scenarios to create a positive classroom environment. **Reporting Child Abuse and Neglect** Review teachers' responsibility as mandated reporters and learn how to handle student disclosures of abuse.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).	Through **Harmony at Home,** families have access to lessons and resources that support their emotional well-being and relationship development. Additionally, on the Harmony Curriculum portal, educators can access "Harmony Home-To-School Connections" and provide the families they work with a letter that shares what youth are learning within each unit.	**Addressing Barriers to Parent Involvement** Explore strategies to overcome bias and communicate effectively with a wide range of parents, making them feel valued and welcomed. **Strategies for Communicating with Parents** Discover some helpful "dos and don'ts" for effective teacher-parent communication- in all types of conversations, not just difficult ones. **Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.
Staff Level		
The staff respectfully welcome and release participants from the program.	**Meet Up and Buddy Up routines** model welcoming and releasing rituals that can be used with both youth and adults.	**Identifying Necessary Procedures** Determine the trouble spots in your classroom routine that could be improved by a thoughtfully conceived procedure. **Designing Effective Procedures** Identify the characteristics of meaningful classroom procedures and learn the three steps necessary to create them. **Teaching Procedures** Effectively teach, practice, and reinforce procedures so they become routines that help the classroom run more smoothly.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff intentionally build and maintain trusting, nurturing, and supportive relationships with participants.	All **Harmony Curriculum Units** and **Everyday Practices** are centered upon building and maintaining trusting, nurturing, and supportive relationships.	**Building Relationships with Youth** Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. **Maintaining Professional Relationships with Students** Identify the dos and don'ts associated with the guiding principles for professional relationships with students. **Maintaining Professional Relationships with Colleagues** Learn principles that can help teachers develop and maintain professional relationships with their colleagues. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Meaningful Relationships with Educators and School Leaders** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful.
The staff respectfully welcome and release participants from the program.	**Meet Up and Buddy Up routines** model welcoming and releasing rituals that can be used with both youth and adults.	**Identifying Necessary Procedures** Determine the trouble spots in your classroom routine that could be improved by a thoughtfully conceived procedure. **Designing Effective Procedures** Identify the characteristics of meaningful classroom procedures and learn the three steps necessary to create them. **Teaching Procedures** Effectively teach, practice, and reinforce procedures so they become routines that help the classroom run more smoothly.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff intentionally identify participant strengths, interests, and learning styles, and encourage participants to develop skills related to their strengths and interests.	**Unit 1, Lesson 5: Growth Mindset:** Believe that they can work hard and keep trying to learn new things. **Unit 2, Lesson 1: Appreciating Our Differences:** Foster feeling a sense of being valued by sharing something special about themselves. **Meet Up, Step 2: Sharing and Responding and Buddy Up** both provide ongoing opportunities for youth to share interests and reflect on their experiences.	**Helping Students Want to Achieve** Examine behaviors, questions, and strategies that help increase the value students place on school and thus increase their motivation to succeed. **Helping Students Believe They Can Achieve** Investigate the element of expectancy and identify strategies for increasing it – and thus increasing motivation- in students. **Preparing to Differentiate: Student Interest** Learn how to observe and what behaviors to look for in order to determine how a student may learn best. **Be the Spark: Nurturing Student Inspiration** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff hold participants to high expectations for behavior and achievement by: • Actively acknowledging positive behavior and participant accomplishments. • Calmly intervening when youth or adults are engaged in physically and/or emotionally unsafe behavior.	**Meet Up, Step 3: Checking In:** supports reflection on goals and acknowledgment of both "highs" and "lows" in relation to personal and class goals. **In Unit 2, Lesson 5: Standing Up for Others:** youth learn how to respond to unfair or unsafe behavior.	**Using Warm Demand to Build Student Achievement** Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations. **Helping Students "Want" to Achieve** Examine behaviors, questions, and strategies that help increase the value students place on school and thus increase their motivation to succeed. **Helping Students Believe They "Can" Achieve** Investigate the element of expectancy and identify strategies for increasing it – and thus increasing motivation- in students. **Causes of Misbehavior** Identify the root causes of classroom misbehavior and respond with interventions that address those causes. **Creating Classroom Rules** Collaborate with students to identify desired classroom behaviors and craft effective rules linked to those behaviors. **Addressing Bullying Behavior** Equip yourself with best practices for intervening and resolving bullying scenarios to create a positive classroom environment. **Reporting Child Abuse and Neglect** Review teachers' responsibility as mandated reporters and learn how to handle student disclosures of abuse.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff participate in on-going health and safety procedures, trainings, and practice drills with participants.	**Unit 3, Lesson 5:** **Communicating with each other:** Students and staff practice cooperating in a shared activity.	**The Physical Environment of Your Classroom** Recognize how the classroom environment affects student behavior, motivation, and achievement, then apply best practices to create a safe, welcoming space. **Addressing Bullying Behavior** Equip yourself with best practices for intervening and resolving bullying scenarios to create a positive classroom environment.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants and staff share responsibility in building a sense of community and belonging.	**Meet Up:** a daily routine in which youth, educators and/or providers come together to establish and monitor expectations for how to treat one another, share experiences, solve problems, and build community. **Harmony Class Goals:** Goals that are established by the class/group and reflect how everyone in the class/group wants to interact with and be treated by one another. **Harmony Personal Goals:** Goals that are established individually and based on the outcomes youth hope to achieve in relation to a Harmony Unit theme and how they want to show up for the class/group community. **Unit 4, Lesson 5: Taking Responsibility and Making Amends:** Describe why it is important to be honest and take responsibility for one's own actions and then demonstrate ways to take responsibility for their words and actions during conflict.	**Building Relationships with Youth** Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. **Meaningful Relationships with Educators and School Leaders** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants actively co-create behavioral agreements in collaboration with program staff.	**Harmony Class Goals:** Goals that are established by the class/group and reflect how everyone in the class/group wants to interact with and be treated by one another. **Unit 4, Lesson 4: Thinking of solutions and using compromise:** Participants use problem solving skills in a collaborative activity.	**Harmony Strong Start – Everyday Practices** Explore the features of Everyday Practices in Harmony, such as Personal Goals, Meet Up, and Buddy Up in this in-depth Harmony module. **Creating Classroom Rules** Collaborate with students to identify desired classroom behaviors and craft effective rules linked to those behaviors.

2. **Active and Engaged Learning in Action:** Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.	Nearly all Harmony lessons include interactive, hands-on components, such as partner work, creative expression, role plays, and problem-solving activities. Harmony Kits provide tactile tools (e.g., Quick Connection Cards, storybooks, a Z plush doll – the Harmony program mascot featured throughout the Storybook series) to enhance engagement.	**Design a Problem-Based Learning** Experience Investigate the benefits of Problem-Based Learning for students and teachers, review a sample plan, and design your own Problem-Based Learning (PBL) lesson. **Developing Behaviors for Cooperative Learning** Guides students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Structuring Cooperative Learning** Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative.
The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.	Harmony Curriculum updates have been informed by feedback from users, including educators, families, and program providers through surveys, focus groups, and case studies.	Harmony Professional Learning experiences are informed by ongoing educator feedback and implementation data.

Active and Engaged Learning in Action

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff give participants the experience of learning through multiple senses.	**Harmony lessons** include role plays, engaging visual aids, discussion prompts, reflection activities, storytelling, and game-based learning. The **Harmony Kits** include tactile resources like Quick Connection Cards, Storybooks and Z Dolls to support hands-on engagement.	**Creating Multi-Sensory Experiences to Improve Memory Retention** Learn how the brain transfers information to long-term memory, then explore instructional strategies for creating experiences that improve memory retention. **Preparing to Differentiate: Learner Profile** Learn how to observe and what behaviors to look for in order to determine how a student may learn best. **Preparing to Differentiate: Student Interest** Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction.
Staff give participants the opportunity to work in groups that have a clear purpose.	Both **Meet Up and Buddy Up** create consistent opportunities for structured peer interactions to occur. **Unit 3, Lesson 5: Communicating for Collaboration:** Participants practice using teamwork, communicating with a team, and using planning and organizational skills.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Developing Behaviors for Cooperative Learning** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Structuring Cooperative Learning** Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.	**Meet Up:** Encourages routine communication, discussion, and structured peer interactions. **Unit 2, Lesson 3: Breaking Stereotypes:** Students explore what stereotypes are, how they impact behavior and thinking, and develop the motivation and skills to critically evaluate and challenge stereotyped messages—while recognizing both similarities and differences across groups. **Unit 3, Lesson 3:** Communicating in Different Settings: Students will understand that communication varies by environment and practice identifying Communication Boosters and Bloopers to adapt their interactions accordingly.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Preparing for Student Discussions** Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students. **Affirming Difference and Valuing Background Knowledge** Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction. **Using Critical Consciousness to Challenge Inequity** Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.	**Personal Goals: S**tudents reflect on what is important to them in relation to the Harmony Unit theme and then see goals around this. **Meet Up, Step 3, Checking In:** Students reflect on their Class Harmony Goals and address any issues related to these. **Unit 4, Lesson 3: Thinking of Solutions and Using Compromise** – Students apply all four steps of the STEP It Up! conflict resolution process, evaluate potential consequences, and build confidence in their ability to resolve conflict effectively.	**Preparing to Differentiate: Student Interest** Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction. **Differentiation Strategy: Student Choice** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests. **Using Critical Consciousness to Challenge Inequity** Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity.

Active and Engaged Learning in Action

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants gather evidence to support their ideas and understand other perspectives.	**Unit 2, Lesson 1: Appreciating Our Differences** Students recognize and reflect on their own skills and those of their peers, learning to value diverse strengths and contribute to others' learning by teaching a new skill and promoting understanding of differences. **Unit 2, Lesson 5: Standing Up for Others:** Students work together to create a classroom environment that encourages perspective taking, empathy, and inclusive behavior. **Unit 4, Lesson 1: Perspective taking to Understand the Problem:** Students consider a problem from someone else's perspective.	**Preparing for Student Discussions** Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students. **Meaningful Relationships with Educators and School Leaders** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful. **Problem Solving for Educators** Discover how making informed choices based on relationships, skills, ethics, safety, and social norms is vital for problem-solving in educational settings. Review the key steps for administrators and educators to address individual, interpersonal, classroom, and school-wide issues.
Participants use modern technology to support their learning.	Harmony is available through a free online platform that includes interactive digital lesson plans, downloadable resources, and online tools to support implementation.	The Harmony professional learning modules are online, self-paced, and interactive formats, modeling the integration of modern tech into learning. **Teacher Professionalism in the Age of Social Media** Understand how your digital footprint represents you as a professional and learn strategies to manage it effectively.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
All participants in group work are engaged, cooperate in the group's accomplishments, and are accountable to one another.	**Harmony Class Goals:** Together, the class/group create agreements for how they want to engage and cooperate with one another. They are then held accountable for these through regular check-ins. **Meet Up, Step 3: Checking In:** Provides the class or group with an opportunity to check in on their goals (accountability) and celebrate their success (accomplishments). **Unit 3, Lesson 5: Communicating for Collaboration:** Teaches youth to practice using teamwork, communicating with a team, and using planning and organizational skills. **Unit 4, Lesson 5: Taking Responsibility and Making Amends** – Students describe why honesty and personal accountability matter, and practice taking responsibility during conflict.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Using Warm Demand to Build Student Achievement** Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations. **Developing Behaviors for Cooperative Learning** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Structuring Cooperative Learning** Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative.

3. **Skill Building:** The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation.	The Harmony Curriculum includes projects and activities, which result in tangible outcomes. For example: **Personal Goals:** Students set and monitor personal goals throughout the duration of a Harmony Unit, working toward mastery of specific relationship skills. **Class Goals:** As a group, students collaboratively create and regularly revisit agreements about how they want to treat one another, contributing to accountability and progress toward community norms. **Unit 2, Lesson 1: Appreciating Our Differences:** Students independently brainstorm a personal skill, then teach that skill to a peer, providing an opportunity to reflect, communicate, and demonstrate understanding.	**Helping Students "Want" to Achieve** Examine behaviors, questions, and strategies that help increase the value students place in school and thus increase their motivation to succeed. **Be the Spark: Nurturing Student Inspiration** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation. **Using Warm Demand to Build Student Achievement** Discover mindsets and strategies that balance discipline and care to help students meet high academic expectations. **Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program supports activities in which participants develop and demonstrate 21st century skills.	The Harmony Curriculum is fundamentally designed to address 21st century skills: **Unit 1: Being My Best Self,** Students build self-awareness and self-management skills – foundational competencies for understanding themselves and engaging in productive, collaborative relationships. **Unit 2: Valuing Each Other,** Students build social awareness—a core competency for creating welcoming environments and valuing the contributions of others. **Unit 3: Communicating With Each Other,** Students build effective communication and collaboration skills—including how to adapt their communication to different settings and teamwork contexts. **Unit 4: Learning from Each Other,** Students build problem-solving and conflict resolution skills by learning to approach challenges intentionally, seek input from others, and collaborate to strengthen relationships.	**Structuring Cooperative Learning** Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative. **Developing Behaviors for Cooperative Learning** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Teaching Students Empathy** Consider empathy's effect on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff select or create projects that relate to young people's lives.	**Personal Goals:** Students set goals based on what matters to them and how they want to show up in the classroom community. **Meet Up:** Provides space for ongoing student voice, goal reflection, and real-time check-ins that connect directly to students' lives. **Unit 2, Lesson 1: Appreciating Our Differences:** Students reflect on their personal strengths, and those of others, and teach a peer a skill—centering their unique experiences. **Unit 4, Lesson 3: Thinking of Solutions and Using Compromise:** Students apply structured problem-solving strategies to peer conflict and personal challenges.	**Preparing to Differentiate: Student Interest** Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction. **Differentiation Strategy: Student Choice** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests. **Affirming Difference and Valuing Background Knowledge** Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction. **Be the Spark: Nurturing Student Inspiration** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.
Staff develop learning goals for each activity and communicate these goals to youth.	The Harmony Curriculum lesson begins with a ***Set the Stage*** component, where students review the learning goals and success criteria for the lesson. Lessons conclude with a ***Reflect and Review*** component, during which students self-evaluate their progress toward meeting the success criteria—supporting goal awareness, ownership, and application of learning.	**Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria. **Authentic Assessment** Measure students' understanding with a task that reflects their ability to apply knowledge and skills inside and outside the classroom. **Formative Assessment** Learn to gauge student progress toward learning goals and then modify instruction as needed to help students master necessary skills. **Preparing to Differentiate: Learner Profile** Learn how to observe and what behaviors to look for in order to determine how a student may learn best.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.	**Unit 1: Being My Best Self,** Students develop self-awareness and self-management competencies, building confidence and ownership over their learning. **Unit 4: Learning from Each Other,** Students learn strategies for collaborative problem solving as they work to resolve real-world interpersonal challenges. **Personal and Class Goals,** Foster personal responsibility, motivation, and goal-directed behavior. **Unit 2: Valuing Each Other,** Students develop social awareness, focusing on skills like empathy and respect for others' perspectives.	**Preparing for Student Discussions** Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students. **Structuring Academic Conversations** Review sociocultural language theory and learn four concrete strategies to facilitate academic conversations with emerging bilingual students. **Developing Behaviors for Cooperative Learning** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff use practices that support mastery such as: • Providing youth with opportunities to practice skills. • Sequencing activities to allow participants to build on previously learned skills. • Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures. • Helping youth make links between the activity and their lives outside of the program.	**Thematic Unit Structure:** Harmony lessons are sequenced across units, allowing students to build on previously learned skills. **Everyday Practices (Meet Up, Buddy Up, Personal Goals)** provide ongoing, repeated opportunities to practice and refine skills in real-time interactions. **Set the Stage, Facilitate the Activity, and Reflect and review Lesson Components** prompt students to anticipate, apply, and reflect on key skills—including learning from both success and mistakes. Furthermore, lessons frequently include real-life scenarios and connections, helping students apply what they are learning to experiences outside of the program.	**Using Feedback to Foster Discussion** Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion. **Delivering Effective Feedback** Discover the characteristics of high-quality academic feedback and learn to apply that knowledge in the classroom. **Authentic Assessment** Measure students' understanding with a task that reflects their ability to apply knowledge and skills inside and outside the classroom.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants work in groups where they practice skills such as teambuilding, collaboration, and use of effective communication.	**Buddy Up** is a peer buddy system that intentionally creates opportunities for students to get to know one another, form connections, collaborate, and learn together. **Meet Up** is a daily routine in which the class gathers in a circle to establish and monitor expectations for how to treat one another, share experiences, solve problems, and build community. **Unit 3: Communicating with Each Other**: Focuses specifically on verbal and nonverbal communication, listening, and adapting communication to different group settings.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Developing Behaviors for Cooperative Learning** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Structuring Cooperative Learning** Identify and implement essential components of cooperative learning to increase academic achievement and help students become more collaborative.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).	**Unit 4: Learning from Each Other** promotes critical thinking, decision-making, and self-management as students learn strategies for navigating intra- and inter-personal conflict. **Unit 2, Lesson 1: Appreciating Our Differences** includes opportunity for creative expression and peer teaching, encouraging students to share their strengths in diverse ways. **Unit 3: Communicating with Each Other** builds verbal and nonverbal communication skills, adaptable across multiple settings and formats. Harmony Everyday Practices, such as Buddy Up and Meet Up, promote collaborative discussion, creativity in problem-solving, and interpersonal communication. Activities can be extended or adapted using **digital tools** (e.g., student-centered slides, read-aloud, or games) to meet goals.	**Design a Problem-Based Learning Experience** Investigate the benefits of Problem-Based Learning for students and teachers, review a sample plan, and design your own Problem-Based Learning (PBL) lesson. **Creating Multi-Sensory Experiences to Improve Memory Retention** Learn how the brain transfers information to long-term memory, then explore instructional strategies for creating experiences that improve memory retention. **Using Critical Consciousness to Challenge Inequity** Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity. **Be the Spark: Nurturing Student Inspiration** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.

4. **Youth Voice and Leadership:** The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. This includes opportunities that are led by youth.	**Harmony Goals** are co-created with students, giving them a direct role in shaping the norms, expectations, and culture of their classroom or program environment. **Meet Up** provides a structured forum where youth share their viewpoints, concerns, and ideas with peers and staff, often leading discussions and solutions. **Buddy Up** fosters peer-to-peer interaction and collaboration, encouraging youth to take initiative and build leadership skills. Many Harmony lessons and extension activities include reflection prompts and youth-led discussions that give participants authentic opportunities to shape their own learning experiences.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Differentiation Strategy: Student Choice** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program provides opportunities for participants to actively exercise their leadership skills and address real world problems that they identify in their communities. These are activities that require critical thinking, debate, and action planning.	**Unit 1: Being My Best Self,** Youth develop self-awareness and self-management competencies, building confidence and ownership over their learning. **Unit 2: Valuing Each Other,** Youth develop social awareness, focusing on skills like empathy and respect for others' perspectives. **Building Community:** Youth participate in activities to get to know each other, make friends, plan and debate together, and create a viable community for learning.	**Activating Global Youth Leadership** This module provides mentors the opportunity to fully understand the meaning and impact of global youth leadership and how to create opportunities for young people. **Unleashing the Power of Youth Leadership: Local Efforts, Global Impact** Through a youth leadership case study, this module provides mentors an understanding of the cascading effects local youth leadership strategies and innovation have at the community, regional, and global levels.
The program trains staff to facilitate youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions.	**Harmony's Everyday Practices** provide routine structures that staff can use to elevate youth voice and foster leadership in daily interactions. **Units, Lessons, and Activities** provide staff with ready-made materials to guide youth in practicing empathy, collaboration, and leadership.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Activating Global Youth Leadership** This module provides mentors the opportunity to fully understand the meaning and impact of global youth leadership and how to create opportunities for young people. **Unleashing the Power of Youth Leadership: Local Efforts, Global Impact** Through a youth leadership case study, this module provides mentors an understanding of the cascading effects local youth leadership strategies and innovation have at the community, regional, and global levels.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn, and the quality of their experience in the program.	**Personal Goals:** Youth reflect on what is important to them in relation to the Harmony Unit theme and then set goals around this. **Meet Up:** Provides a regular structure for youth to share highs/lows and give input on classroom experiences, aligning with ongoing feedback on program quality. **Unit 2, Lesson 5: Standing Up for Others:** Youth work together to create a learning environment that encourages perspective taking, empathy, and inclusive behavior. **Unit 4, Lesson 1: Perspective taking to Understand the Problem:** Youth consider a problem from someone else's perspective.	**Preparing to Differentiate: Student Interest:** Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction. **Differentiation Strategy: Student Choice:** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests. **Understanding SMART Goals:** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff work to recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program.	**Unit 1, Lesson 5: Growth Mindset:** Believe that they can work hard and keep trying to learn new things. **Meet Up, Step 2: Sharing and Responding** – Provides authentic, opportunities for youth to speak, listen, and lead group conversations. It normalizes every voice being heard and valued, which is a core leadership skill. **Buddy Up** – Ensures youth take on meaningful leadership role as a peer partner. By intentionally pairing youth in reciprocal roles, even quieter youth are given space to lead.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Be the Spark: Nurturing Student Inspiration:** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation.
Participant Level		
Participants engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program.	**Harmony Group Goals:** Goals that are established by the group and reflect how everyone in the group wants to interact with and be treated by one another. **Meet Up** – youth can lead check-ins, share ideas, or facilitate parts of the meeting, creating authentic leadership roles.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants share ownership in the design of program activities.	**Harmony Class Goals:** Together, the group create agreements for how they want to engage and cooperate with one another. They are then held accountable for these through regular check-ins. **Unit 4: Learning from Each Other:** youth actively participate in a structured process to identify problems, share perspectives, brainstorm solutions, and take responsibility for outcomes. By practicing compromise and making amends, youth learn to design solutions collaboratively, mirroring shared ownership in program activities.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Problem Solving for Educators:** Discover how making informed choices based on relationships, skills, ethics, safety, and social norms is vital for problem-solving in educational settings. Review the key steps for administrators and educators to address individual, interpersonal, classroom, and school-wide issues. **Developing Behaviors for Cooperative Learning:** Guide students in developing the prosocial behaviors necessary for cooperative learning activities and interactions they will face throughout life. **Differentiation Strategy: Student Choice:** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests.
Participants take responsibility for completing projects.	**Unit 3, Lesson 5: Communicating for Collaboration:** Teaches youth to practice using teamwork, communicating with a team, and using planning and organizational skills as they work on projects. **Unit 4, Lesson 5: Making Amends:** Students will: Understand how to take responsibility for their actions. **Personal Goals** – students set and monitor their own progress, building accountability for completing tasks/projects.	**Understanding SMART Goals:** Learn to set effective goals for student improvement using strong goal statements and SMART criteria. **Helping Students "Want" to Achieve:** Examine behaviors, questions, and strategies that help increase the value students place on school and thus increase their motivation to succeed.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.	**Meet Up** is a daily routine in which the class gathers in a circle to establish and monitor expectations for how to treat one another, share experiences, share their individual interests, solve problems, and build community. **Personal Harmony Goals** – students set and reflect on their own goals, expressing what they want to learn and be able to do. **Unit 2: Valuing Each Other:** develops the skills (empathy, perspective-taking, appreciating contributions) that empower youth to share opinions respectfully and to listen to peers, making feedback discussions more meaningful and inclusive.	**Using Feedback to Foster Discussion:** Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion. **Preparing to Differentiate: Student Interest:** Discover how to gather, organize, and sort data related to student interest to prepare for differentiating instruction. **Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices.
Participants reflect on learning experiences (formal and informal) and give their opinion about future learning opportunities.	**Meet Up:** provides a structured forum for youth to reflect on past experiences, share what worked well, and voice their ideas for future learning opportunities. **Buddy Up:** promotes peer-to-peer reflection and dialogue, giving students informal opportunities to process experiences and express opinions. **Personal Harmony Goals:** allows students to set goals, monitor progress, and reflect on outcomes, helping them identify next steps and articulate future learning priorities.	**Authentic Assessment:** Measure students' understanding with a task that reflects their ability to apply knowledge and skills inside and outside the classroom. **Understanding SMART Goals:** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.

5. **Healthy Choices and Behaviors:** The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.	Through the **Harmony at Home** app, families have access to lessons and resources that support emotional well-being and relationship development. On the **Harmony Curriculum** portal, educators can access "Harmony Home-To-School Connections" and provide families with letters that share what youth are learning in each unit. Harmony also offers curriculum for **schools, out-of-school time organizations**, and the **home**, ensuring a consistent set of Everyday Practices and strategies across settings. This alignment fosters collaboration among families, educators, and community partners to build a healthy culture and environment where all youth feel supported.	**The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Meaningful Relationships with Educators and School Leaders** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful.
The program identifies healthy practices and develops priorities that contribute to the school wellness plan and implementation.	**Everyday Practices** are a key component of the Harmony Curriculum, providing youth with ongoing, supported opportunities to interact with peers and participate in dialogue and decision-making about issues related to the learning community.	**Be the Spark: Nurturing Student Inspiration:** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation. **Self-Compassion and Emotional Regulation for Educators:** Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings educators need to self-regulate and attend to their emotions.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program helps staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources.	Harmony provides developmentally appropriate lessons, activities, and Everyday Practices that promote personal and social well-being. Youth learn skills such as self-regulation, empathy, and problem-solving that contribute to making healthy decisions and building positive relationships.	**Self-Compassion and Emotional Regulation for Educators** Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings staff need to self-regulate and attend to their emotions. **Coping with Teacher Stress** Examine the causes and symptoms of teacher stress and explore a variety of strategies to help cope with it. **Understanding the Brain to Get to the Heart of Relationships** Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy, and actions.
The program incorporates nutrition and physical activity into all facets of program design and operating procedures (e.g., fundraising, meals/snacks, policies, curricula, incentives, etc.).	Harmony Everyday Practices and several of the activities within Harmony's lessons involve physical movement (greetings, games, cooperative activities), which naturally integrate movement into the school day. **Personal Harmony Goals** can be flexibly applied by staff and youth to set goals around health, including physical activity, nutrition, and overall wellness.	**Be the Spark: Nurturing Student Inspiration:** Identify ways to create a classroom environment that nurtures student inspiration and fosters motivation. **Preparing to Differentiate: Learner Profile** Learn how to observe and what behaviors to look for in order to determine how a student may learn best. **Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals.	**Meet Up and Buddy Up** engage youth in physical movement through greetings and collaborative activities that foster connection and belonging. **Lessons and activities** emphasize emotional regulation, empathy, and communication—skills that are essential for making healthy choices.	**Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria. **Self-Compassion and Emotional Regulation for Educators** Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings educators need to self-regulate and attend to their emotions. **Mentoring in Sports: The Coach-Mentor Blueprint** Incorporate best practices in coaching/mentoring, including content, SEL, and Family and Community Engagement. Leverage content developed in partnership with the US Soccer Foundation.
Staff understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyle.	Harmony–Academic Integration intentionally weaves academic skills into Harmony lessons and activities, highlighting connections between intrapersonal and interpersonal competencies and core subjects. The Harmony–Academic Integration aligns these competencies with English Language Arts and Mathematics standards, ensuring youth practice Harmony skills while strengthening academic outcomes. Additionally, vocabulary development is embedded within each lesson to expand students' language.	**Preparing to Differentiate: Student Readiness** Evaluate pre-assessments designed to measure student background knowledge in relation to learning goals. **Affirming Difference and Valuing Background Knowledge** Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff model good nutrition and participation in physical activity during the program.	Harmony does not provide direct instruction on nutrition or physical education. However, through Everyday Practices such as Meet Up and Buddy Up, staff have opportunities to participate alongside youth in movement-based greetings and activities that build connection and belonging.	**Self-Compassion and Emotional Regulation for Educators** Discover the importance of self-compassion and key strategies for emotional regulation and explore the different settings educators need to self-regulate and attend to their emotions.
Participant Level		
Participants have a voice and choice in creating and maintaining a healthy culture and environment within their program.	**Class Harmony Goals** Youth co-create shared agreements about how they want to show up together, revisiting and refining them over time. **Meet Up** Youth participate in ongoing dialogue, reflection, and problem-solving, ensuring that their perspectives help guide the creation and maintenance of a healthy learning environment.	**Differentiation Strategy: Student Choice** Follow four simple steps to infuse purposeful student choice into lessons based on students' interests. **Building Relationships with Youth** This module explores how the mentor/Youth Leader relationship impacts a young person's motivation to participate and contribute as a Youth Leader. **Teachers as Agents of Change** Go beyond the "technician" role in the service of equity, using culturally responsive practices in your methods, content, and relationships.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their families, peers, program, and community.	**Meet Up:** Provides daily opportunities for youth to connect through greetings, check-ins, and collaborative problem-solving, encouraging youth to practice communication and teamwork skills they can extend to their families and communities. **Buddy Up:** intentionally pairs youth for interactions where they engage in a collaborative task or a conversation, strengthening the skills youth need to influence and support others in positive, healthy ways. **Unit 3: Communicating with Each Other:** Explores interpersonal communication skills—including attentive listening, conversation skills, knowing when and how to speak up, and collaborating across settings—that help youth advocate for themselves and others in building healthy communities. **Personal Harmony Goals:** Support youth in setting, monitoring, and reflecting on personal goals. These goals can extend to wellness priorities, such as nutrition, physical activity, or healthy habits, encouraging youth to apply and share them with peers and families.	**Mentoring in Sports: The Coach-Mentor Blueprint** Incorporate the best practices in coaching/mentoring, including content, SEL, and Family and Community Engagement. Leverage content developed in partnership with the US Soccer Foundation. **Strategies for Communicating with Parents** Discover some helpful "dos and don'ts" for effective teacher-parent communication- in all types of conversations, not just difficult ones. **Building Relationships with Youth** This module explores how the mentor/Youth Leader relationship impacts a young person's motivation to participate and contribute as a Youth Leader.

6. **Diversity, Access, and Equity**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program actively recruits and hires staff that reflects the community of the students served.	*Not applicable*. Harmony does not address staff recruitment or hiring within its curriculum.	**Teacher as Agents of Change** Agents of change understand that teachers can challenge inequity by making their instruction responsive to students. This module is designed to help you understand and use culturally responsive practices in the classroom. **Affirming Difference and Valuing Background Knowledge** Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction. **Strategies for Communicating with Parents** In this module, you will learn research-based strategies for communicating successfully and productively with parents. These strategies are helpful in all communications but can be especially valuable in difficult ones.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program states its explicit commitment to diversity and equity in its outreach materials and/or policies.	Harmony's outreach materials consistently emphasize the program's commitment to healthy relationships and spaces of belonging. This messaging reflects Harmony's explicit commitment to supporting diverse communities through a focus on connection and belonging.	**Linking Identity and Achievement through Cultural Competence** Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Using Critical Consciousness to Challenge Inequity** Guide students in developing a critical consciousness that allows them to identify and question forces that produce inequity. **Teacher as Agents of Change** Agents of change understand that teachers can challenge inequity by making their instruction responsive to students. This module is designed to help you understand and use culturally responsive practices in the classroom.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program is aware of and seeks information and strategies to support all participant needs.	**Class Harmony Goals:** Youth co-create shared agreements about how they want to show up within the community, ensuring that individual needs and voices shape the learning environment. **Meet Up:** Provides a daily opportunity for staff and youth to come together to share perspectives, express needs, and collaborate on solutions through structured dialogue and problem-solving. **Buddy Up:** Offers one-on-one and small-group interactions that encourage peer support, perspective-taking, and relationship-building, helping youth learn to recognize and respond to one another's needs. **Unit 3: Communicating with Each Other:** Builds interpersonal communication skills such as attentive listening, conversation skills, and knowing when and how to speak up—skills that support youth in expressing their needs and advocating for themselves and others.	**Preparing to Differentiate: Learner Profile** Learn how to observe and what behaviors to look for in order to determine how a student may learn best. **Preparing to Differentiate: Student Readiness** Evaluate pre-assessments designed to measure student background knowledge in relation to learning goals. **Differentiation Strategy: Performance Tasks** Explore learning objectives appropriate for performance tasks and discover how they can be differentiated to accommodate student needs.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.	**Unit 2, Lesson 1: Appreciating Our Differences** Youth recognize and reflect on their own skills and those of their peers, learning to value diverse strengths and contribute to others' learning by teaching a new skill and promoting understanding of differences. **Buddy Up:** Conversations Pairs youth to share experiences, interests, and perspectives, fostering appreciation of diversity in daily interactions and helping participants feel known and represented within the learning community. **Harmony Storybooks:** The Harmony Storybooks intentionally highlight diverse characters, perspectives, and lived experiences.	**Linking Identity and Achievement through Cultural Competence** Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Teamwork and Collaboration for Educators** Learn how to cultivate positiverelationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.
The program implements a plan that outreaches to all students at the school site.	**Harmony Everyday Practices** are designed to be integrated across classrooms and grade levels, ensuring all students at a school site can participate. **Planning & Pacing Guides** provide flexible options for teachers to adapt lessons and practices into diverse schedules, supporting consistent implementation across the school.	**Harmony Strong Start: Everyday Practices** Learn about Harmony's Everyday Practices, including Harmony, Meet Up, and Buddy Up. **Harmony Strong Start: Lessons & Activities** Learn about Harmony's Lessons & Activities and tips for you to begin implementation right away. **Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.	**Unit 2: Valuing Each Other:** explores empathy, perspective-taking, and appreciation of differences. Students learn to support peers, break stereotypes, and create welcoming environments that honor diversity. **Buddy Up: Conversations:** creates ongoing opportunities for students to connect with peers from different backgrounds and interests, building appreciation through everyday interactions. **Harmony Storybooks:** include diverse a group of characters, with varying interests and experiences, helping students see themselves and others represented.	**Linking Identity and Achievement through Cultural Competence** Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Working Against Racial Bias** Develop a sociocultural consciousness- recognizing that world views are shaped by experiences and identity – to help you combat racial bias in the Classroom.
Staff Level		
The program implements a plan that outreaches to all students at the school site.	While staff training is not addressed through the Harmony Curriculum, it is addressed within the Harmony Professional Learning.	**Linking Identity and Achievement through Cultural Competence** Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. **Working Against Racial Bias** Develop a sociocultural consciousness- recognizing that world views are shaped by experiences and identity – to help you combat racial bias in the classroom. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.	**Built in Differentiation Options** each Harmony lesson includes suggestions for additional support (e.g., providing scripts or visual aids) and challenge extensions (e.g., expanding activities with new scenarios), so educators can adapt instruction to students' developmental and physical abilities while encouraging full participation. **Planning and Pacing Guides** provide flexible ways to deliver lessons and Everyday Practices across different age levels and schedules, making the curriculum adaptable to diverse developmental needs. **Buddy Up** encourages participation by pairing students, giving all youth—including those with different physical or developmental abilities—authentic roles in activities. **Personal Harmony Goals** allow students to set individualized goals at their own pace, ensuring participation is accessible and meaningful.	**Supporting Students with ADHD** Become familiar with symptoms of ADHD and their effect on executive functions and acquire strategies for supporting students with ADHD. **Supporting Language Development Through Social Interaction** Increase emerging bilingual students' reading, writing, speaking, and problem-solving skills by using sociocultural language theory strategies in the classroom. **Strategies to Address Specific Learning Disabilities in Reading** Learn common areas of struggle and research-based strategies to support students with a specific learning disability in reading. **Strategies to Address Specific Learning Disabilities in Writing** Examine components of high-quality writing instruction that provide support to students with a learning disability in writing.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants and staff are comfortable sharing, and are given opportunities to share, from their diverse experiences and backgrounds.	**Unit 2: Valuing Each Other** youth explore empathy, respect for diverse perspectives, and appreciation of each other's contributions, creating space for all voices. **Buddy Up: Conversations** – provides ongoing, structured opportunities for youth to share personal experiences, interests, and perspectives in a supportive one-on-one setting. **Meet Up, Step 2, Sharing and Responding** offers a regular opportunity for participants to share their experiences.	**Using Feedback to Foster Discussion** Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion. **Preparing for Student Discussions** Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students. **Affirming Difference and Valuing Background Knowledge** Acknowledge the many valid ways of speaking, behaving, and learning, and learn to build student background knowledge into your instruction.

7. **Quality Staff**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program engages in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.	*Not applicable* – This standard relates to staff recruitment and hiring practices, which are outside the scope of the Harmony curriculum.	*Not applicable* – While Harmony offers extensive professional learning to support implementation, it does not address recruitment or hiring processes.
The program provides staff and volunteers with: • Clear titles and job descriptions • Continuous training and professional development • Resources and materials to deliver activities • On-the-job coaching	**Planning and Pacing Guides** –provide structure and resources to help staff implement Harmony's Everyday Practices and Lessons & Activities with ease. **Everyday Practices** offer simple, ready-to-use routines that staff can integrate consistently across settings. **Lessons and Activities** provide staff with fully developed, scripted lesson plans and printable resources, making it simple to deliver meaningful, age-appropriate activities. **Storybooks and Quick Connection Cards** provide concrete, age-appropriate materials that support delivery of engaging activities.	**Harmony Strong Start: Everyday Practices** Learn about Harmony's Everyday Practices, including Harmony, Meet Up, and Buddy Up. **Harmony Strong Start: Lessons & Activities** Learn about Harmony's Lessons & Activities and tips for you to begin implementation right away.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.	*Not applicable* – This standard relates to program administration and operations, which are outside the scope of the Harmony curriculum.	*Not applicable* – While Harmony provides professional development on pedagogy and youth engagement, it does not address grant management, budgets, or operational logistics.
The program supports staff with competitive pay.	*Not applicable* – This standard relates to staff compensation and employment policies, which are outside the scope of the Harmony curriculum.	*Not applicable* – Harmony provides ongoing professional development to support staff in implementation but does not address compensation structures.
The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.	**Meet Up, Step 3, Checking In** provides a structured, regular forum where participants share highs/lows and reflect on experiences, which can surface feedback about staff and program climate.	**Using Feedback to Foster Discussion** Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion. **Preparing for Student Discussions** Create an environment conducive to rich conversation by creating norms, considering logistics, and modeling desired skills for your students.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff demonstrate ability to: • Deliver a program that meets grant requirements • Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in program planning and activities • Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons • Welcome and engage volunteers in roles that meaningfully and effectively support student learning .	**Evidence-Based Approach** Harmony is grounded in research on healthy learning and relationship development, with evidence of positive impacts on student relationships, belonging, and engagement. **State and Program Alignments** The Harmony Curriculum aligns with multiple state standards and program learning frameworks, ensuring staff can deliver curriculum that meet grant and district requirements. **Everyday Practices** provide staff with simple, research-based strategies to facilitate inclusive, mastery-building experiences. **Lessons and Activities** offer scripted, developmentally appropriate plans that help staff engage students in meaningful, skill-building opportunities.	**Harmony Strong Start: Everyday Practices** Learn about Harmony's Everyday Practices, including Harmony, Meet Up, and Buddy Up. **Harmony Strong Start: Lessons & Activities** Learn about Harmony's Lessons & Activities and tips for you to begin implementation right away. **Building Relationships with Students** Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. **Design a Problem-Based Learning Experience** Investigate the benefits of Problem-Based Learning for students and teachers, review a sample plan, and design your own PBL lesson.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff exhibit: • Integrity, professionalism, caring, and competency as a positive role model. • Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents.	**Relationship-Centered Design:** Harmony's entire curriculum is built around fostering healthy and positive relationships. **Unit 1: Being My Best Self** provides participants strategies for self-awareness, growth mindset, and emotional regulation. These essential skills support positive group dynamics. **Unit 2: Valuing Each Other** focuses on empathy, respect, and appreciation of differences. **Unit 3: Communicating with Each Other** emphasizes effective, respectful communication. **Unit 4: Problem Solving** demonstrates and scaffolds constructive conflict resolution, perspective-taking, compromise, and accountability. **Everyday Practices** provide daily, research-based routines that engage students and staff in authentic connection, trust, and collaboration.	**Building Relationships with Students** Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. **Linking Identity and Achievement through Cultural Competence** Help culturally and linguistically diverse (CLD) students develop knowledge and pride in their own culture while preparing them to navigate the mainstream. **Teaching Students Empathy** Consider the impact of empathy on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants are involved in the staff selection process.	*Not applicable* – This standard relates to staff hiring and selection processes, which are outside the scope of the Harmony curriculum.	*Not applicable* – Harmony professional learning equips staff for high-quality implementation but does not involve participants in staff selection.
Participants have trusting and positive relationships with staff.	**Relationship-Centered Design** – Harmony is built around creating safe, trusting, and welcoming environments that strengthen connections between participants and staff. **Everyday Practice** embed daily opportunities for authentic connection, reflection, and collaboration between staff and participants. **Unit 1: Being My Best Self** and **Unit 2: Valuing Each Other** support empathy, understanding, and emotional regulation, providing the foundation for positive staff-student relationships.	**Building Relationships with Students** Examine the importance of strong teacher-student relationships and take steps to strengthen your own bonds with students. **Maintaining Professional Relationships with Students** Identify the dos and don'ts associated with the five guiding principles for professional relationships with students. **Understanding the Brain to Get to the Heart of Relationships** Recognize how one's emotions, thoughts, and values are crucial for understanding their impact on behavior. Explore how the brain processes emotions in response to external stimuli and how emotions guide attention, energy, and actions. **Teaching Students Empathy** Consider the impact of empathy on learning and discover ways to model, establish, and nurture empathy in your classroom throughout the year. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.

8. **Clear Vision, Mission, and Purpose**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
When the program creates its mission, vision, goals, and outcomes, it makes sure all stakeholders participate, including: • Youth • Families • Program staff • School site partners • Community partners	**Group Harmony Goals** are co-created by youth and staff. This model shows how shared goals can be established with full participant input. **Meet Up, Step 3, Checking In** provides ongoing opportunities for all participants to reflect, give input, and align group practices with shared goals, reinforcing stakeholder voice in action. **Unit Letters and Harmony at Home resources** extend engagement to families by sharing unit concepts and inviting caregivers to reinforce and contribute to program goals.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.
The program ensures that its vision and mission complement each other and are reflected in program goals and outcomes.	**Group Harmony Goals** demonstrate how shared goals can be co-created and revisited, helping programs model alignment between their mission, vision, and daily practices. **Everyday Practices** ensure that core program values (relationships, inclusion, belonging) are reflected consistently in outcomes. **Planning and Pacing Guides** – support staff in embedding Harmony's evidence-based, relationship-centered framework into programming so daily activities align with overall goals.	**Harmony Strong Start: Everyday Practices** Learn about Harmony's Everyday Practices, including Harmony, Meet Up, and Buddy Up. **Harmony Strong Start: Lessons & Activities** Learn about Harmony's Lessons & Activities and tips for you to begin implementation right away. **Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program monitors progress toward its goals and outcomes.	**Group Harmony Goals** are co-created and revisited regularly, giving program participants opportunities to monitor progress toward shared agreements. **Meet Up, Step 3, Checking In** provides a structured space for ongoing reflection and discussion, where participants can check in on progress, celebrate successes, and identify next steps.	**Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria.
Based on its vision and mission, the program intentionally aligns goals and outcomes with: • Policies and procedures • Program plan • Budget • Staff development • Communications and marketing material	*Not applicable* – These areas fall outside the scope of the Harmony Curriculum.	*Not applicable* – These areas fall outside the scope of Harmony Professional Learning.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program informs participants, families, staff, and partners about their roles and responsibilities in advancing the mission, vision, and goals of the program.	**Group Harmony Goals** co-created agreements that clarify participant and staff roles in creating a positive learning environment, reflecting program values and goals. **Meet Up, Step 3, Checking In** provides a structured space for participants to revisit shared goals and reflect on their roles in advancing them. **Unit Letters and Harmony at Home Resources** – inform families about unit concepts, strategies, and activities, helping them understand and contribute to program goals.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program regularly communicates, reviews, and makes appropriate changes to goals and outcomes in collaboration with all stakeholders.	**Group Harmony Goals** are co-created, revisited, and refined regularly, modeling how goals are reviewed and adjusted collaboratively. **Meet Up, Step 3, Checking In** provides an ongoing structure where participants reflect on progress, share input, and suggest changes to goals. **Personal Harmony Goals** give participants opportunities to set, monitor, and revise individual goals. **Unit Letters and Harmony at Home Resources** – extend communication with families, offering them a role in reviewing and reinforcing goals.	**Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices.
Staff Level		
Staff share the program's mission, vision, goals, outcomes, and planned activities with families through a variety of strategies (e.g., new family orientations, parent nights, etc.).	**Home Letters:** Each Harmony unit includes a Home Letter explaining the unit's concepts and learning goals, along with Home Activities to reinforce skills at home.	**Strategies for Communicating with Parents:** Discover some helpful "dos and don'ts" for effective teacher-parent communication- in all types of conversations, not just difficult ones. **Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff design activities to make progress toward program's goals and outcomes.	**Harmony lessons and activities** were intentionally designed to support youth growth in key intra- and interpersonal skills. Lessons include structured activities that directly connect to program goals around building healthy relationships, communication, and problem-solving. **Everyday Practices** provide staff with ongoing strategies to engage in daily routines that foster belonging, collaboration, and progress toward desired outcomes.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Backwards Planning a Unit: Ensure** student mastery by designing a unit plan that begins with a clear vision of desired outcomes. **Design a Problem-Based Learning Experience** Investigate the benefits of Problem-Based Learning for students and teachers, review a sample plan and design your own PBL lesson.
Participant Level		
Participants know the goals, and outcomes of the program.	**Group and Personal Harmony Goals:** participants set goals and then monitor and reflect on their progress, making the purpose and outcomes visible. **Home Letters** extends this knowledge to families by explaining each of the Harmony unit's learning goals and offering relevant activities.	**Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with Parents. **Meaningful Relationships with Educators and School Leaders:** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants provide input that is used to impact the program's vision, mission, goals, and outcomes.	**Class and Personal Harmony Goals:** participants to set, monitor, and reflect on goals that matter to them and will positively impact the learning environment. **Meet Up and Buddy Up** provide structured opportunities for sharing ideas, feedback, and experiences, ensuring that their input helps shape the classroom community and advance program outcomes. .	**Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **The Importance of Working with Parents:** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.

9. **Collaborative Partnerships**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program develops collaborative partnerships that are formalized and clearly articulated through written agreements and are maintained through on-going meetings and other systems of communication.	*Not applicable* — this standard addresses organizational partnerships rather than curriculum resources.	*Not applicable* — this standard addresses organizational partnerships rather than professional learning resources.
The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.	The **Harmony Curriculum** offers both **instructional (school) day** and **out-of-school time curriculum** resources that are aligned in content, structure, and outcomes.	**Mentoring in Sports: The Coach-Mentor Blueprint:** Incorporate best practices in coaching/mentoring, including relationship-driven learning and family and community engagement. Leverage content developed in partnership with the US Soccer Foundation. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.
The program actively outreaches and engages potential partners (public and private) in order to sustain program services.	*Not applicable* — this standard relates to program outreach and sustainability rather than curriculum resources.	*Not applicable* — this standard relates to program outreach and sustainability rather than professional learning opportunities.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program uses culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development.	**Home Letters:** Each Harmony unit includes a Home Letter explaining the unit's concepts and learning goals, along with Home Activities to reinforce skills at home. **Harmony at Home Kit:** Harmony at Home Kits include Lessons and Activities Guidebook, Z Plush Doll, Quick Connection Cards, and Storybooks of Z and the Clubhouse friends. These resources reinforce real-world skills and strategies that make a positive impact in families' lives. **Harmony at Home App:** A family-centered app designed for parents, caregivers, and kids to enjoy together. Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.	**Strategies for Communicating with Parents:** Discover some helpful "dos and don'ts" for effective teacher-parent communication- in all types of conversations, not just difficult ones. **Strategies for Engaging with Parents:** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents:** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program trains staff to work collaboratively with internal and external stakeholders in order to achieve program goals.	*Not applicable* — this standard addresses staff training and collaboration rather than curriculum resources.	**Teamwork and Collaboration for Educators** Learn how to cultivate positive Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Meaningful Relationships with Educators and School Leaders:** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful. **The Importance of Working with Parents:** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education.
Decision-making as part of a process of continuous improvement is informed by stakeholders such as: • Parents • Community partners • District leadership County Offices of Education • Non-profit organizations • Public officials • Local businesses • Youth	*Not applicable* — this standard addresses decision-making and stakeholder input rather than curriculum resources.	*Not applicable* —this standard addresses decision-making and stakeholder input rather than professional learning offerings.
The program seeks to collaborate with the appropriate school, community, regional, and national stakeholders in order to leverage resources. Rural and frontier programs may have the necessity to seek resources outside of their community.	*Not applicable* —this standard addresses partnership and resource collaboration rather than curriculum resources.	*Not applicable* — this standard addresses partnership and resource collaboration rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff engage, communicate, and connect parents to information and services.	**Home Letters:** Each Harmony unit includes a Home Letter explaining the unit's concepts and learning goals, along with Home Activities to reinforce skills at home. **Harmony at Home Kit:** Harmony at Home Kits include Lessons and Activities Guidebook, Z Plush Doll, Quick Connection Cards, and Storybooks of Z and the Clubhouse friends. These resources reinforce real-world skills and strategies that make a positive impact in families' lives. **Harmony at Home App:** A family-centered app designed for parents, caregivers, and kids to enjoy together. Build relationship skills, deepen connections, and create healthy routines with playful prompts, animated storybooks, and research-backed tools that make everyday moments more meaningful.	**Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents:** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education. **Strategies for Communicating with Parents:** Discover some helpful "dos and don'ts" for effective teacher-parent communication- in all types of conversations, not just difficult ones.
Staff meet regularly, both formally and informally, with partners to discuss data and agree upon program goals and design.	*Not applicable* —this standard addresses partnership meetings and program design rather than curriculum resources.	*Not applicable* — this standard addresses partnership meetings and program design rather than professional learning offerings.
Staff hold collaborative meetings with both internal and external partners to discuss impact, highlights, and areas of growth.	*Not applicable* —this standard addresses staff collaboration and program reflection rather than curriculum resources.	*Not applicable* — this standard addresses staff collaboration and program reflection rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants share their experiences and feedback about the program to inform program design.	**Meet Up and Buddy Up** provide structured opportunities for students to share their experience and perspectives with peers and staff. **Class and Personal Harmony Goals:** further encourage reflection and feedback, allowing participants to shape the classroom community.	**Using Feedback to Foster Discussion:** Fine-tune your responses during classroom conversations to foster a rich dialogue and authentic discussion. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices.

10. **Continuous Quality Improvement**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program establishes a clearly defined continuous quality improvement process that: • Outlines improvement goals and action steps • Includes a timeline with dates for action steps and quality improvement discussions • Incorporates feedback from staff, youth, parents, and K-12 partners • Describes the information or data needed to assess quality • Clearly describes the responsibilities and roles for each person on the improvement team	*Not applicable* — this standard addresses organizational quality improvement processes rather than curriculum resources.	*Not applicable* — this standard addresses organizational quality improvement processes rather than professional learning offerings.
The program develops a set of guiding questions that are related to the program design, desired program outcomes, and impact.	*Not applicable* — this standard addresses program evaluation and reflection rather than curriculum	*Not applicable* — this standard addresses program evaluation and reflection rather than professional learning offerings.
The program creates a plan for how to gather information from multiple sources that will answer the guiding questions and includes: • The type of information for each guiding question • Whom to collect information from • A timeline for collection	*Not applicable* — this standard addresses program evaluation planning rather than curriculum resources.	*Not applicable* — this standard addresses program evaluation planning rather than curriculum resources.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program establishes a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used.	*Not applicable* — this standard addresses data collection procedures rather than curriculum resources.	*Not applicable* — this standard addresses data collection procedures rather than professional learning offerings.
The program records and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders.	*Not applicable* — this standard addresses data collection and confidentiality procedures rather than curriculum resources.	*Not applicable* — this standard addresses data collection and confidentiality procedures rather than professional learning offerings
The program shares lessons learned and key outcomes from the quality improvement process with stakeholders and requests their feedback.	*Not applicable* — this standard addresses program evaluation and communication rather than curriculum resources.	*Not applicable* — this standard addresses program evaluation and communication rather than professional learning offerings.
Staff Level		
Staff demonstrate their commitment to continuous improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.	*Not applicable* — this standard addresses staff reflection and professional growth rather than curriculum resources.	*Not applicable* — this standard addresses staff reflection and professional growth rather than professional learning resources.
Staff help collect data and are supported in using this data to understand strengths and weaknesses in programming.	*Not applicable* — this standard addresses staff engagement in data processes rather than curriculum resources.	*Not applicable* — this standard addresses staff engagement in data processes rather than professional learning resources.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff engage participants in the continuous quality improvement process by regularly soliciting their feedback about program activities.	Harmony's Everyday Practices create structured opportunities for students to reflect on activities, share their perspectives, and provide input into classroom experiences. These feedback loops help staff adjust and improve program activities based on participant voice.	**Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace.
Staff share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions.	Students are involved in the goal-setting process through **Class Harmony Goals** and **Personal Harmony Goals**. These practices allow participants to engage with data about their own growth and collaborate in setting goals that will benefit the learning community. **Meet Up** then provides a time for participants to reflect together on these goals, through Step 3, Checking In.	**Understanding SMART Goals** Learn to set effective goals for student improvement using strong goal statements and SMART criteria **Strong Start: Everyday Practices** Explore the features of Everyday Practices in Harmony, such as Personal Goals, Meet Up, and Buddy Up in this in-depth Harmony module
Staff use outcomes to prioritize future work around program design, professional development, and program practices.	*Not applicable* — this standard addresses the use of outcomes for planning and prioritization rather than curriculum resources.	*Not applicable* — this standard addresses organizational planning rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
As age-appropriate, participants are actively engaged in assessing strengths and weaknesses, and provide input for improvement based on quality standards.	**Everyday Practices:** Everyday Practices encourage student reflections on what is going well (strengths) and what needs improvement (weaknesses) and provide input to drive change.	**Amplifying Youth Voices:** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Teamwork and Collaboration for Educators** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Meaningful Relationships with Educators and School Leaders** Explore how the value of other perspectives and the ability to empathize are both critical when educators and administrators work together to solve problems. Discover how to proactively work with your leader to feel successful.

11. **Program Management**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program creates and annually updates manuals that: • Address fiscal management, personnel policies, and program operation • Include clearly defined policies, procedures, practices, and staff/ partner roles • Adhere to federal, state, and local requirements The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.	*Not applicable* — this standard addresses program operations and compliance rather than curriculum resources.	*Not applicable* — this standard addresses program operations and compliance rather than professional learning offerings.
The program creates and distributes user-friendly parent handbooks that describe policies and procedures, and that are available in languages spoken by parents.	Harmony's Home-to-School Connection letters provide families with communication about what students are learning and how to support these skills at home. Available in both English and Spanish, these letters promote transparency and connection between school and home, ensuring families are informed and engaged in ways that reflect the program's mission and goals.	*Not applicable* — this standard addresses program evaluation and reflection rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: • Staff job descriptions • Lines of supervision • Information about who to ask for resources • The percentage of direct service and administrative costs that is allocated for each position	*Not applicable* — this standard addresses organizational structure and staffing rather than curriculum resources.	*Not applicable* — this standard addresses program operations and compliance rather than professional learning offerings.
The program has a strong fiscal management system that includes: • A well-documented budget with line item expenses and the duration and amount of each revenue source • Enough flexibility for managers at the program and site levels to make decisions as needed throughout the year	*Not applicable* — this standard addresses fiscal management systems rather than curriculum resources.	*Not applicable* — this standard addresses fiscal management systems rather than professional learning offerings.
The program has the appropriate insurance to protect staff, administrators, volunteers, participants, and parents.	*Not applicable* — this standard addresses legal and operational compliance rather than curriculum resources.	*Not applicable* — this standard addresses legal and operational compliance rather than professional learning offerings.
The program maintains written agreements that define roles and responsibilities of all subcontractors and partners.	*Not applicable* — this standard addresses partnership management and compliance rather than curriculum resources.	*Not applicable* — this standard addresses partnership management and compliance rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff at the program and site level use various well-defined channels of communication, including regular meetings, with all stakeholders.	*Not applicable* — this standard addresses staff communication and partnership systems rather than curriculum resources.	*Not applicable* — this standard addresses program operations and compliance rather than professional learning offerings.
Staff at the program and site level keep up-to-date and accessible records on all participants and employees.	*Not applicable* — this standard addresses administrative recordkeeping rather than curriculum resources.	*Not applicable* — this standard addresses administrative recordkeeping rather than professional learning offerings.
Site coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when needed.	*Not applicable* — this standard addresses fiscal management and site-level budgeting rather than curriculum resources.	*Not applicable* — this standard addresses fiscal management and site-level budgeting rather than professional learning offerings.
Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.	*Not applicable* — this standard addresses staff leadership and management development rather than curriculum resources.	*Not applicable* — this standard addresses internal staff development rather than educator-facing professional learning offerings.

12. **Sustainability**

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Programmatic Level		
The program plans for sustainability in its initial design and evolves its strategies over time.	*Not applicable* — this standard addresses organizational planning and sustainability rather than curriculum resources.	*Not applicable* — this standard addresses organizational planning and sustainability rather than professional learning offerings.
The program monitors trends and makes changes in order to adapt to emerging threats, opportunities, and conditions.	*Not applicable* — this standard addresses organizational responsiveness and strategic planning rather than curriculum resources.	*Not applicable* — this standard addresses organizational responsiveness and strategic planning rather than professional learning offerings.
The program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to key stakeholders.	*Not applicable* — this standard addresses communication and stakeholder engagement rather than curriculum resources.	*Not applicable* — this standard addresses communication and stakeholder engagement rather than professional learning offerings.
The program has strong internal systems, with resource development and financial management clearly identified as the responsibility of specific staff members.	*Not applicable* — this standard addresses internal operations and fiscal oversight rather than curriculum resources.	*Not applicable* — this standard addresses internal operations and fiscal oversight rather than professional learning offerings.
The program secures new resources to maintain a diverse portfolio of sources.	*Not applicable* — this standard addresses resource development and sustainability rather than curriculum resources.	*Not applicable* — this standard addresses resource development and sustainability rather than professional learning offerings.
The program provides staff with an annual overview of the budget and sustainability plan.	*Not applicable* — this standard addresses fiscal transparency and sustainability planning rather than curriculum resources.	*Not applicable* — this standard addresses fiscal transparency and sustainability planning rather than professional learning offerings.
The program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.	*Not applicable* — this standard addresses partnership communication and collaboration rather than curriculum resources.	*Not applicable* — this standard addresses partnership communication and collaboration rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Staff Level		
Staff plan strategically to use current funding efficiently.	*Not applicable* — this standard addresses fiscal planning and resource allocation rather than curriculum resources.	*Not applicable* — this standard addresses fiscal planning and resource allocation rather than professional learning offerings.
Staff build broad-based community support by providing high-quality programming that is valued by children, families, school, and community.	Harmony Curriculum provides engaging, research-based lessons and Everyday Practices—such as Meet Up, Buddy Up, and Class/Group Harmony Goals with the mission to strengthen relationships, belonging, and collaboration. These resources have been adapted for school, out-of-school time, and home-based settings to meet the needs of a wide audience.	**Strategies for Engaging with Parents** Consider strategies that help teachers reach out and build positive relationships with parents. **The Importance of Working with Parents** Review research-based benefits of parental involvement and explore the different ways parents can be involved in their children's education. **Mentoring in Sports: The Coach-Mentor Blueprint** Incorporate the best practices in coaching/mentoring, including content, SEL, and Family and Community Engagement. Leverage content developed in partnership with the US Soccer Foundation.
Staff cultivate active supporters and honor key champions.	*Not applicable* — this standard addresses partnership cultivation and recognition rather than curriculum resources.	*Not applicable* — this standard addresses partnership cultivation and recognition rather than professional learning offerings.

California Quality Standards for Expanded Learning	Harmony Curriculum	Harmony Professional Learning
Participant Level		
Participants are eager and prepared to share their experiences and success with potential supporters and champions.	**Everyday Practices: Meet Up, Buddy Up, and Harmony Goals** help students reflect on and celebrate their accomplishments and experiences. **Unit 3, Communicating with Each Other:** Students explore a range of communication skills, including listening and speaking in ways that support others and build harmonious communities.	**Amplifying Youth Voices** This module explores the immense value of what youth have to say, and the role mentors play in creating a safe and open space for youth to share their voices. **Teamwork and Collaboration for Educators:** Learn how to cultivate positive relationships with diverse individuals and groups. Building and sustaining these relationships with purposeful effort is essential for collaboration in any workplace. **Teachers as Agents of Change** Go beyond the "technician" role in the service of equity, using culturally responsive practices in your methods, content, and relationships.