

An Introduction to

# Core Competencies

FOR AFTERSCHOOL PRACTITIONERS





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## Acknowledgments

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- Palm Beach Community College
- The School District of Palm Beach County
- Palm Beach Community College Afterschool Business Council Partnership



Prime Time Palm Beach County is a non-profit organization that serves afterschool programs and practitioners. We provide supports and resources that increase program quality to positively impact school age youth.

Prime Time Palm Beach County, Inc. is funded by the Children's Services Council of Palm Beach County, The Blue Foundation for a Healthy Florida, the Quantum Foundation and the Sun-Sentinel Children's Fund.

# Core Competencies

**Afterschool Programming**  
Any organized program provided for children and youth ages 5-18 during a time when they are not in school.

## WHAT ARE CORE COMPETENCIES?

In Palm Beach County, the field of afterschool is blossoming into a thriving and respected profession. “Afterschool” no longer means “play” — it extends the learning day through engaging and meaningful experiences. And those who choose the afterschool field as a career are helping children and youth to reach their full potential and achieve positive outcomes.

Recognizing the need for the field’s own set of professional guidelines and criteria, several growth-committed organizations worked together to create the *Palm Beach County Afterschool Core Competencies* to serve as a pathway to success. These core competencies identify what skills, abilities and knowledge individuals who work with youth should have as it relates to their position and experience. Core competencies are defined by the Center for Youth Development as being “based on the knowledge and observable skills and attributes that practitioners need to know, understand and do to support youth in their care.”

The creation of the core competencies is a milestone for afterschool practitioners in Palm Beach County and the many other stakeholders in this community who are working to build the profession of afterschool. They serve to more clearly define the professional afterschool environment, making it easily navigable and more understandable — all elements of a winning career path.





## WHO USES CORE COMPETENCIES AND HOW?

Many different audiences are vested in the use of these core competencies. Here are a few groups and examples of who could use this valuable information.

### **Providers and Practitioners**

Core competencies can be used as a self-assessment tool to measure levels of knowledge and skill and to serve as a guide to identify areas of career growth.

### **Directors and Program Administrators**

Afterschool directors and administrators can leverage the core competencies to create job descriptions, specify education and training for current practitioners, track staff improvement and develop compensation incentives for advancement.

### **Training Entities**

Core competencies can help training entities to spot gaps or duplications in offerings and to create trainings and coursework that meet the needs of those looking to enhance their professional skills.

Other audiences who might benefit from the core competencies are higher education faculty as well as staff and administration. Much like the training entities, higher education representatives need to know what to offer in terms of coursework and program content to better align themselves with an afterschool practitioner's goals. Federal, state and local agencies can also look to this information to develop policies that enhance professionalism in the field.

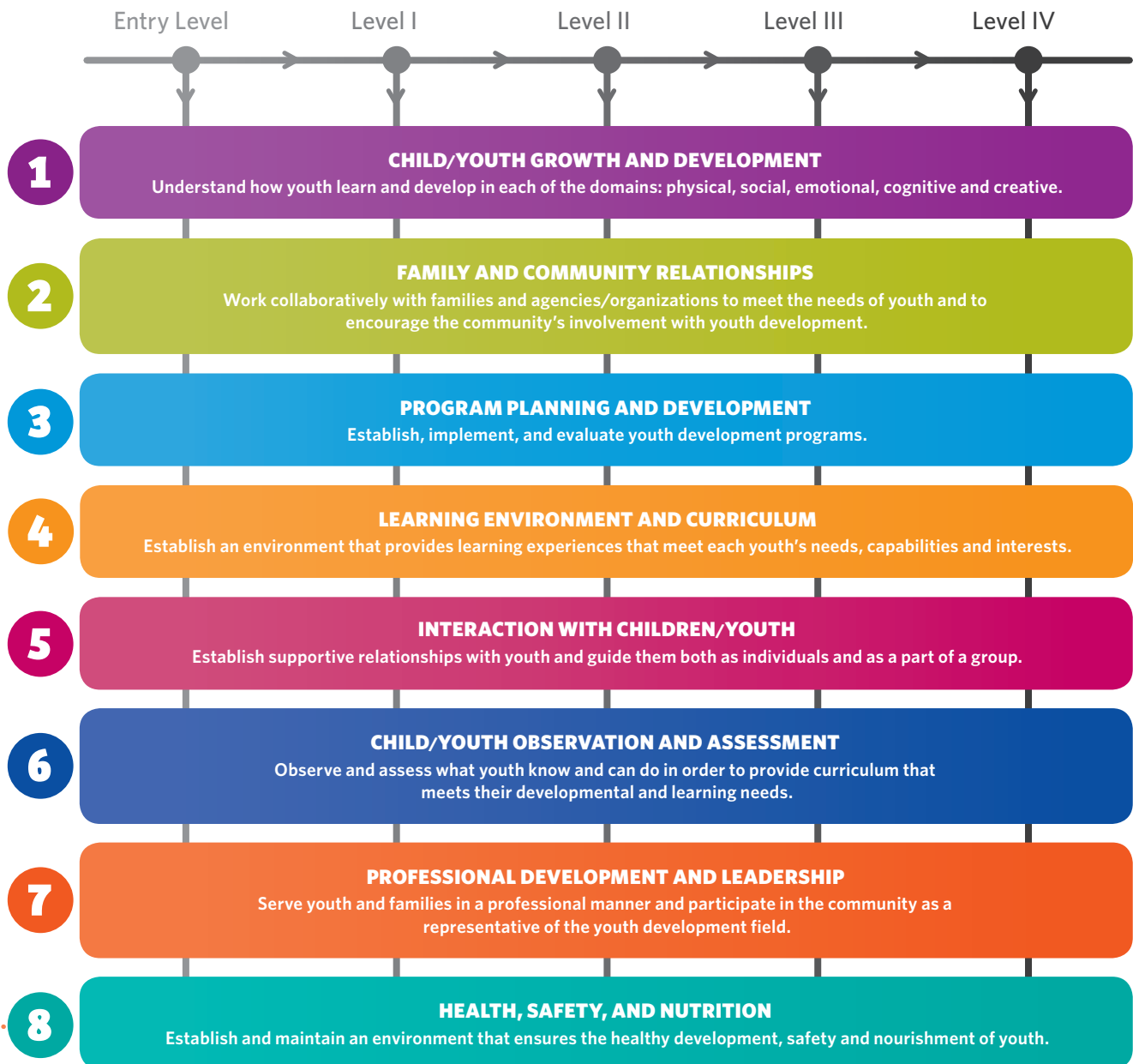
## **Afterschool Practitioners**

*Those individuals who work in any organized program for children and youth ages 5-18 during a time when they are not in school.*



## HOW ARE THE CORE COMPETENCIES ORGANIZED?

Eight focus areas serve as the framework for the core competencies. Within each focus area are key elements, followed by specific competencies that an afterschool practitioner should possess at a given career level. The focus areas are progressive and cumulative and they are all considered critical for competency in the afterschool field.





## Core Competencies

A set of standards that outline a path for professional development.

### ABOUT THE LEVELS

The core competencies are comprised of five levels that are cumulative in nature and progress from entry level to level 4, outlining a continuum from preliminary to advanced skills, and are demonstrative of higher levels of professionalism.

All adults who work with children and youth should strive to increase their knowledge and skills in each of the content areas through participation in professional development activities and reflective practice.

### Level IV

Includes entry level, level 1, 2, and 3 plus the knowledge and skills equivalent to a master's degree with specialization in Youth Development or related field.; plus seven or more years of experience.

### Level III

Includes entry level, level 1 and 2 plus the knowledge and skills equivalent to a bachelor's degree with specialization in Youth Development or related field; plus five or more years of experience.

### Level II

Includes entry level and level 1 plus the knowledge and skills equivalent to an associate's degree with a specialization in Youth Development or related field; plus three or more years of experience.

### Level I

Includes entry level plus the knowledge and skills equivalent to the Afterschool Educator Certificate, School Age Professional Certificate or equivalent training/education; plus two or more years of experience.

### Entry Level

Includes practitioners who are new to afterschool field and those who have taken the state mandated 40-hour course with specialized Advancing Youth Development curriculum.

# Entry Level

## 1

### CHILD/YOUTH GROWTH AND DEVELOPMENT

- |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Demonstrate Knowledge and Understanding of Child/Youth Characteristics and Needs, including Special Needs | <b>A1</b> Generalize that children and youth have different temperaments, personalities and developmental rates<br><b>A2</b> Acknowledge special needs variations in children and youth                                                                                                                                                                  |
| <b>B</b> Demonstrate Knowledge and Understanding of the Multiple Influences on Development and Learning            | <b>B1</b> Recognize that children and youth learn through their experiences, relationships, social interactions and play/activities<br><b>B2</b> Recognize that culture, language and environmental factors affect the behavior, development and learning of children and youth<br><b>B3</b> Identify the various ways in which children and youth learn |
| <b>C</b> Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments        | <b>C1</b> Encourage feeling of mutual respect and empathy among children, youth and adults<br><b>C2</b> Understand the need for each child or youth to feel accepted in the group                                                                                                                                                                        |

## 2

### COMMUNITY AND FAMILY RELATIONSHIPS

- |                                                                                  |                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Know and Understand Family and Community Characteristics                | <b>A1</b> Respect the role of family as central to the development of a child or youth<br><b>A2</b> Recognize and accept differences in the varying structures, cultures and traditions of families and the communities in which they live<br><b>A3</b> Follow rules of confidentiality                 |
| <b>B</b> Advocate for Empowerment of Families and Communities                    | <b>B1</b> Respond appropriately to family questions/concerns and/or refers them to supervisor<br><b>B2</b> Work to foster supportive relationships with families<br><b>B3</b> Recognize the community as a resource for services, activities and volunteers to assist children/youth and their families |
| <b>C</b> Engage Families and Communities in Child/Youth Development and Learning | <b>C1</b> Establish positive communication and interaction with families<br><b>C2</b> Encourage family members to participate in program activities<br><b>C3</b> Value each family as an integral partner in the development and learning of their child/youth                                          |





3

**PROGRAM PLANNING AND DEVELOPMENT**

- |                                                                                                                                     |                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Communicate and Support Program Mission and Purpose                                                                        | <b>A1</b> Know program’s mission and purpose<br><b>A2</b> Follow daily activity schedule/plans that support the program’s mission and purpose                                                                                                                                                     |
| <b>B</b> Promote Program Improvement and Sustainability Through Strategic Planning, Goal Setting, Needs Assessments and Evaluations | <b>B1</b> Identify necessary materials and supplies for activities<br><b>B2</b> Follow a plan and/or set of expectations for the group setting<br><b>B3</b> Identify quality indicators for program improvement within the context of their group<br><b>B4</b> Set professional development goals |
| <b>C</b> Institute Sound Practices, Comply with Regulations and Uphold Ethical Standards in the Field                               | <b>C1</b> Follow established workplace rules<br><b>C2</b> Comply with program policy and licensing regulations                                                                                                                                                                                    |

4

**LEARNING ENVIRONMENT AND CURRICULUM**

- |                                                                                        |                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Design and Implement a Curriculum to Support Physical Development             | <b>A1</b> Interact appropriately with children and youth during physical activities<br><b>A2</b> Assist with a variety of physical activities that meet the interest, development and skill levels of children and youth                                                                                                                |
| <b>B</b> Design and Implement a Curriculum to Enhance Cognitive Development            | <b>B1</b> Encourage children and youth to ask questions and actively listen to the responses they give<br><b>B2</b> Offer children and youth cognitive learning opportunities to experience and explore<br><b>B3</b> Help children and youth participate in learning activities                                                         |
| <b>C</b> Design and Implement a Curriculum to Support Social and Emotional Development | <b>C1</b> Engage in conversation with children and youth that allows them to socialize and to feel like valued members of a group<br><b>C2</b> Treat children and youth as individuals with their own strengths and needs<br><b>C3</b> Recognize when children and youth are going through periods of stress, separation and transition |

5

**INTERACTION WITH CHILDREN/YOUTH**

- |                                                                                                           |                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Promote Meaningful Engagement, Leadership and Guidance of the Children/Youth                     | <b>A1</b> Use positive behavior guidance and addresses problem behaviors<br><b>A2</b> Offer opportunities for children/youth to set goals, make plans and reflect<br><b>A3</b> Recognize when children and youth are meaningfully engaged in an activity |
| <b>B</b> Respect and Honor Cultural and Human Diversity                                                   | <b>B1</b> Promote acceptance of and respect for diversity among participants<br><b>B2</b> Interact in a manner that reflects self-respect and respect for others<br><b>B3</b> Attempt to be fair and consistent                                          |
| <b>C</b> Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth | <b>C1</b> Support positive relationships between participants<br><b>C2</b> Interact with children and youth in positive ways and encourage participation<br><b>C3</b> Offer group activities that support active engagement                              |

## 6

### CHILD/YOUTH OBSERVATION AND ASSESSMENT

- |                                                                                  |                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Observe, Document and Provide Feedback on Behavioral/Learning Patterns  | <b>A1</b> Assist with collection of information about individual child or youth development<br><b>A2</b> List concerns regarding observed behaviors with supervisor                                           |
| <b>B</b> Understand and Practice Responsible Assessment, Observation & Feedback  | <b>B1</b> Explain why it is important to observe behavior of children and youth<br><b>B2</b> Discuss importance of confidentiality<br><b>B3</b> Acknowledge that children and youth develop at their own rate |
| <b>C</b> Analyze Child/Youth Data for Individualized or Programmatic Improvement | <b>C1</b> Assist with the collection of child and youth data<br><b>C2</b> Acknowledge the importance of positive child and youth outcomes                                                                     |

## 7

### PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- |                                                                                                                                               |                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Demonstrate Professionalism and Uphold Ethical Standards and Other Professional Guidelines in the Field                              | <b>A1</b> Demonstrate a positive attitude toward working with children<br><b>A2</b> Follow the rules and regulations for appropriate behavior in the workplace<br><b>A3</b> Adhere to rules and regulations and perform as a responsible staff member<br><b>A4</b> Comply with regulations and standards |
| <b>B</b> Integrate Reflective Practices and Critical Perspectives on Personal Performance, including Goal Setting                             | <b>B1</b> Respond positively and maturely to constructive criticism<br><b>B2</b> Value performance improvement                                                                                                                                                                                           |
| <b>C</b> Engage in Continuous Learning and Improvement Through Involvement in Professional Development, Advocacy and Leadership Opportunities | <b>C1</b> Demonstrate a commitment to learning more about the afterschool field<br><b>C2</b> Seek knowledge to improve practice                                                                                                                                                                          |

## 8

### HEALTH, SAFETY AND NUTRITION

- |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Demonstrate Knowledge of Regulations and Procedures           | <b>A1</b> Follow local, state and federal regulations for the release of children and youth to authorized persons<br><b>A2</b> Follow posted emergency procedures<br><b>A3</b> Follow local, state and federal supervision and ratio requirements<br><b>A4</b> Identify if child or youth health or safety is in question, and report appropriately                                                                                                                                                                                   |
| <b>B</b> Design, Maintain and Assess Safe Environments                 | <b>B1</b> Actively supervise, interact and monitor children and youth for safe use of indoor/outdoor equipment and facilities<br><b>B2</b> Recognize and respond to individual safety needs of each child or youth in all circumstances<br><b>B3</b> State the potential for safety issues/hazards in the environment                                                                                                                                                                                                                 |
| <b>C</b> Ensure for the Health and Nutritional Needs of Children/Youth | <b>C1</b> Follow appropriate hand washing requirements/procedures for self and children and youth<br><b>C2</b> Follow universal precautions to avoid and control blood-borne pathogens<br><b>C3</b> Encourage children and youth to practice habits that promote good health and nutrition<br><b>C4</b> Assist children and youth during food sessions and recognize health hazards<br><b>C5</b> Describe safe food handling and observe general sanitation practices<br><b>C6</b> Recognize special food needs and/or food allergies |

Level I



1

**CHILD/YOUTH GROWTH AND DEVELOPMENT**

- |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b> Demonstrate Knowledge and Understanding of Child/Youth Characteristics and Needs, including Special Needs</p> | <p><b>A1</b> Recognize and identify basic stages of child/youth development</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>B</b> Demonstrate Knowledge and Understanding of the Multiple Influences on Development and Learning</p>            | <p><b>A2</b> Respond to the individual needs of children and youth including those with special needs</p> <p><b>A3</b> Identify individual personalities and temperaments of children and youth</p> <p><b>B1</b> Explain how children and youth learn and develop through their experiences, relationships, social interactions and play/activities</p> <p><b>B2</b> Infer how culture, language and environmental factors affect the behavior, development and learning of children and youth</p> <p><b>B3</b> Respond to the various ways in which children and youth learn</p> |
| <p><b>C</b> Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments</p>        | <p><b>C1</b> Respond and interact positively with all children and reinforce appropriate behaviors</p> <p><b>C2</b> Encourage and support appropriate independence in all children</p>                                                                                                                                                                                                                                                                                                                                                                                            |

2

**COMMUNITY AND FAMILY RELATIONSHIPS**

- |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A</b> Know and Understand Family and Community Characteristics</p>                | <p><b>A1</b> Indicate awareness of cultural differences and diverse family structures</p> <p><b>A2</b> Recognize that culture, language, socioeconomic factors, support systems, and special needs may influence how families nurture their children</p> <p><b>A3</b> Recognize stress factors and trauma affecting families</p>                                                                            |
| <p><b>B</b> Advocate for Empowerment of Families and Communities</p>                    | <p><b>B1</b> Identify ways to support the child/youth's relationship with his or her family</p> <p><b>B2</b> Respect families' choices and goals for the children and youth</p> <p><b>B3</b> Work cooperatively and appropriately with volunteers and community partners</p>                                                                                                                                |
| <p><b>C</b> Engage Families and Communities in Child/Youth Development and Learning</p> | <p><b>C1</b> Maintain open, friendly, and cooperative relations with families and communicate daily events</p> <p><b>C2</b> Invite family members to participate in a specific program activity</p> <p><b>C3</b> Model appropriate interactions with children, youth, families, providers and other community members</p> <p><b>C4</b> Support the child or youth's relationship with his or her family</p> |

### 3

#### PROGRAM PLANNING AND DEVELOPMENT

- |                                                                                                                                     |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Communicate and Support Program Mission and Purpose                                                                        | <b>A1</b> Assist in the delivery of curriculum or activities that support program’s purpose                               |
|                                                                                                                                     | <b>A2</b> Understand program’s mission and purpose as it relates to children and youth and their families                 |
| <b>B</b> Promote Program Improvement and Sustainability Through Strategic Planning, Goal Setting, Needs Assessments and Evaluations | <b>B1</b> Understand staffing patterns and ratio requirements for the program                                             |
|                                                                                                                                     | <b>B2</b> Relate to program expectations                                                                                  |
|                                                                                                                                     | <b>B3</b> Identify evaluations being implemented in the program                                                           |
|                                                                                                                                     | <b>B4</b> Describe quality indicators for program improvement                                                             |
|                                                                                                                                     | <b>B5</b> Provide information on supplies, materials, and equipment needs for the program                                 |
|                                                                                                                                     | <b>B6</b> Identify goals and objectives for program activities                                                            |
|                                                                                                                                     | <b>B7</b> Participate in professional development opportunities                                                           |
| <b>C</b> Institute Sound Practices, Comply with Regulations and Uphold Ethical Standards in the Field                               | <b>C1</b> Follow policies and procedures designed to support regulations and standards                                    |
|                                                                                                                                     | <b>C2</b> Keep records of enrollment, emergency information, participant attendance, injuries and other serious incidents |
|                                                                                                                                     | <b>C3</b> Respect confidentiality of co-workers, parents, and children                                                    |
|                                                                                                                                     | <b>C4</b> Locate the core competencies                                                                                    |

### 4

#### LEARNING ENVIRONMENT AND CURRICULUM

- |                                                                                        |                                                                                                                                                 |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Design and Implement a Curriculum to Support Physical Development             | <b>A1</b> Use a variety of materials, equipment and activities that promotes physical health and fitness                                        |
|                                                                                        | <b>A2</b> Facilitate a variety of indoor/outdoor physical activities that meet the interest, development and skill levels of children and youth |
|                                                                                        | <b>A3</b> Actively participate in children and youth physical activities                                                                        |
| <b>B</b> Design and Implement a Curriculum to Enhance Cognitive Development            | <b>B1</b> Ask children and youth relevant, open-ended questions and actively listen to their responses                                          |
|                                                                                        | <b>B2</b> Assist in a variety of cognitive activities that meet different interest and skill levels                                             |
|                                                                                        | <b>B3</b> Facilitate hands-on/participatory opportunities for children and youth so they can learn by doing                                     |
|                                                                                        | <b>B4</b> Allow children and youth to develop their skills and pursue their special talents                                                     |
|                                                                                        | <b>B5</b> Follow the program’s policy on homework assistance                                                                                    |
|                                                                                        | <b>B6</b> Identify the emerging skills of children and youth                                                                                    |
| <b>C</b> Design and Implement a Curriculum to Support Social and Emotional Development | <b>C1</b> Encourage and support children and youth efforts and ideas                                                                            |
|                                                                                        | <b>C2</b> Foster positive interaction and communication amongst children and youth                                                              |
|                                                                                        | <b>C3</b> Promote children’s participation in age appropriate group activities                                                                  |
|                                                                                        | <b>C4</b> Encourage and model feelings of empathy and mutual respect among child/youth and adults                                               |
|                                                                                        | <b>C5</b> Identify ways children and youth express and communicate both verbally and non-verbally                                               |
|                                                                                        | <b>C6</b> Emphasize cooperation in games and activities                                                                                         |



5

**INTERACTION WITH CHILDREN/YOUTH**

- |                                                                                                                  |                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Promote Meaningful Engagement, Leadership and Guidance of the Children/Youth</b></p>                     | <b>A1</b> Assist in communicating limits for acceptable behavior                                                                                      |
|                                                                                                                  | <b>A2</b> Describe realistic behavioral expectations and communicate limits for acceptable behavior                                                   |
|                                                                                                                  | <b>A3</b> Identify feelings and appropriate ways to express feelings                                                                                  |
|                                                                                                                  | <b>A4</b> Provide a supportive environment in which children and youth can provide input on, learn, and practice appropriate and acceptable behaviors |
|                                                                                                                  | <b>A5</b> Relate learning activities to child and youth interests                                                                                     |
|                                                                                                                  | <b>A6</b> Attempt to use instructional techniques with some success during activities                                                                 |
| <p><b>B Respect and Honor Cultural and Human Diversity</b></p>                                                   | <b>B1</b> Address behaviors or situations, rather than labeling the child or youth                                                                    |
|                                                                                                                  | <b>B2</b> Show respect for children, youth, self, and others in all interactions and situations                                                       |
|                                                                                                                  | <b>B3</b> Demonstrate that children and youth are appreciated, valued, and enjoyed                                                                    |
|                                                                                                                  | <b>B4</b> Build a trusting relationship with children and youth, providing physical and emotional security                                            |
|                                                                                                                  | <b>B5</b> Affirm and respect each participant's culture, religion, home language, and family values using both verbal and non-verbal exchanges        |
|                                                                                                                  | <b>B6</b> Recognize and report stereotypic comments or slurs                                                                                          |
| <p><b>C Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth</b></p> | <b>C1</b> Understand and support play, activities, experiences, and social interactions                                                               |
|                                                                                                                  | <b>C2</b> Offer group activities that have a purpose and provide opportunities for group members to cooperate to accomplish it                        |
|                                                                                                                  | <b>C3</b> Develop the child or youth's sense of belonging by supporting positive peer relationships                                                   |

6

**CHILD/YOUTH OBSERVATION AND ASSESSMENT**

- |                                                                                            |                                                                                                                         |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Observe, Document and Provide Feedback on Behavioral/Learning Patterns</b></p>     | <b>A1</b> Seek guidance and support from other professionals as needed (such as behavioral problems, atypical behavior) |
|                                                                                            | <b>A2</b> Comply with mandated reporting procedures for child abuse and neglect                                         |
|                                                                                            | <b>A3</b> Assist with the collection of information about child/youth behaviors                                         |
| <p><b>B Understand and Practice Responsible Assessment, Observation &amp; Feedback</b></p> | <b>B1</b> Recognize appropriate documentation methods                                                                   |
|                                                                                            | <b>B2</b> Recognize that observation is an ongoing assessment process                                                   |
|                                                                                            | <b>B3</b> Identify differences in development and skill among children                                                  |
|                                                                                            | <b>B4</b> Protect confidentiality of child or youth's assessment information                                            |
|                                                                                            | <b>B5</b> Follow appropriate procedures for child or youth observation, including objectivity, respect and accuracy     |
| <p><b>C Analyze Child/Youth Data for Individualized or Programmatic Improvement</b></p>    | <b>C1</b> Discuss benefits of identifying strengths and needs of children and youth                                     |
|                                                                                            | <b>C2</b> Understand that there are indicators of positive child and youth development                                  |



## 7

## PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- |                                                                                                                                               |           |                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Demonstrate Professionalism and Uphold Ethical Standards and Other Professional Guidelines in the Field                              | <b>A1</b> | Model a positive attitude toward working with children and youth                                                                                            |
|                                                                                                                                               | <b>A2</b> | Demonstrate responsibilities to the program                                                                                                                 |
|                                                                                                                                               | <b>A3</b> | Explain procedures consistent with state and local policies, regulations, and laws, including the privacy rights of parents, children and program personnel |
|                                                                                                                                               | <b>A4</b> | Recognize potentially unethical activity, and report it                                                                                                     |
|                                                                                                                                               | <b>A5</b> | Interact in a manner reflecting respect for self and others                                                                                                 |
|                                                                                                                                               | <b>A6</b> | Exhibit good hygiene and neat personal appearance                                                                                                           |
|                                                                                                                                               | <b>A7</b> | Demonstrate good work habits                                                                                                                                |
|                                                                                                                                               | <b>A8</b> | Work cooperatively with colleague or assistants                                                                                                             |
|                                                                                                                                               | <b>A9</b> | Is aware of professional code of ethics                                                                                                                     |
| <b>B</b> Integrate Reflective Practices and Critical Perspectives on Personal Performance, including Goal Setting                             | <b>B1</b> | Reflect on personal performance                                                                                                                             |
|                                                                                                                                               | <b>B2</b> | Value feedback on performance                                                                                                                               |
|                                                                                                                                               | <b>B3</b> | Take advantage of opportunities to improve competence                                                                                                       |
|                                                                                                                                               | <b>B4</b> | Accept advice and constructive criticism and use it to improve practice                                                                                     |
|                                                                                                                                               | <b>B5</b> | Set goals to improve professional skills and abilities                                                                                                      |
| <b>C</b> Engage in Continuous Learning and Improvement Through Involvement in Professional Development, Advocacy and Leadership Opportunities | <b>C1</b> | Demonstrate an awareness of the types of professional resources available                                                                                   |
|                                                                                                                                               | <b>C2</b> | Establish and maintain professional relationships with colleagues and other professionals                                                                   |
|                                                                                                                                               | <b>C3</b> | Follow a professional development plan                                                                                                                      |
|                                                                                                                                               | <b>C4</b> | Indicate an awareness of the design of the core competencies                                                                                                |
|                                                                                                                                               | <b>C5</b> | Promote value of quality in afterschool                                                                                                                     |

## Advocacy

The pursuit of influencing public-policy and resource-allocation decisions within the political, economic, and social systems with the intention of positively affecting children and families' lives. Advocacy in the afterschool and youth development field could be as simple as speaking about the importance of positive youth development in order to educate others or as complex as formally organizing efforts to influence afterschool and youth development legislation on the local or national level.



## 8

**HEALTH, SAFETY AND NUTRITION**

- A Demonstrate Knowledge of Regulations and Procedures**
- A1** Identify all suspected incidents of abuse or neglect and follow mandated reporting procedures
  - A2** Comprehend and follow the instructions for emergency procedures
  - A3** Identify the signs of suspected communicable diseases and/or atypical behaviors that may indicate illness, and report accordingly
  - A4** Follow supervision and ratio requirements listed above
  - A5** Follow safety regulations and participate in emergency and disaster drills
  - A6** Respond, report to supervisors and document any injuries of children and youth
  - A7** Follow procedures for admitting and monitoring unauthorized visitors at the program site
  - A8** Follow regulations or policies regarding health and safety; including emergency, illness and injury procedures
  - A9** Follow procedures for maintaining a list of children/youth in the group who have food allergies
  - A10** Use emergency equipment and supplies as needed
- B Design, Maintain and Assess Safe Environments**
- B1** Explain the program's policies related to appropriate corrective measures regarding safety hazards
  - B2** Recognize, identify and correct safety issues/hazards in the environment
  - B3** Describe a safe environment, including equipment, toys and materials to prevent and reduce injuries
  - B4** Explain simple safety precautions to children and youth
- C Ensure for the Health and Nutritional Needs of Children/Youth**
- C1** Discuss, model, and practice age-appropriate health and safety procedures with children and youth
  - C2** Prepare a clean or disinfected environment/items
  - C3** Identify and attend to the nutritional needs of children and youth
  - C4** Provide a relaxed positive and social atmosphere during meals
  - C5** Discuss and ensure that safe restroom and personal hygiene procedures are followed by adults and children/youth
  - C6** Provide information on healthy foods and food groups for children and youth
  - C7** Guide nutrition education experiences with children and youth
  - C8** Observe children or youth daily for signs of illness and or abuse and neglect



Level



1

### CHILD/YOUTH GROWTH AND DEVELOPMENT

- A Demonstrate Knowledge and Understanding of Child/Youth Characteristics and Needs including Special Needs**
  - A1** Distinguish among the different developmental domains
  - A2** Identify different temperaments and learning styles of children and youth
  - A3** Recognize typical and atypical development in children and youth
  - A4** Relate to individual personalities, temperaments and development of children and youth and understand the ways in which those differences impact their needs and participation
  - A5** Distinguish between the variations in ability and development of children and youth and provide special accommodations where necessary
- B Demonstrate Knowledge and Understanding of the Multiple Influences on Development and Learning**
  - B1** Analyze how cultural differences may affect behavior, development and learning
  - B2** Summarize the major influences that impact child and youth behaviors and interactions
  - B3** Address the requirements of children and youth with special needs with regard to group interaction and learning
- C Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments**
  - C1** Provide a responsive environment where children/youth initiate and extend their learning through exploration, experimentation and creativity
  - C2** Maintain supportive, nurturing and culturally sensitive environments based upon child's or youth's strengths and needs
  - C3** Encourage activities that foster communication, problem-solving, creativity, decision-making and self-confidence
  - C4** Motivate children and youth to learn through activities that recognize all domains of development, and include natural curiosity
  - C5** Apply principles of child or youth development to establish appropriate expectations of individual children or youth according to developmental level, strengths and needs

### Confidentiality

Respecting or protecting the privacy of information related to the children, youth, families and colleagues in the program.





## 2

## COMMUNITY AND FAMILY RELATIONSHIPS

- |                                                                                     |           |                                                                                                                                                                          |
|-------------------------------------------------------------------------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A Know and Understand Family and Community Characteristics</b>                   | <b>A1</b> | Apply understanding of the cultural context of family and community when planning children's/youth's experiences                                                         |
|                                                                                     | <b>A2</b> | Model respect for and support of cultural differences and diverse family structures                                                                                      |
|                                                                                     | <b>A3</b> | Demonstrate how to work effectively with families from a variety of cultural and socioeconomic backgrounds                                                               |
|                                                                                     | <b>A4</b> | Demonstrate an understanding of the impact on families of children and youth with special needs                                                                          |
|                                                                                     | <b>A5</b> | Ensure that community diversity and cultures are reflected in the program                                                                                                |
| <b>B Advocate for Empowerment of Families and Communities</b>                       | <b>B1</b> | Establish frequent contact with parents through a variety of communication strategies                                                                                    |
|                                                                                     | <b>B2</b> | Value and utilize community resources that support and assist youth and families                                                                                         |
|                                                                                     | <b>B3</b> | Build effective working relationships with families, partners and volunteers                                                                                             |
|                                                                                     | <b>B4</b> | Promote public awareness about family and child/youth needs                                                                                                              |
|                                                                                     | <b>B5</b> | Assist with community outreach projects                                                                                                                                  |
|                                                                                     | <b>B6</b> | Understand the collaborative role of facilities and providers                                                                                                            |
|                                                                                     | <b>B7</b> | Recognize different ways children and youth can feel a part of the larger community                                                                                      |
| <b>C Engage Families and Communities in Children/Youth Development and Learning</b> | <b>C1</b> | Invite family members to be active in their child or youth's education, recognizing that families' attitudes influence child or youth's ability and interest in learning |
|                                                                                     | <b>C2</b> | Communicate with families about program curriculum, learning goals and activities                                                                                        |
|                                                                                     | <b>C3</b> | Make appropriate use of resources and services for children and youth with special developmental or learning needs                                                       |
|                                                                                     | <b>C4</b> | Look for opportunities to involve families in learning activities                                                                                                        |
|                                                                                     | <b>C5</b> | Effectively and positively communicate verbal and written information to families                                                                                        |
|                                                                                     | <b>C6</b> | Work cooperatively with families on mutually agreed upon practices (e.g., homework, behavior guidance)                                                                   |

## 3

## PROGRAM PLANNING AND DEVELOPMENT

- |                                                                                                                                     |           |                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------|
| <b>A Communicate and Support Program Mission and Purpose</b>                                                                        | <b>A1</b> | Communicate the mission of the program to co-workers, families and children/youth               |
|                                                                                                                                     | <b>A2</b> | Assist in the development of curriculum/activities that support program purpose                 |
|                                                                                                                                     | <b>A3</b> | Implement family orientation or education programs that support the program mission and purpose |
|                                                                                                                                     | <b>A4</b> | Utilize school and community resources that support the program's purpose                       |
|                                                                                                                                     | <b>A5</b> | Understand program goals and objectives                                                         |
| <b>B Promote Program Improvement and Sustainability Through Strategic Planning, Goal Setting, Needs Assessments and Evaluations</b> | <b>B1</b> | Maintain staffing patterns that meet required ratios for program                                |
|                                                                                                                                     | <b>B2</b> | Explain program expectations and strategic plans                                                |
|                                                                                                                                     | <b>B3</b> | Operate within a balanced budget                                                                |
|                                                                                                                                     | <b>B4</b> | Maintain inventories and manage the purchase of equipment and supplies                          |
|                                                                                                                                     | <b>B5</b> | Assist in gathering information for evaluation                                                  |
|                                                                                                                                     | <b>B6</b> | Participate in program goal setting                                                             |
|                                                                                                                                     | <b>B7</b> | Participate in professional development opportunities and then put new knowledge into practice  |
| <b>C Institute Sound Practices, Comply with Regulations and Uphold Ethical Standards in the Field</b>                               | <b>C1</b> | Articulate the rationale behind regulations, policies, and standards                            |
|                                                                                                                                     | <b>C2</b> | Complete and maintain designated records                                                        |
|                                                                                                                                     | <b>C3</b> | Explain legal obligations related to personnel administration and supervision                   |
|                                                                                                                                     | <b>C4</b> | Relate to and describe the core competencies                                                    |

## LEARNING ENVIRONMENT AND CURRICULUM

### A Design and Implement a Curriculum to Support Physical Development

- A1** Recognize stages of physical development
- A2** Select materials, activities and equipment that challenge a wide range of physical capabilities and accommodate different fine and gross motor skills
- A3** Allow children to explore on their own while developing and maintaining physical fitness
- A4** Engage children and youth in both relaxing and active play activities
- A5** Introduce games/activities that develop an awareness of rhythm to coordinate movement of large and small muscles
- A6** Adapt equipment for children and youth with varying abilities and special needs
- A7** Plan indoor and outdoor physical activities including structured, unstructured, staff directed and child/youth directed

### B Design and Implement a Curriculum to Enhance Cognitive Development

- B1** Select and implement activities and opportunities that encourage curiosity, exploration, and decision making for all learners including those with special needs
- B2** Select and implement appropriate activities and opportunities for exploring math, science, social studies, and literacy using an integrated curriculum approach
- B3** Encourage children and youth to be in charge of their own learning by providing open-ended materials and by offering a variety of enrichment activity options
- B4** Ask questions that stimulate thinking, promote problem solving and allow children/youth to make judgments
- B5** Expose children and youth to learning experiences that involve new information, ideas and concepts
- B6** Provide an environment that engages children and youth both in process and product
- B7** Model reading behaviors by reading books aloud to children and youth
- B8** Use conversation to enrich and expand child and youth's vocabulary, support language development and communication skills
- B9** Demonstrate knowledge program content areas including literacy and language, math, science, social studies, art, music, drama and movement

### C Design and Implement a Curriculum to Support Social and Emotional Development

- C1** Provide children and youth multiple opportunities to participate in age-appropriate cooperative play, games and activities that allow them to develop and refine their social skills
- C2** Develop conflict management/resolution skills in children and youth
- C3** Help children through periods of stress, separation and transition
- C4** Facilitate the social inclusion of all children
- C5** Encourage children/youth to perceive events and experiences in their lives as opportunities for social and emotional growth
- C6** Create emotional security by guiding children/youth to make positive choices in relationships as opposed to bullying and teasing
- C7** Understand social behaviors in children and youth and the function that peers and friends serve in their social and emotional development



## 5

## INTERACTION WITH CHILDREN/YOUTH

**A Promote Meaningful Engagement, Leadership and Guidance of the Children/Youth**

- A1** Respond to child and youth behaviors in ways that encourage self control
- A2** Participate in developmentally appropriate guidance approaches such as choice, appropriate limits, redirection, ignoring, and positive feedback and encouragement
- A3** Engage children and youth in the development of acceptable behaviors (based upon age appropriateness)
- A4** Use positive behavior guidance to set clear and consistent limits and consequences
- A5** Demonstrate a variety of positive guidance techniques such as positive reinforcement, encouragement, logical consequences, and modeling that are sensitive to issues of self-concept
- A6** Facilitate smooth transitions of individuals and groups from activity to activity
- A7** Offer activities that tap into child or youth's interests and allow them to make choices based on those interests
- A8** Apply strategies and best practices to enhance learning and promote engagement during activities
- A9** Identify strategies that provide children and youth with an opportunities to establish guidelines, limits for behaviors and natural/logical consequences
- A10** Encourage citizenship and leadership development in children and youth through helping them identify and develop ideas, problems, questions, and relationships

**B Respect and Honor Cultural and Human Diversity**

- B1** Explicitly address negative stereotyping and discriminatory statements or practices when they occur
- B2** Provide a supportive environment that helps children and youth know, accept, and take pride in themselves
- B3** Use knowledge of child or youth culture to connect appropriately
- B4** Demonstrate genuine caring and respect for individual children and youth and encourage them to exhibit mutual respect for each other and adults
- B5** Value children and youth for who they are, regardless of developmental or cultural norms
- B6** Demonstrate fairness and consistency in all situations especially when handling discipline problems

**C Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth**

- C1** Ensure that play, activities, experiences, and social interactions are safe and appropriate for the environment
- C2** Respond to child and youth behaviors in ways that encourage problem solving, self-regulation, group membership, and decision-making
- C3** Provide a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors as individuals and as a group
- C4** Use strategies to assist children and youth in learning to express emotions in positive ways including problem solving and decision making
- C5** Enable groups to work independently and productively with group assuming responsibility for their work together



# 6

## CHILD/YOUTH OBSERVATION AND ASSESSMENT

- |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A Observe, Document and Provide Feedback on Behavioral/Learning Patterns</b>     | <ul style="list-style-type: none"> <li><b>A1</b> Collect and organize information about each child/youth including work samples, anecdotal notes, and accurate records</li> <li><b>A2</b> Discuss observations with families in a clear, supportive way</li> <li><b>A3</b> Collaborate with parents and children, when appropriate, to make decisions that support development and learning for all children</li> <li><b>A4</b> Communicate observations effectively in both written and oral form</li> <li><b>A5</b> Understand the behaviors of children and youth in relation to normal growth and development and use appropriate expectations as a basis for the observation</li> </ul>                               |
| <b>B Understand and Practice Responsible Assessment, Observation &amp; Feedback</b> | <ul style="list-style-type: none"> <li><b>B1</b> Recognize the need for informed consent from parent or guardian prior to assessment</li> <li><b>B2</b> Demonstrate the use of basic principles of growth and development in assessment</li> <li><b>B3</b> Compare the purposes and limitations of formal and informal assessment</li> <li><b>B4</b> Recognize environmental factors that may place children/youth at risk</li> <li><b>B5</b> Obtain relevant background information to be included in the assessment records</li> <li><b>B6</b> Follow appropriate procedures like remaining objective, asking open-ended non-judgmental questions and utilizing confidentiality when observing children/youth</li> </ul> |
| <b>C Analyze Child/Youth Data for Individualized or Programmatic Improvement</b>    | <ul style="list-style-type: none"> <li><b>C1</b> Explain ways to get to know each child as an individual, including strengths, needs, interests, families and life situation</li> <li><b>C2</b> Follow a schedule of recording child and youth development and behavior for individualized or programmatic improvement purposes</li> <li><b>C3</b> Contribute to informal assessment by observing, surveying or through focus groups of children and youth</li> <li><b>C4</b> Recognize the role of risk factors on youth development</li> </ul>                                                                                                                                                                           |



# 7

## PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- |                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A Demonstrate Professionalism and Uphold Ethical Standards and Other Professional Guidelines in the Field</b>                              | <ul style="list-style-type: none"> <li><b>A1</b> Model professional behavior</li> <li><b>A2</b> Promote program quality as a core value</li> <li><b>A3</b> Articulate and consistently adhere to a professional Code of Ethics</li> <li><b>A4</b> Behave ethically, maintaining confidentiality and impartiality</li> <li><b>A5</b> Show a commitment to the goals of program or setting</li> </ul>                                                                                                                                                                                                                                                                             |
| <b>B Integrate Reflective Practices and Critical Perspectives on Personal Performance, including Goal Setting</b>                             | <ul style="list-style-type: none"> <li><b>B1</b> Discuss personal goals based on reflections of current practice, and create plan to achieve</li> <li><b>B2</b> Discuss experiences and practices with colleagues, identifying areas of strengths and weaknesses, and seek input from supervisors where improvement might be needed</li> <li><b>B3</b> Use professional resources to improve practice</li> <li><b>B4</b> Participate in one (or more) professional associations</li> <li><b>B5</b> Routinely reflect on teaching strategies and interactions and on behavior of children/youth</li> <li><b>B6</b> Manage demands of personal and professional growth</li> </ul> |
| <b>C Engage in Continuous Learning and Improvement Through Involvement in Professional Development, Advocacy and Leadership Opportunities</b> | <ul style="list-style-type: none"> <li><b>C1</b> Use professional resources and training to help implement effective practices</li> <li><b>C2</b> Takes advantage of opportunities to improve competence</li> <li><b>C3</b> Identify level of knowledge and skills according to the core competencies and pursue professional development accordingly</li> <li><b>C4</b> Participate in activities or projects sponsored by professional associations and other boards, task forces or committees</li> <li><b>C5</b> Exhibit knowledge of advocacy issues</li> </ul>                                                                                                            |



## 8

## HEALTH, SAFETY AND NUTRITION

**A Demonstrate Knowledge of Regulations and Procedures**

- A1** Ensure that state/federal mandated child abuse and neglect regulations are followed
- A2** Summarize instructions for emergency procedures so that they can be understood by children/youth and adults
- A3** Apply the procedures for children, youth and adults suspected of communicable diseases as defined by state code
- A4** Interpret the importance of maintaining appropriate staff/child ratio
- A5** Relate and adhere to emergency, illness, injury and sanitation procedures, including emergency evacuation plans and disaster drills
- A6** Maintain emergency supplies and equipment
- A7** Maintain health records, ensure confidentiality, and adhere to children's or youth's health requirements as defined by state codes
- A8** Demonstrate knowledge of procedures that are implemented when a child or youth is missing
- A9** Follow instructions for administration of medicine and approved medical treatments
- A10** Describe Implement procedures of health, safety and nutritional needs of young children including children with food allergies

**B Design, Maintain and Assess Safe Environments**

- B1** Adapt the indoor/outdoor environments to maximize the independence and inclusion of children of differing abilities
- B2** Teach age-appropriate safety precautions and rules to children, and enforce rules consistently
- B3** Document child or youth's injuries and notify parents/guardians
- B4** Prepare and maintain a clean, safe, and clutter free environment including safe equipment and toys
- B5** Apply guidelines that ensure the safety of the physical environment, including proper function and use of equipment
- B6** Demonstrate the ability to use safety equipment, e.g., fire extinguisher
- B7** Complete basic first-aid and CPR certification

**C Ensure for the Health and Nutritional Needs of Children/Youth**

- C1** Select active learning opportunities that relate to age appropriate health practices
- C2** Recognize signs and symptoms of common childhood health problems, and refer accordingly
- C3** Model and monitor healthy behaviors, including Universal Precautions
- C4** Assist children and youth in establishing health promoting behaviors and making healthy choices
- C5** Plan and implement nutrition education experiences with children
- C6** Teach age-appropriate nutrition concepts to children and practice making healthy eating choices
- C7** Provide opportunities and reinforcement for children's practice of healthy nutritional choice
- C8** Recognize and respond to individual child or youth's need for physical health and emotional well-being



Level



# 1

## CHILD/YOUTH GROWTH AND DEVELOPMENT

**A Demonstrate Knowledge and Understanding of Child/Youth Characteristics and Needs, including Special Needs**

- A1** Describe individual children and youth relative to developmental characteristics typical of their developmental age and stage
- A2** Observe, determine, and record risk factors, delays or differences in abilities which may indicate a need for special services
- A3** Apply comprehensive knowledge of prominent child/youth development theories to planning and practice
- A4** Share information with families about general principles of child and youth growth and development

**B Demonstrate Knowledge and Understanding of the Multiple Influences on Development and Learning**

- B1** Realize that culture, family and community have a critical impact on the positive development of children and youth
- B2** Explain how developmental variation, family, culture, language and environment all influence the growth and development of children and youth
- B3** Incorporate knowledge of various learning styles of children and youth
- B4** Partner with families and consult with professionals to support the growth and development of children and youth
- B5** Evaluate practices needed to support and meet the individual needs of children and youth as it relates to development and learning

**C Use Developmental Knowledge to Create Healthy, Respectful, Supportive and Challenging Environments**

- C1** Design supportive, motivating, and nurturing environments that demonstrate respect for cultural, linguistic, developmental and learning style differences across all developmental domains
- C2** Define child development for parents and explain how children learn and develop, including through play
- C3** Create inclusive learning environments that incorporate programs and strategies that influence healthy growth and development for all children
- C4** Plan staff development opportunities that enhance staff understanding of child development and learning as well as communicating information with families
- C5** Employ practices that support an inclusive philosophy and make program adaptations for children or youth with special needs

## 2

## COMMUNITY AND FAMILY RELATIONSHIPS

**A Know and Understand Family and Community Characteristics**

- A1** Respect variations in family strengths, expectations, values, and child rearing practices
- A2** Create ways to incorporate the different cultural contexts of children and youth into the daily program
- A3** Evaluate programs for children from a cross cultural perspective
- A4** Examine the effects of family stress on the behavior of children, youth, and other family members in the program

**B Advocate for Empowerment of Families and Communities**

- B1** Provide ongoing, relevant information to families concerning child/youth growth and development, learning, social and life skills
- B2** Examine the effects of family stress on the behavior of children
- B3** Incorporate the families' desires/goals for children youth into program planning
- B4** Help families identify community resources specific to their needs and makes appropriate referrals
- B5** Support families in obtaining clear and understandable information on legal rights, special needs and developmental concerns
- B6** Implement and support a volunteer program
- B7** Collaborate with community partners to meet the needs of children/youth and families
- B8** Develop relationships with community partners
- B9** Develop relationships with community resources, provide families with resource information, and make appropriate referrals

**C Engage Families and Communities in Children/Youth Development and Learning**

- C1** Develop family-child/youth activities that will enhance learning at home
- C2** Plan and conduct family meetings/conferences to communicate about the progress and development of their child or youth
- C3** Partner with families in addressing developmental and behavioral issues experienced by their child or youth
- C4** Involve families and community members in contributing to the diversity of the learning environment
- C5** Invite family involvement by providing opportunities for families to share skills and talents, and to participate in special events and education
- C6** Recognize and use a variety of communication links between the school, the family and the program setting
- C7** Help parents assess educational and parenting options
- C8** Communicate with families about strategies they can use to support the social/moral development of children and youth
- C9** Establish strategies to communicate with schools regarding program support of school curriculum and state education standards
- C10** Facilitate and model a family centered approach

**Development**

The process of physical, mental, emotional, social and spiritual growth that happens throughout one's lifetime.



## PROGRAM PLANNING AND DEVELOPMENT

- |                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Communicate and Support Program Mission and Purpose                                                                        | <ul style="list-style-type: none"> <li><b>A1</b> Facilitate exchange of professional ideas among staff around the purpose of the program</li> <li><b>A2</b> Integrate program goals and objectives into daily practice</li> <li><b>A3</b> Review and develop curriculum to reflect the families, children, and youth served</li> <li><b>A4</b> Network with school and community around the program's mission and purpose</li> <li><b>A5</b> Recommend community resources to staff, families and children/youth that support program's purpose</li> <li><b>A6</b> Incorporate programming that integrates and complements the school day</li> <li><b>A7</b> Develop curriculum frameworks and approaches that align with the program's purpose</li> <li><b>A8</b> Ensure a positive work environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>B</b> Promote Program Improvement and Sustainability Through Strategic Planning, Goal Setting, Needs Assessments and Evaluations | <ul style="list-style-type: none"> <li><b>B1</b> Implement policies and procedures for recruiting, hiring, and termination of staff</li> <li><b>B2</b> Assist in developing policies and procedures related to personnel administration and supervision</li> <li><b>B3</b> Determine factors affecting staff retention</li> <li><b>B4</b> Develop an annual budget that matches income and expenses</li> <li><b>B5</b> Manage payroll, maintain a balanced budget and assist in developing a program budget</li> <li><b>B6</b> Manage state/federal reimbursement funds</li> <li><b>B7</b> Apply concepts of budgetary projection, including pricing strategies, discount and/or sliding scale policies, and enrollment plans</li> <li><b>B8</b> Examine the relationship between program philosophy and budget development</li> <li><b>B9</b> Develop fiscal policies and procedures that assure compliance with applicable legal guidelines and obligations</li> <li><b>B10</b> Provide constructive feedback to staff, partners and volunteers in a respectful manner</li> <li><b>B11</b> Facilitate strategic planning and goal setting for the program that involves staff, youth, families and the community</li> <li><b>B12</b> Recognize the importance of evaluation and assist in evaluating program effectiveness</li> <li><b>B13</b> Use both self and collaborative staff evaluations as part of on-going program evaluation</li> <li><b>B14</b> Facilitate the development of youth leadership in planning and evaluating the program</li> <li><b>B15</b> Work effectively with board members/advisory groups</li> <li><b>B16</b> Identify program evaluation method options and describe their varying purposes</li> <li><b>B17</b> Ensure that staff and children/youth have necessary resources such as program supplies</li> <li><b>B18</b> Encourage and support staff in meeting professional development goals</li> </ul> |
| <b>C</b> Institute Sound Practices, Comply with Regulations and Uphold Ethical Standards in the Field                               | <ul style="list-style-type: none"> <li><b>C1</b> Implement strategies for working cooperatively with regulatory agencies</li> <li><b>C2</b> Write effective job descriptions using core competencies</li> <li><b>C3</b> Develop and implement program policies and fee structure</li> <li><b>C4</b> Understand and articulate agency/program policies related to legal and safety issues of children, youth, and families</li> <li><b>C5</b> Set clear policy and practices for positive family-staff relationships</li> <li><b>C6</b> Supervise interns, practicum students, substitutes, and/or volunteers</li> <li><b>C7</b> Set clear policy and practice for positive and mutually supportive work environment</li> <li><b>C8</b> Clearly articulate developmentally appropriate practices to colleagues, families, substitutes, volunteers, and/or community members</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



## 4

## LEARNING ENVIRONMENT AND CURRICULUM

**A Design and Implement a Curriculum to Support Physical Development**

- A1** Integrate physical development activities across curriculum areas
- A2** Adapt fitness activities for children or youth with special needs
- A3** Design and implement outdoor activities to extend classroom learning experience
- A4** Provide an environment that is conducive to the exploration and development of physical skills and allows children and youth to make up and organize their own games
- A5** Use knowledge of kinesthetic learning styles when teaching others
- A6** Plan and implement increasingly difficult activities in which muscles are used and that promote physical education
- A7** Provide alternative physical activities for children and youth of different ages, sizes and skill levels

**B Design and Implement a Curriculum to Enhance Cognitive Development**

- B1** Provide a learning environment that balances both homework assistance and enrichment activities to develop and strengthen cognitive skills
- B2** Plan and guide appropriate activities and opportunities for exploring math, science, social studies, and literacy using an integrated curriculum approach linked to state standards
- B3** Design activities that promote thinking and life skills such as decision making, problem solving, making judgments and constructing their own knowledge
- B4** Involve children and youth in planning and evaluating the program's cognitive activities
- B5** Promote and support literacy development by providing reading materials that reflect the children's or youth's interests and that meet their diverse reading abilities
- B6** Plan activities that develop a child/youth's scientific curiosity and wonder of the natural world
- B7** Apply learning styles and multiple intelligence theories when structuring cognitive activities
- B8** Revisit learning activities with children and youth so that they can reflect and build on previously learned knowledge in order to apply it to new situations
- B9** Evaluate the appropriateness and effectiveness of cognitive activities and adapt it for children and youth with special needs when necessary
- B10** Articulate the importance of integrating cognitive activities into all curricular areas
- B11** Recognize core foundational concepts that build toward later learning
- B12** Examine different ways in which children/youth construct knowledge

**C Design and Implement a Curriculum to Support Social and Emotional Development**

- C1** Build a sense of community and help children/youth and staff feel like part of a larger community
- C2** Guide children and youth in expressing their feelings and asserting themselves in positive ways
- C3** Guide children and youth through problem-solving and conflict resolution interactions
- C4** Plan social activities into all curricular areas and adapt them for youth with special needs
- C5** Teach staff on how to guide children and youth through a variety of social settings
- C6** Monitor and observe how children and youth relate to one another and assist those who have difficulty being accepted by peers
- C7** Demonstrate an awareness of current peer and media influences
- C8** Recognize atypical social and emotional development and initiate appropriate referral strategies
- C9** Develop strategies that encourage children and youth to take on leadership and citizenship roles
- C10** Facilitate the development of real-life skills in children and youth through planned program activities

## 5

## INTERACTION WITH CHILDREN/YOUTH

- A Promote Meaningful Engagement, Leadership and Guidance of the Children/Youth**
- A1** Model developmentally appropriate guidance approaches that promote positive behaviors, problem solving and self-control
  - A2** Modify and adapt guidance and learning strategies through observation and assessment
  - A3** Understand how the environment (i.e., space, room arrangement, work climate, daily routines, and schedules) affects the behavior of children, youth, and staff and adapt the environment and curriculum to minimize potential challenging behaviors
  - A4** Demonstrate realistic expectations about child and youth's emotional needs, interests, social abilities, and physical needs
  - A5** Demonstrate effective and developmentally appropriate practice (DAP)
  - A6** Structure and pace activities coherently and appropriately to allow for reflection and closure
  - A7** Design expectations for behavior and procedures that are clear and keep the needs of the children and youth in mind
  - A8** Select teaching and learning practices that promote meaningful child/youth engagement
- B Respect and Honor Cultural and Human Diversity**
- B1** Select material that reflect the language, music, stories, games and crafts from various cultures
  - B2** Maintain professionalism and respect for children and youth when communicating with other adults about child and youth's behavior.
  - B3** Build relationships with families that allow for constructive communication about children and youth's behavior.
  - B4** Utilize youth-centered approach to reframe conflict
  - B5** Create an environment that promotes supportive social norms
- C Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth**
- C1** Use strategies to assist children and youth in learning to express emotions, solve problems, and make decisions in positive ways
  - C2** Develop and implement strategies to practice complex communication skills such as assertiveness, conflict resolution, and positive decision making
  - C3** Develop cooperative skills such as negotiating, compromising, and problem solving while working in pairs or small groups
  - C4** Communicate with families regarding areas of concern, developing cooperative strategies to manage problems
  - C5** Ensure for positive interdependence, individual accountability, equal participation and simultaneous interaction when implementing cooperative learning structures with in a group setting

**Developmentally Appropriate (Learning)**  
 Learning that takes place for children and youth of one age or skill level, as distinct from the learning that takes place for another child or youth of another age and/or skill level.



## 6

## CHILD/YOUTH OBSERVATION AND ASSESSMENT

- |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Observe, Document and Provide Feedback on Behavioral/Learning Patterns</b></p>     | <p><b>A1</b> Interpret assessment results, including those from other professionals, and make appropriate referrals</p> <p><b>A2</b> Generate a plan for referral to other agencies and programs offering diagnostic and/or intervention services</p> <p><b>A3</b> Produce a plan to help families incorporate relevant child/youth development activities into the family's daily routine as a result of assessment data</p> <p><b>A4</b> Engage youth, staff and families in an ongoing observation and assessment process</p> <p><b>A5</b> Work cooperatively with assessment and health care teams for children and youth who have special needs or suspected developmental delays</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>B Understand and Practice Responsible Assessment, Observation &amp; Feedback</b></p> | <p><b>B1</b> Select, create, adapt and use multiple modes and methods of assessment which are sensitive to the unique cultural and learning needs of each child</p> <p><b>B2</b> Determine cultural/linguistic influences, other environmental influences, and varying learning styles on assessment practices and results</p> <p><b>B3</b> Accommodate the range of development and skills among children</p> <p><b>B4</b> Plan relevant observations and assessments and selects appropriate observation/assessment methods for staff</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>C Analyze Child/Youth Data for Individualized or Programmatic Improvement</b></p>    | <p><b>C1</b> Ensure results of assessments are used responsibly and to benefit the child and family, including planning and implementing learning activities</p> <p><b>C2</b> Use assessment results to inform curriculum decisions</p> <p><b>C3</b> Plan and utilize culturally diverse assessment methods</p> <p><b>C4</b> Integrate comments and recommendations from families about needs and strengths of child or youth into program plan</p> <p><b>C5</b> Establish criteria, procedures and documentation methods for assessing the effectiveness of program setting with individual children/youth</p> <p><b>C6</b> Analyze findings of observations and use the information to plan activities and provide resources so that the children/youth can pursue their interests or master a skill of choice</p> <p><b>C7</b> Evaluate activities, environment and social interactions of each child/youth for developmental appropriateness</p> <p><b>C8</b> Interpret observation information to develop services, opportunities and supports for children and youth</p> |



## 7

**PROFESSIONAL DEVELOPMENT AND LEADERSHIP**

- |                                                                                                                                               |                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> Demonstrate Professionalism and Uphold Ethical Standards and Other Professional Guidelines in the Field                              | <b>A1</b> Promote the ethical responsibilities in the applicable code of conduct and research                                                                         |
|                                                                                                                                               | <b>A2</b> Participate in group problem solving of ethical dilemmas                                                                                                    |
| <b>B</b> Integrate Reflective Practices and Critical Perspectives on Personal Performance, including Goal Setting                             | <b>B1</b> Make program decisions based on professional standards                                                                                                      |
|                                                                                                                                               | <b>B2</b> Relate theory to professional practice                                                                                                                      |
|                                                                                                                                               | <b>B3</b> Self-assess own work and sources of professional knowledge                                                                                                  |
|                                                                                                                                               | <b>B4</b> Seek out professional relationships to enhance professional growth (e.g., identify as a mentor).                                                            |
|                                                                                                                                               | <b>B5</b> Become a mentor to others, as applicable.                                                                                                                   |
|                                                                                                                                               | <b>B6</b> Serve as a mentor to others working with children, youth, and families                                                                                      |
|                                                                                                                                               | <b>B7</b> Support staff's professional growth through mentoring, coaching, and leadership                                                                             |
|                                                                                                                                               | <b>B8</b> Set professional goals to work towards regarding personal performance                                                                                       |
|                                                                                                                                               | <b>B9</b> Initiate problem solving and conflict resolution for the program and staff                                                                                  |
| <b>C</b> Engage in Continuous Learning and Improvement Through Involvement in Professional Development, Advocacy and Leadership Opportunities | <b>C1</b> Synthesize current trends and research-based practices in early childhood education into professional decision-making                                       |
|                                                                                                                                               | <b>C2</b> Develop and provide educational opportunities of personal professionalism for staff members                                                                 |
|                                                                                                                                               | <b>C3</b> Work toward credentials, degrees, and/or program accreditation                                                                                              |
|                                                                                                                                               | <b>C4</b> Generate and utilize team decision-making                                                                                                                   |
|                                                                                                                                               | <b>C5</b> Participate in professional organizations and on-going professional development to enhance knowledge and skills                                             |
|                                                                                                                                               | <b>C6</b> Uses professional resources to continually improve practice                                                                                                 |
|                                                                                                                                               | <b>C7</b> Actively participate in career development                                                                                                                  |
|                                                                                                                                               | <b>C8</b> Explore models of professional development and make available educational pathways for advancement                                                          |
|                                                                                                                                               | <b>C9</b> Exhibit knowledge of child, youth, and family advocacy issues                                                                                               |
|                                                                                                                                               | <b>C10</b> Describe public policy, including legal and advocacy issues, that impacts children and youth and their families and communicate this information to others |

**Ethics**

The responsibility to intentionally choose what is right, moral and just in practice and in principle.

## 8

## HEALTH, SAFETY AND NUTRITION

- A Demonstrate Knowledge of Regulations and Procedures**
- A1** Assist staff and family members in recognizing and reporting abuse and neglect
  - A2** Assess staff's proficiency in emergency regulations and procedures, and train where necessary
  - A3** Infer internal procedures for children, youth and adults suspected of communicable diseases as defined by state code
  - A4** Ensure adherence to staff/child ratio and supervision requirements
  - A5** Demonstrate and inform others about emergency, illness, and injury procedures
  - A6** Ensure that procedures for health referrals and injury reporting to parents/guardians are followed
  - A7** Guarantee the availability of emergency supplies/equipment and demonstrate use
  - A8** Model and provide direction on sanitation procedures, evacuation plans and disaster drills
  - A9** Demonstrate knowledge of procedures for assuring children and youth safety on field trips
- B Design, Maintain and Assess Safe Environments**
- B1** Plan and monitor safe and sanitary environments, inside/outside
  - B2** Maintain and update family contact numbers in case of emergencies
  - B3** Establish safe environments that maximize the independence and inclusion of children/youth of differing abilities
  - B4** Train staff in safety precautions and rules for children/youth and enforce characteristics of a safe environment, including equipment and materials to prevent and reduce injuries
  - B5** Share current safety information and resources with families
  - B6** Facilitate a process where children/youth engage in identifying and assessing hazards in their own environment and allow them to have input on how to improve it
- C Ensure for the Health and Nutritional Needs of Children/Youth**
- C1** Integrate knowledge of health issues common to children and youth into program procedures
  - C2** Construct curriculum activities emphasizing healthy bodies, healthy lifestyles, and a healthy environment
  - C3** Develop and assess menus following USDA guidelines and include ethnic foods
  - C4** Maintain records of nutritional intake for children and youth including children/youth with special needs
  - C5** Produce a daily schedule that allows for developmentally appropriate physical exercise and rest
  - C6** Inform staff about health issues common to children and youth
  - C7** Inform families when their child or youth has been exposed to communicable disease or illness
  - C8** Report any communicable diseases to supervisors and appropriate authorities
  - C9** Understand the relationship between poor nutrition and behavioral and emotional difficulties
  - C10** Plan food experiences from diverse cultures and helps children or youth to understand the cultural background of the foods they are making or eating
  - C11** Model and provide direction to children, youth and staff on sanitary behaviors
  - C12** Assess sanitary environments daily both indoors and outdoors
  - C13** Examine the causes of stress and trauma and assess child or youth's resiliency

# Level IV



## 1

### CHILD/YOUTH GROWTH AND DEVELOPMENT

#### **A Demonstrate Knowledge and Understanding of Child/Youth Characteristics and Needs including Special Needs**

- A1** Analyze current developments in child/youth development, including new research, theory, and best practices
- A2** Assess practitioners' interactions using knowledge of child development theories and research as a foundation for feedback
- A3** Verify how major historical and current child development theories impact the afterschool field
- A4** Recommend appropriate resources and services for children, youth and families with risk factors, delays and or disabilities

#### **B Demonstrate Knowledge and Understanding of the Multiple Influences on Development and Learning**

- B1** Analyze information using current research from diverse cultural perspectives on growth, development and learning patterns of individuals and groups
- B2** Prioritize theories, research, and issues relevant to child/youth growth, development and learning for use by colleagues, families and communities
- B3** Examine current and future trends in education and the larger society and the implications for child and youth development and learning
- B4** Examine major influences on brain development and on how children and youth learn
- B5** Create environments and experiences that value, affirm and respect cultural/linguistic diversity
- B6** Employ practices that support an inclusive philosophy and make program adaptations for children and youth with special needs
- B7** Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development, learning and social/group interactions

#### **C Use Developmental Knowledge to Create Healthy, Respectful Supportive and Challenging Environments**

- C1** Assess program responsiveness to children's needs for warm, caring relationships with adults
- C2** Motivate practitioners to incorporate knowledge of child development into curricula and into their interaction with children
- C3** Evaluate guidance goals and practices, curriculum experience, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles
- C4** Ensure that the program's policies and practices reflect an inclusive philosophy
- C5** Articulate a systems perspective on issues of mental health, the effects of stress and trauma on development, and child and youth support and protection

## 2

## COMMUNITY AND FAMILY RELATIONSHIPS

**A Know and Understand Family and Community Characteristics**

- A1** Incorporate all aspects of the cultural diversity of the community in comprehensive services for children and families
- A2** Integrate the various theories of family systems and the effect of stress/crises into planning family support activities
- A3** Make program adjustments based on cultural and structural differences of families
- A4** Strive to ensure that family and community diversity and cultures are reflected in all aspects of the program
- A5** Develops methods to incorporate research findings regarding ethnic and gender identity into an anti-bias program

**B Advocate for Empowerment of Families and Communities**

- B1** Involve family members as decision makers in programs
- B2** Evaluate various family stressors and crises and make appropriate referrals, responses, and program adaptations
- B3** Implement effective conflict resolution techniques regarding staff/families when needed
- B4** Develop community partnerships to expand or enhance resources for children/youth, families, and the program
- B5** Represent the afterschool/youth development field in collaborative community endeavors
- B6** Develop a volunteer management system and/or encourage families to volunteer
- B7** Network with professional in the field of afterschool/youth development
- B8** Develop strategies to strengthen community relationships
- B9** Help families obtain clear and understandable information about their children's special needs and information about the family's legal right to services

**C Engage Families and Communities in Children/Youth Development and Learning**

- C1** Assess needs, plan, and conduct activities for family support and participation
- C2** Support families in the process of the development of Individual Family Service Plans (IFSPs) and Individual Education Plans (IEPs)
- C3** Work collaboratively with agencies and community resources to meet the developmental and educational needs of families in the community and the children in their care
- C4** Invite families to be actively involved in program decision making and policy development through advisory councils or boards, where applicable
- C5** Establish frequent contact with families through a variety of communication strategies, including information in child's/youth's home language and use of interpreters, to provide information to families about child/youth development and learning
- C6** Promote staff growth and development in communicating and relating with families
- C7** Mobilize and utilize community resources to link program activities/curriculum to support the child/youth's educational and developmental needs





## 3

## PROGRAM PLANNING AND DEVELOPMENT

**A Communicate and Support Program Mission and Purpose**

- A1** Create a vision for the program and continue to integrate goals and objectives toward achievement
- A2** Articulate, analyze and apply current theory and policies as it relates to programming
- A3** Develop community relations strategies to market the mission and purpose of the program
- A4** Articulate the relationship between the program's purpose and daily practice
- A5** Seek community partnerships and funding resources to support program's purpose
- A6** Promote and build relationships between school day and out of school programs to support program's mission and purpose

**B Promote Program Improvement and Sustainability through Strategic Planning, Goal Setting, Needs Assessments and Evaluations**

- B1** Develop staff recruitment, selection and retention plan
- B2** Articulate, analyze and apply current theory, research, and policies for personnel and fiscal management
- B3** Review and adjust program budget to ensure that fiscal policy supports program purpose and goals
- B4** Use a variety of techniques and procedures to evaluate and modify program goals for children, youth, and families
- B5** Communicate effectively with board and advisory groups and other stakeholders including families, schools, fiscal agents, host agencies, and partners
- B6** Plan, maintain, and report on budget to appropriate stakeholders, investors, and government regulatory groups
- B7** Identify and seek additional funding opportunities as needed
- B8** Develop and maintain program marketing plan as appropriate
- B9** Evaluate assessment practices and remain current on assessment research
- B10** Identify, develop, and implement formative and summative program evaluation strategies and understand their benefits, strengths and limitations
- B11** Design and implement staff job descriptions and performance review forms and procedures
- B12** Lead effective meetings, training and professional development opportunities on select content that models activities and practices staff can bring to their work with youth
- B13** Engage children, youth, families, and staff in ongoing regular program evaluation

**C Institute Sound Practices, Comply with Regulations and Uphold Ethical Standards in the Field**

- C1** Design and implement policies and procedures to comply with applicable regulations, policies, and standards
- C2** Participate in county and statewide groups to analyze and integrate regulations, policies and standards
- C3** Design, implement, analyze, and revise organizational structure, job descriptions, evaluations, and personnel policies and procedures
- C4** Plan for, recruit, orient, and supervise all adults involved with the program
- C5** Communicate effectively with community and media representatives
- C6** Apply knowledge of federal, tribal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children and youth
- C7** Maintain current accreditation standards, license, and/or any required program guidelines
- C8** Advocate for developmentally appropriate assessment of children, youth, and program
- C9** Possess legal knowledge necessary for effective management
- C10** Create job descriptions, staff evaluations and/or compensation incentives utilizing the core competencies framework
- C11** Develop and track staff professional development and growth plans utilizing the core competencies framework



## 4

## LEARNING ENVIRONMENT AND CURRICULUM

**A Design and Implement a Curriculum to Support Physical Development**

- A1** Evaluate the appropriateness and effectiveness of physical development activities for groups and individuals
- A2** Articulate, analyze, evaluate and apply current theory and research on promoting physical development
- A3** Articulate the importance of sensory integration and its impact on children's ability to learn
- A4** Advocate for policies and practices that promote physical development of children and youth
- A5** Recognize individual and cultural variations and norms of physical development for children and youth

**B Design and Implement a Curriculum to Enhance Cognitive Development**

- B1** Assess learning styles of children and connect teaching strategies to child/youth learning style
- B2** Utilize community resources to expose children and youth to meaningful new learning experiences
- B3** Plan and implement cognitive activities that allow children and youth to develop their inter and intra personal intelligences
- B4** Provide opportunities that allow children to learn to use both convergent and divergent processes
- B5** Select self directed activities that allow children and youth to carry out their own plans and develop their own talents
- B6** Emphasize an appreciation of the arts and creative expression from a variety of cultures through program offerings/activities
- B7** Develop programming that supports and complements education standards and teach how to integrate cognitive activities across all curricular areas
- B8** Collaborate with other agencies to communicate about cognitive development research and resources
- B9** Explain the developmental curriculum within and across content areas, and the relationship between earlier and later learning
- B10** Analyze and apply current research on content areas in afterschool programs

**C Design and Implement a Curriculum to Support Social and Emotional Development**

- C1** Provide a curriculum emphasizing social skills, relationships and friendships
- C2** Apply theory and current research to create an environment that fosters social and emotional development
- C3** Create a sense of an inclusive community
- C4** Plan offerings that encourage children and youth to learn positive social values and to experience success
- C5** Teach staff observation skills in order to understand the social needs of children and youth
- C6** Advocate for policies and practices that promote social and emotional development
- C7** Evaluate the quality and effectiveness of social and emotional curriculum, activities and opportunities that are provided through the program
- C8** Collaborate with other agencies to communicate information on social and emotional development and access appropriate professional interventions when needed
- C9** Understand the impact of the expanding social world on behavior of the child or youth
- C10** Provide opportunities for children and youth to develop a sense of identity, independence, interdependence, empowerment and responsibility of self and the group

# 5

## INTERACTION WITH CHILDREN/YOUTH

- |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Promote Meaningful Engagement, Leadership and Guidance of the Children/Youth</b></p>                     | <p><b>A1</b> Design supportive environments in which children can learn and practice appropriate behaviors as individuals and within a group</p> <p><b>A2</b> Design written policies for using effective positive child guidance</p> <p><b>A3</b> Relate guidance practices to knowledge of children’s personalities, developmental stages, and developmental or environmental stressors</p> <p><b>A4</b> Demonstrate knowledge of instructional and guidance practices for integrating children and youth with disabilities</p> <p><b>A5</b> Develop written policies for effective child and youth guidance</p> <p><b>A6</b> Develop individual guidance plans, using relevant professionals, resources, and family members for support as needed.</p> <p><b>A7</b> Vary role in the instructional process (e.g. presenter, facilitator, coach) in relation to the content and purpose of the activity</p> <p><b>A8</b> Design an environment that includes teaching and learning strategies that will engage children/youth in active learning opportunities in order to promote the development of critical thinking, problem solving, and performance capabilities</p> |
| <p><b>B Respect and Honor Cultural and Human Diversity</b></p>                                                   | <p><b>B1</b> Analyze, evaluate, and apply current theory and research from a variety of cultural perspectives on individual and group guidance</p> <p><b>B2</b> Create a learning community in which individual differences are respected and where children/youth learn to respect and value each other</p> <p><b>B3</b> Model the values of respect, dignity, honesty, responsibility, and teamwork with staff and children/youth</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>C Promote Positive Expression, Interaction and Group Experiences Between Adults and Children/Youth</b></p> | <p><b>C1</b> Use the learning methods of open ended questioning, group discussion, problem solving, cooperative learning, and guided and self-directed experiments to engage children and youth</p> <p><b>C2</b> Understand and describe the principles for intervention and conflict resolution in children’s and youth’s interactions</p> <p><b>C3</b> Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p> <p><b>C4</b> Recognize and advocate for family-provider partnerships to establish positive interaction patterns in program/setting, school, and home</p> <p><b>C5</b> Articulate, analyze, evaluate and apply current theories and research related to cooperative learning</p>                                                                                                                                                                                                                                                                                                                           |

### Family

All persons whom are responsible for and involved with the child/youth and who the child/youth identifies as having significant impact in their lives.



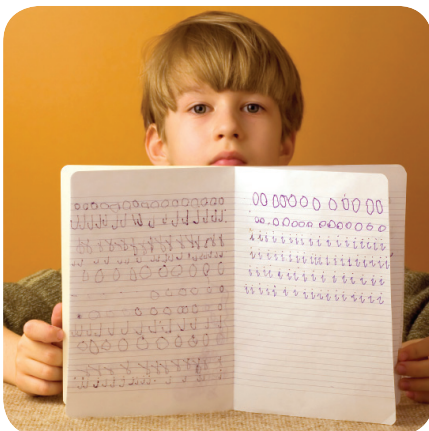
## 6

## CHILD/YOUTH OBSERVATION AND ASSESSMENT

- |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A Observe, Document and Provide Feedback on Behavioral/Learning Patterns</b></p>     | <p><b>A1</b> Involve multidisciplinary team members (when appropriate), and the family to develop goals for the child based on assessment data</p> <p><b>A2</b> Objectively observe and record the patterns of development, behavior and learning styles for children and youth</p> <p><b>A3</b> Recommend that children and youth seek further evaluation when needed</p> <p><b>A4</b> Establish criteria, procedures and documentation methods for observation, assessment and feedback</p>                                                                                                                                                                                                                                                                  |
| <p><b>B Understand and Practice Responsible Assessment, Observation &amp; Feedback</b></p> | <p><b>B1</b> Articulate and apply current theory, research and policy on observation and assessment</p> <p><b>B2</b> Compile a variety of appropriate assessment tools to record child/youth observations</p> <p><b>B3</b> Determine the developmental appropriateness of formal and informal assessments</p> <p><b>B4</b> Design methods for improving assessment procedures and for using assessment to improve professional practices</p> <p><b>B5</b> Communicate major research on issues relevant to observation and assessment to staff and to families</p>                                                                                                                                                                                             |
| <p><b>C Analyze Child/Youth Data for Individualized or Programmatic Improvement</b></p>    | <p><b>C1</b> Develop an assessment protocol that describes procedures for collection and utilization of assessment information for program improvement to include modifying curriculum/learning experiences</p> <p><b>C2</b> Assist staff in interpreting assessment information and integrating information into program planning and/or revisions</p> <p><b>C3</b> Analyze and evaluate observation and assessment findings</p> <p><b>C4</b> Use the results of child/youth assessment to recognize the need for an Individual Education Plan (IEP), Individual Family Service Plan (IFSP), or care plan for children with special needs, and to coordinate with local educational professionals and parents/guardians in the development of such plans.</p> |

### Special Needs

A term that may refer to any number of individual situations, including but not limited to: learning disabilities, mental retardation, allergies, developmental delays, psychiatric disorders; a designation used to get children and youth any needed services which can help in goal setting and building understanding.



## 7

## PROFESSIONAL DEVELOPMENT AND LEADERSHIP

- A Demonstrate Professionalism and Uphold Ethical Standards and Other Professional Guidelines in the Field**
- A1** Integrate the ethical code into practice, policies, and instruction
  - A2** Analyze ethical dilemmas and determine appropriate course of action
  - A3** Initiate and mediate group problem solving of ethical dilemmas
  - A4** Articulate and use code of ethics for making professional decisions
  - A5** Defend the need for a professional value system which embraces the importance of the profession
  - A6** Use knowledge to shape practices and policies that positively influence the profession
- B Integrate Reflective Practices and Critical Perspectives on Personal Performance, including Goal Setting**
- B1** Encourage the expression of multiple perspectives
  - B2** Support and teach reflective approaches to current practice
  - B3** Analyze the foundations of the profession and their impact on current practice and future trends
  - B4** Demonstrate critical reflection on own professional and educational practices from community, state, national, and global perspectives
  - B5** Support the coaching competencies when applying reflective practice with staff
  - B6** Design a professional goal setting process for staff
  - B7** Provide a work culture that fosters staff initiative in solving problems and resolving conflict
  - B8** Implement ongoing self reflection with staff
- C Engage in Continuous Learning and Improvement Through Involvement in Professional Development, Advocacy and Leadership Opportunities**
- C1** Evaluate and apply current trends, research, and policy and revise practice as appropriate
  - C2** Facilitate professional development opportunities for others
  - C3** Mentor others in professional growth and development
  - C4** Serve on professional boards and committees
  - C5** Advocate for excellence in programs and services for children, youth, and families
  - C6** Provide strong leadership and visionary direction
  - C7** Design staff development and/or training opportunities for all adults involved with the program
  - C8** Ensure staff development in cultural dynamics (e.g., ethnocentrism, prejudice, cultural mistrust, white privilege)
  - C9** Recognize variations in adult and child learning styles and apply knowledge to practice
  - C10** Develop a plan for on-going staff development based on the core competencies
  - C11** Evaluate the results of professional development opportunities on staff and program improvement
  - C12** Participate in professional organizations in a leadership capacity
  - C13** Understand the impact of public policy upon children, youth, families, and educational programs and advocate for supportive public policies
  - C14** Evaluate program in relationship to quality standards
  - C15** Serve as spokesperson to the community and media about afterschool issues
  - C16** Hold a leadership position in professional associations and or other boards, task forces, or committees
  - C17** Foster professional growth of others



**HEALTH, SAFETY AND NUTRITION**

- A Demonstrate Knowledge of Regulations and Procedures**
- A1** Establish and implement internal procedures for documentation and notification of suspected abuse and neglect
  - A2** Design and evaluate emergency regulations and procedures and make changes where necessary
  - A3** Develop internal procedures for children, youth and adults, suspected of communicable diseases, as defined by state code
  - A4** Develop and document contingency plans to meet ratio requirements in all situations
  - A5** Solve violations of regulations according to the Code of Ethics
  - A6** Revise program regulations and standards according to need
  - A7** Monitor family, staff, policies, and procedures for effective compliance with all applicable health and safety regulations
  - A8** Correlate regulations with the quality of the program
  - A9** Evaluate facility for meeting local, state, and national standards
  - A10** Plan, organize and conduct safe field trips
  - A11** Demonstrate and inform others about emergency, illness, and injury procedures
  - A12** Conduct self assessments of facility for licensing and accreditation
- B Design, Maintain and Assess Safe Environments**
- B1** Participate in community groups to develop and implement strategies for improving the environmental safety of facilities serving children and youth
  - B2** Articulate, analyze and apply current theory, research, and policy on environmental safety
  - B3** Develop program's philosophy and policies for appropriate corrective measures for guiding children's or youth's behavior
  - B4** Advocate for environmental safety in the community by identifying opportunities to fund improvements in environmental safety
  - B5** Analyze and adjust space and set up to allow for better staff supervision of children and youth
  - B6** Recommend effective and developmentally appropriate strategies for education of children/youth, families and staff about safety hazards in the environment
  - B7** Design and facilitate indoor and outdoor learning environments to promote each child's or youth's physical and emotional well-being
- C Ensure for the Health and Nutritional Needs of Children/Youth**
- C1** Develop and plan policies and procedures to ensure a healthy environment on the premises and on field trips
  - C2** Collaborate with community groups or health care professionals to ensure that the health and nutritional needs of the children or youth are met
  - C3** Act as a resource and advocate for public education on the prevention of child abuse and neglect
  - C4** Plan activities that teach children or youth techniques to deal with stress and develop resiliency
  - C5** Articulate, analyze, evaluate, and apply current theory and research on health practices
  - C6** Evaluate policies and procedures that support a safe and nutritious food program, and implement accordingly
  - C7** Articulate, analyze, evaluate, and apply theory, research, and policy on nutrition
  - C8** Assess nutritional plan and adapt meals and menus to accommodate religious values and traditions of families
  - C9** Design curriculum activities that emphasize healthy bodies, healthy lifestyles, and a healthy environment
  - C10** Design and maintain an environment that is physically and psychologically healthy for children, youth, families and staff.
  - C11** Discuss with staff current knowledge of the correlation between health issues and the relationship to socio-economic, cultural and poor diet factors

# Professional Development Record

This convenient record can be used to document your participation or administration in a professional activity or training/education session which is pertinent to a specific area of the *Palm Beach County Afterschool Core Competencies*.

You may choose to keep this record for yourself as a self-assessment tool or share it with your director and others who are interested in your continuing career path. We wish you all of the success and excitement of exploring afterschool education and the many facets it encompasses.

## PROFESSIONAL ACTIVITIES

Date	Activity	Hours
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

## CHILD/YOUTH GROWTH AND DEVELOPMENT

Date	Title	Instructor/Organization	Level	Hours	Certificate
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

## FAMILY AND COMMUNITY RELATIONSHIPS

Date	Title	Instructor/Organization	Level	Hours	Certificate
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

**PROGRAM PLANNING AND DEVELOPMENT**

Date	Title	Instructor/Organization	Level	Hours	Certificate

**LEARNING ENVIRONMENT AND CURRICULUM**

Date	Title	Instructor/Organization	Level	Hours	Certificate

**INTERACTION WITH CHILDREN/YOUTH**

Date	Title	Instructor/Organization	Level	Hours	Certificate

**CHILD/YOUTH OBSERVATION AND ASSESSMENT**

Date	Title	Instructor/Organization	Level	Hours	Certificate

**PROFESSIONAL DEVELOPMENT AND LEADERSHIP**

Date	Title	Instructor/Organization	Level	Hours	Certificate

**HEALTH, SAFETY AND NUTRITION**

Date	Title	Instructor/Organization	Level	Hours	Certificate



For more information on the core competencies, please contact:

Prime Time Palm Beach County  
2300 High Ridge Road - Suite 330  
Boynton Beach, FL 33426  
Tel: 561-732-8066  
Fax: 561-732-8094  
[www.primetimepbc.org](http://www.primetimepbc.org)

