



# Oregon's Core Competencies

## for Afterschool and Summer Program Staff



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# Oregon's Core Competencies for Afterschool and Summer Program Staff

## Activities, Curriculum, and Environment (ACE)

Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

## Equity (E)

Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socioeconomic status, and/or religion to implement inclusive and sensitive practices with participants in partnership with their families.

## Families, Community, and School (FCS)

Afterschool professionals should be able to communicate effectively and build lasting partnerships with the families, communities and schools that support the children and youth in the program.

## Health, Safety, and Nutrition (HSN)

Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that participants are able to learn and develop.

## Highly Skilled Personnel (HSP)

Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

## Program Management (PM)

Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

## Social and Emotional Learning & Engagement (SEL)

Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support participants in Social and Emotional Learning.

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# Indicator Continuum

4	<b>Meets</b> Best-practices are implemented on a consistent basis.
3	<b>Progressing</b> Some best-practices are used but not on a consistent basis; opportunities exist to refine practices.
2	<b>Beginning</b> Basic elements of best-practice are evident in few areas; opportunity for growth.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

Each set of Indicators is a continuum and allows the user to assess the current level of competency or mastery of each quality indicator. Staff should work toward “Meets” - the highest level of all the quality indicators within each of the categories. Because the continuum is a progression, a “Meets” score demonstrates that all criteria for “Beginning” and “Progressing” are present, in addition to requirements for “Meets.”

*To create a score for a Standard, find the average scores for the indicators of that Standard.*

# Activities, Curriculum, & Environment (ACE)

**Staff Competency:** Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

# ACE 1: Schedule

Rating	Indicators
4	<b>Meets</b> Evaluates the effectiveness of the daily schedule and adapts to the changing needs of the participants as necessary.
3	<b>Progressing</b> Establishes a predictable but flexible schedule that allows participants to move smoothly from one activity to another. Ensures adequate supervision, communication and planning to ensure that activities and transitions are smoothly implemented.
2	<b>Beginning</b> Follows a daily schedule.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Participants seem to know the daily routine and follow it without many reminders.
- » Participants need not wait a long time for an activity to start.
- » Participants are not rushed to finish an activity.
- » Participants rarely move in a large group or in a line.
- » Staff clearly explain how transitions will happen.



# ACE 2: Activities

Rating	Indicators
4	<b>Meets</b> Invites the input and involvement of participants and families in designing the environment for a variety of activities.
3	<b>Progressing</b> Provides space that accommodates a variety of activities including: active and quiet, youth and adult directed, individual and group, indoor and outdoor.
2	<b>Beginning</b> Recognizes the importance of a variety of activities.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Staff ensures that participants are allowed to utilize a variety of activity areas
- » Materials are accessible to all participants.
- » Participants are allowed to choose materials and equipment that fit their needs/size
- » Staff sets up areas for participants to be active, quiet, messy, social, etc.
- » Pathways allow participants to move from one space to another without disturbing ongoing activities.
- » Participants are free to personalize and redefine the space and areas for their purposes.

# ACE 3: Materials

Rating	Indicators
4	<b>Meets</b> Selects and evaluates the cultural responsiveness and effectiveness of materials supporting the development of children and youth in the program.
3	<b>Progressing</b> Uses materials that reflect the community being served, and that are appropriate for the developmental level of each participant.
2	<b>Beginning</b> Uses materials that are appropriate for the developmental level of each participant.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Materials and equipment offered reflect the developmental level of the participants.
- » Staff easily change and/or offer other materials when needed.
- » Encourages the use of materials in a variety of ways.
- » Removes materials if perceived to be biased or which promote biased behaviors.
- » Selects materials and equipment that meet the needs of the participants.

# ACE 4: Environment

Rating	Indicators
4	<b>Meets</b> Arranges the program environment so that developmentally appropriate materials and equipment are readily available to participants with a wide range of skills, interests, temperaments, and personal needs.
3	<b>Progressing</b> Demonstrates the positive benefits of environments that have appropriate space, adequate ventilation, natural light, and are sound resistant
2	<b>Beginning</b> Encourages an indoor and outdoor environment that supports play, learning, and socialization.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Allows participants to play without crowding others.
- » Provides materials and space so that indoor activities do not interfere with each other.
- » Creates spaces near natural light sources whenever possible.
- » Utilizes bulletin boards, wall coverings, cloth, fabric, etc., to neutralize sound.
- » Materials are sorted, labeled and well organized.
- » Materials and supplies are equally accessible to all participants.

# ACE 5: Accessibility

Rating	Indicators
4	<b>Meets</b> Partners with families and communities to ensure that the program is accessible and inclusive to all participants.
3	<b>Progressing</b> Provides program accommodations and/or environmental adaptations that are inclusive of the cultures of the participants, and a variety of developmental stages and needs.
2	<b>Beginning</b> Is aware of the ways that the program environment and materials support the developmental stages of participants.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Signs, informations, and decorations are in the home languages of the participants
- » Provides soft spaces for relaxation
- » Moves activity areas around to accommodate activities, children and youth
- » Provides spaces for children and youth to be by themselves or to problem-solve conflicts
- » Provide materials and equipment that can be used in a wide range of ways.
- » Provides chairs and equipment at a range of sizes that reflect the age of the participants.
- » Offers alternate equipment and supports to allow participants to participate in program activities.
- » Playground equipment is appropriate for the size, age and abilities of the participants.
- » Families are encouraged to bring in supports and equipment when needed to support inclusion.

# ACE 6: Choice

Rating	Indicators
4	<b>Meets</b> Involves participants in the design of the program environment and the development of program activities.
3	<b>Progressing</b> Provides opportunities for program participants to have discussions on issues and concerns that arise for individual participants.
2	<b>Beginning</b> Provides opportunities for participants to make choices regarding activity preferences and social interactions.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Staff help participants plan projects and gather resources.
- » Participants set up activities and/or clean up afterwards.
- » Staff encourage participants to try new activities.

# ACE 7: Skill Building

Rating	Indicators
4	<b>Meets</b> Ensures that the curriculum facilitates learning in all developmental areas, including recreation and fitness, life skills, academic support and enrichment, personal growth, and technology.
3	<b>Progressing</b> Encourages participants to engage in a variety of developmentally appropriate activities that facilitate fun and promote learning through experimentation and exploration.
2	<b>Beginning</b> Supports participation in a variety of activities.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Participants have time indoors and/or outdoors for sufficient physical activity.
- » Participants are permitted to work at their own pace.
- » Participants can choose to sit and talk or play games with friends or staff
- » Participants may decide to do homework or study alone.
- » Participants can take walks in the neighborhood or visit local spots for exploring nature, e.g., creeks, ponds, beaches, and forests.

# ACE 8: Developmentally Appropriate

Rating	Indicators
4	<b>Meets</b> Evaluates and adapts activities and curriculum to ensure that it meets the developmental needs and learning experiences of participants.
3	<b>Progressing</b> Selects appropriate materials and implements age and developmentally appropriate activities and experiences.
2	<b>Beginning</b> Guides and encourages participants in the selection of activities that are age and developmentally appropriate.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Staff help participants find ways to pursue their own interests.
- » Physical games and sports offer varying levels of challenge to suit the players.
- » Staff encourage expert participants to help beginners learn a new skill.
- » Staff regularly choose materials that reflect the language, music, stories, games, and crafts from various cultural traditions.
- » There are flexible materials that can be used in many ways, e.g., markers, stencils, paint, clay.
- » Many of the materials are adaptable for use by participants with differing abilities
- » Activities allow participants to work alone, in pairs, or in large or small groups.
- » Different activities occur simultaneously and participants can choose between them.
- » Staff have a process in place to evaluate the plans and activities.
- » Staff have checklists, portfolios or other documentation that shows the general developmental levels of each participant.
- » Staff adapt activities to meet the needs of participants as needed.

# ACE 9: Academic Goals

Rating	Indicators
4	<b>Meets</b> Can demonstrate how the curriculum supports key goals in partnership with their local school.
3	<b>Progressing</b> Can link activities and curriculum to academic standards such as the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).
2	<b>Beginning</b> Awareness of academic standards such as the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Lesson plans and curriculum guides
- » Meeting notes
- » Training certificates



# Equity

**Staff Competency:** Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socioeconomic status, and/or religion to implement inclusive and sensitive practices with participants in partnership with their families.

# Equity 1: Staff Behavior

Rating	Indicators
4	<b>Meets</b> Takes steps to modify personal behavior in response to assessments and feedback
3	<b>Progressing</b> Takes steps to assess and meet personal physical, emotional, social and intellectual needs of participants; making time for self-reflection and self-assessment.
2	<b>Beginning</b> Demonstrates awareness of personal cultures, values, attitudes, beliefs and/or biases.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Staff do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual, orientation, etc.
- » Can speak to others about their personal values and beliefs in a non-threatening manner.
- » Utilizes phrase such as “I believe” or “In my opinion” to label personal attitudes.
- » Creates opportunities to take short breaks during program time if needed.
- » Has a positive relationship with co-workers.
- » Stops and changes actions or words when needed.
- » Recognizes mistakes and takes steps to correct them.

## Equity 2: Staff Knowledge

Rating	Indicators
4	<b>Meets</b> Applies knowledge of the impact of culture, values, attitudes, beliefs and biases on interactions, relationships and program development.
3	<b>Progressing</b> Demonstrates awareness of the impact of culture, values, attitudes, beliefs and biases on interactions, and relationships.
2	<b>Beginning</b> Is aware of the impact that culture and diversity has on communication and relationship building.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Staff do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual, orientation, etc.
- » Can speak to others about their personal values and beliefs in a non-threatening manner.
- » Utilizes phrase such as “I believe” or “In my opinion” to label personal attitudes.
- » Creates opportunities to take short breaks during program time if needed.
- » Has a positive relationship with co-workers.
- » Stops and changes actions or words when needed.
- » Recognizes mistakes and takes steps to correct them.

# Equity 3: Cultural Diversity

Rating	Indicators
4	<b>Meets</b> Develops (or adapts) and implements policies, procedures, and programs that are inclusive of and collaborative with all children, youth and families.
3	<b>Progressing</b> Demonstrates knowledge of the communities the program serves.
2	<b>Beginning</b> Values the diversity of the children, youth and families in the program.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Encourages participants to speak about their family cultures
- » Shows respect to all families, children and youth regardless of personal beliefs.
- » Community demographic data
- » Meeting notes or agendas
- » Volunteer recruitment tools and communication examples

# Equity 4: Serving Participants with Special Needs

Rating	Indicators
4	<p><b>Meets</b>            Develops (or adapts) and implements policies and procedures to ensure the inclusion of all participants.</p>
3	<p><b>Progressing</b>            Provides program materials and environmental adaptations that are inclusive of a variety of developmental stages and needs.</p>
2	<p><b>Beginning</b>            Recognizes the fundamentals of inclusive programming for children and youth with special needs.</p>
1	<p><b>Expectations not met</b>            No elements of best-practice are evident; needs improvement in this area.</p>

### Examples of Evidence

- » Wide variety of materials on hand that can be used in a wide range of activities
- » Children participate in activities that can be conducted sitting, standing, at tables, on the floor, etc.
- » Tools for the review of program policies and procedures to ensure inclusion
- » Policy manual or handbook
- » Training agenda

# Equity 5: Advocacy

Rating	Indicators
4	<b>Meets</b> Advocates for anti-bias and inclusive services for children, youth and families.
3	<b>Progressing</b> Provides culturally appropriate programs and environments that reflect the children, youth and families being served.
2	<b>Beginning</b> Demonstrates awareness of environments and activities that reflect a diverse community and the participants in the program.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Activity schedule that offers games, crafts, cooking activities, etc., that represent the culture of the participants in the program.
- » Pictures, posters, books etc., that represent the children and youth.
- » Program calendar- hours and days are respectful of cultural holidays and observances of family cultures when possible
- » IEP meeting attendance

# Equity 6: Assessment of Practices

Rating	Indicators
4	<b>Meets</b> Utilizes and shares evaluation tools to assess the methods utilized in the delivery of anti-bias and inclusive strategies.
3	<b>Progressing</b> Develops activities and strategies that promote anti-bias and inclusive attitudes and practices in the program.
2	<b>Beginning</b> Recognizes the basic principles of anti-bias and inclusive practices.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Meeting notes and agendas- available and conducted in the home language of the family
- » Written materials are translated into the language of the families
- » Evaluation tool to assess strategies
- » Written plan to improve anti-bias and inclusive strategies
- » Feedback tools that involve other program stakeholders in the evaluation process

# Equity 7: Compliance

Rating	Indicators
4	<b>Meets</b> Ensures that program policies and activities support the spirit of inclusion, as well as the legal requirements.
3	<b>Progressing</b> Educates families, communities and other staff on laws and regulations regarding services for children and youth with special needs.
2	<b>Beginning</b> Understands the laws and regulations regarding services to children and youth with special needs.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Written policies and procedures
- » Training and/or orientation attendance, notes, or materials



# Families, Communities, & Schools (FCS)

**Staff Competency:** Afterschool professionals should be able to communicate effectively and build lasting partnerships with the families, communities and schools that support the children and youth in the program.

# FCS 1: Communication with Families

Rating	Indicators
4	<b>Meets</b> Creates opportunities for families, community members and schools to offer feedback and participate in program development.
3	<b>Progressing</b> Provides information about and orientation to the program for new and prospective families.
2	<b>Beginning</b> Recognizes the importance of family communication systems.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Communication logs, daily notes, etc.
- » Parent communication examples
- » Family orientation agenda or noted
- » Family survey
- » Meeting notes/agendas with principal or other key school staff
- » Reviews program evaluation results with all stakeholders

# FCS 2: Interaction with Families

Rating	Indicators
4	<b>Meets</b> Communicates with families on a regular basis in a format that is culturally responsive, accessible, and respectful.
3	<b>Progressing</b> Communicates with parents and guardians often, respecting privacy and confidentiality.
2	<b>Beginning</b> Maintains confidentiality in communications and relationships.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Written confidentiality policy
- » Speaks with families in private and/or separate from staff
- » Does not share personal information about themselves or families with others
- » Meets and greets each family as they enter program space
- » Communication log
- » Does not seek personal information outside of the scope of the conversation
- » Links child and youth development with challenges and success being discussed

# FCS 3: Relationships with Families

Rating	Indicators
4	<b>Meets</b> Assesses, plans and conducts activities for families to participate in the program.
3	<b>Progressing</b> Maintains a warm, secure and welcoming environment that encourages family engagement.
2	<b>Beginning</b> Demonstrates an understanding of and ability to interact respectfully with all families.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Uses culturally sensitive gestures such as smiles, eye contact, etc.
- » Shares information about the child/youth and their experience that day
- » Provides opportunities for families to share ideas, comments and concerns
- » System for recruiting volunteers and family participation that encourages families to share their skills, expertise and experiences
- » Event flyers demonstrating opportunities for families to meet each other in formal and informal settings
- » Invitations for families to participate as volunteers and guest speakers

# FCS 4: Community Resources

Rating	Indicators
4	<b>Meets</b> Works collaboratively with community support systems to link families with services.
3	<b>Progressing</b> Provides information for families on community resources.
2	<b>Beginning</b> Demonstrates awareness of the community resources available to families.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Community resources such as brochures, resource lists, etc. are available
- » Answers questions about community resources in a knowledgeable manner
- » Has established relationships with key community resource staff
- » Meeting notes and agendas
- » Community event flyers
- » When resources are needed, works with families in a respectful and caring manner

# FCS 5: Community Partnership

Rating	Indicators
4	<b>Meets</b> Promotes a sense of community responsibility by providing children and youth opportunities for community involvement and community-service and/or service-learning.
3	<b>Progressing</b> Capitalizes on local opportunities to engage participants in their community.
2	<b>Beginning</b> Creates opportunities for participants to talk about their community.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Encourages children and youth to create their own community engagement opportunities
- » Engages children and youth in discussions and problem solving about issues that are happening within the program or community
- » Field trips in the community

# FCS 6: School Partnership

Rating	Indicators
4	<b>Meets</b> Communicates with schools, if partnered with program, to identify materials and activities that the program could offer to complement what happens during the school day.
3	<b>Progressing</b> Communicates with classroom teachers and parents to support the academic growth of children and youth.
2	<b>Beginning</b> Recognizes the importance of supporting children and youth with their homework.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Offers quiet opportunities for children and youth to get their homework completed
- » Materials and an appropriate space to complete homework
- » Systems for communicating with teachers and parents about homework goals and accomplishments
- » Meeting notes/agendas with principal or key school staff members demonstrating that meetings happen on a regular basis
- » Has a copy of the school improvement plan
- » Links program activities to the school improvement plan

# Health, Safety, & Nutrition (HSN)

**Staff Competency:** Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that participants are able to learn and develop.



# HSN 1: Basic Safety

Rating	Indicators
4	<b>Meets</b> Provides opportunities for participants and families to help improve health, safety, social climate, or environmental issues within the program.
3	<b>Progressing</b> Recognizes and appropriately responds to violence and unsafe behavior within the program setting e.g., bullying or stealing Informs families about the program policies and procedures regarding health, safety and nutrition.
2	<b>Beginning</b> Follows regulations or policies regarding health and safety; including emergency, abuse reporting, illness and injury procedures. Provides adequate supervision.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Examples of sign-in and sign-out procedures
- » Applies proper first aid to an injury
- » Provides written information to families
- » Keeps posted information current
- » Provides training/orientation to staff on procedures
- » Reviews, creates and/or adapts program procedures
- » Staff and/or parent handbook
- » Is aware of where other staff members are and if necessary, places themselves to supervise a different area
- » Is appropriate with and aware of body dynamics, e.g., throws balls lightly
- » Immediately steps in to stop the behavior if hearing insults and/or other negative terms, and follows up to make sure children and youth are okay
- » Conducts group sessions for discussion and problem-solving
- » Listens to children and youth suggestions

# HSN 2: Health

Rating	Indicators
4	<b>Meets</b> Implements procedures to appropriately administer medication, as needed
3	<b>Progressing</b> Monitors the health and well-being of each child on a daily basis
2	<b>Beginning</b> Maintains First Aid and CPR certifications
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Visually assesses each child/youth as they enter program
- » Responds to signs of illness, injury or distress
- » Demonstrates how to support a child/youth with special healthcare needs such as an Epi-pen
- » Has a regular system for updating allergy and other medical information

# HSN 3: Risk Management

Rating	Indicators
4	<b>Meets</b> Implements risk and safety management procedures for program activities such as cooking, field trips, swimming, etc. Consistently re-evaluates the health and safety of the program environment.
3	<b>Progressing</b> Plans and prepares for accident/injury incidents; responds with appropriate methods
2	<b>Beginning</b> Completes and maintains basic first aid and CPR certification. Intervenes to correct unsafe situations; indoors and outdoors Recognizes health hazards in meals, such as allergens or contamination, and takes steps to prevent dangerous situations.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » First-aid/CPR card
- » Responds appropriately to an accident or injury
- » Has appropriate first-aid materials available
- » Ensures proper ratios on trips and pool activities
- » Provides tools that are safe for participants to use during cooking activities
- » Documents headcounts, attendance and staff groups on field trips
- » Evaluation tool
- » Limits exposure to allergens if there is a known food allergy
- » Ensures that bleach water is at appropriate ratios and mixed fresh on a daily basis
- » Sanitizes surface before, during and after food prep
- » Food is stored and served according to health regulations and food safety best practices
- » Washes fruits and vegetables

# HSN 4: Prevention of Child Abuse & Neglect

Rating	Indicators
4	<b>Meets</b> Works within program structure to support participants and families in healthy and safe interactions.
3	<b>Progressing</b> Provides community resources for families to support healthy and safe interactions
2	<b>Beginning</b> Performs the mandated reporter role for child abuse and neglect.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Ensures proper use of equipment and materials
- » Ensures adequate supervision
- » Has community resource information available
- » Guest speaker event flyers
- » Parenting class agendas or flyers
- » Written procedure for referring families to services
- » Written procedure for reporting child abuse and neglect
- » Lesson plans for students on healthy and safe interactions

# HSN 5: Nutrition

Rating	Indicators
4	<b>Meets</b> Ensures the nutritional needs of children and youth are being met by the food service program. Involves participants in planning and implementation of nutrition activities
3	<b>Progressing</b> Communicates with participants about nutritional needs and preferences
2	<b>Beginning</b> Recognizes the nutritional needs of participants
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Makes drinking water available at all times
- » Ensures that each child/youth has the opportunity for a healthy snack
- » Serves foods that are a balance of fruit, vegetables, grains and proteins
- » Ensures menu is well-balanced and follows USDA guidelines
- » Limits exposure to allergens if there is a known food allergy, adequate space to serve children with food allergies
- » Speaks to families when enrolling about food preferences and needs
- » Communicates to families when they see a significant change in diet or nutritional needs
- » Samples of communication to families about nutritional guidelines

# HSN 6: Healthy Habits

Rating	Indicators
4	<b>Meets</b> Designs, implements, and evaluates menus and activities that emphasize and help develop lifelong healthy bodies, lifestyles, good nutritional habits, and a healthy environment
3	<b>Progressing</b> Leads and communicates healthy lifestyles behaviors and implements related environmental and programming supports. Teaches safety precautions and rules to participants and enforces them consistently
2	<b>Beginning</b> Models healthy behavior
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Children and youth plan meals and snacks; children and youth are allowed to serve meals and snacks
- » Children and youth are encouraged to learn the nutritional facts about their snacks and meals
- » Provides opportunities for recreational and physical fitness
- » Stretches before active games
- » Allows for a cool-down time after activity
- » Practices and models appropriate health and safety techniques such as hand washing.
- » Follows same rules as asked of children and youth
- » Has a system for regular review of health, safety and nutrition practices
- » Makes changes to practices as needed
- » Models healthy eating by eating the same snack provided to the children

# HSN 7: Emergency Preparedness

Rating	Indicators
4	<b>Meets</b> Emergency and Disaster plans are written and shared with all staff, participants, and families. The plans are practiced on a routine basis.
3	<b>Progressing</b> Provides emergency supplies and a written emergency and disaster plan and practices the plan with participants
2	<b>Beginning</b> Is aware of the emergency and disaster plan
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Staff handbook
- » Parent handbook
- » Posted evacuation route
- » Practice logs
- » Disaster supplies in storage such as shelf-stable food, bottled water, first aid kit, flashlights, radio

# Highly Skilled Personnel (HSP)

**Staff Competency:** Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.



# HSP 1: Performance

Rating	Indicators
4	<b>Meets</b> Assesses personal performance and sets individual goals and strategies; seeking growth through various professional development channels.
3	<b>Progressing</b> Demonstrates professional work habits that assist in establishing a professional climate within the organization.
2	<b>Beginning</b> Understands the expectations and responsibilities of the position
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Can speak to what the job description is for their position
- » Arrives for work on time; dresses in a clean and appropriate manner
- » Offers assistance to other staff members
- » Attends conferences or community-based trainings
- » Can articulate their personal goals when asked

# HSP 2: Policies & Procedures

Rating	Indicators
4	<b>Meets</b> Keeps informed of regulatory and other issues that affect the welfare of children, youth and families and advocates for quality programs and services.
3	<b>Progressing</b> Educates others on the program policies and procedures.
2	<b>Beginning</b> Understands and adheres to agency policies and procedures.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Conducts a staff orientation or training meeting
- » Reminds other staff of policy or procedure
- » Speaks to families about program policies or procedures
- » Attends trainings or seminars
- » Participates in a professional organization that contributes to the development of policies

# HSP 3: Attitude

Rating	Indicators
4	<b>Meets</b> Takes steps to identify stressors and reduce their impact when working with participants and co-workers
3	<b>Progressing</b> Maintains a positive attitude toward working with co-workers
2	<b>Beginning</b> Maintains a positive attitude toward working with children and youth
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Appears to be happy when working with children and youth
- » Turns challenges into opportunities for learning
- » Creates a support team/network of other staff and or supervisors
- » Appears well-rested
- » Does not work long hours or overtime consistently

# HSP 4: Professionalism

Rating	Indicators
4	<b>Meets</b> Supports and educates others in using the NAA professional code of ethics
3	<b>Progressing</b> Demonstrates a commitment to professional ethics
2	<b>Beginning</b> Upholds the basic principles of trust, confidence, honesty, integrity and respect in professional relationships and business practices
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Shows respect to others on a consistent basis
- » Takes responsibility for mistakes and seeks to correct them
- » Does not speak about others without their permission and/or presence
- » Reports acts of unethical behavior
- » Holds meaningful discussions with peers and others about ethical conduct

# HSP 5: Inclusion

Rating	Indicators
4	<b>Meets</b> Advocates for accessible, affordable, safe, inclusive and quality programs for children and youth.
3	<b>Progressing</b> Demonstrates a proactive stance with regards to the rights, acceptance and inclusion of all
2	<b>Beginning</b> Shows respect for and understanding of children, youth, families and co-workers
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Kindness in responses
- » Listens
- » Recognizes differences in others and works to solve challenges respectfully
- » Models the desired behavior
- » Is welcoming to all to staff
- » Speaks on behalf of children, youth and families

# HSP 6: Best Practices

Rating	Indicators
4	<b>Meets</b> Stays current on the latest developments in the field
3	<b>Progressing</b> Applies knowledge of best practices
2	<b>Beginning</b> Understands the importance of research and best practices.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Demonstrates a program best practice
- » Participates in a professional organization

# HSP 7: Networking and Advocacy

Rating	Indicators
4	<b>Meets</b> Articulates a personal philosophy on enrichment and education based on knowledge and best practices.
3	<b>Progressing</b> Communicates openly and clearly with other professionals in the children and youth serving community
2	<b>Beginning</b> Is aware of professional resources available
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Open dialogue about professional learning opportunities and resources
- » Membership in professional organizations
- » Attends conferences

# HSP 8: Professional Development Planning

Rating	Indicators
4	<b>Meets</b> Works towards a credential, certificate or some form of professional recognition.
3	<b>Progressing</b> Demonstrates a commitment to raising knowledge and skill level
2	<b>Beginning</b> Seeks out information to improve performance
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Individual professional development plan



# HSP 9: Leadership in the Field

Rating	Indicators
4	<b>Meets</b> Provides leadership in committees, project work or organizations that support and promote afterschool professionalism
3	<b>Progressing</b> Participates in committees, project work or organizations that support and promote afterschool professionalism
2	<b>Beginning</b> Responds to requests from afterschool advocates and statewide organizations for support of the afterschool field as a profession
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Meeting agendas or notes
- » Materials produced through committees and project work

# Program Management (PM)

**Staff Competency:** Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting, and evaluation.

# PM 1: Record-Keeping & Procedures

Rating	Indicators
4	<b>Meets</b> Assists in developing and implementing procedures that are inclusive and incorporate input from participants and families, e.g., family handbooks, record keeping, safety protocols
3	<b>Progressing</b> Keeps accurate records for enrollment, emergency information, participant attendance, injuries and other serious conditions.
2	<b>Beginning</b> Demonstrates awareness of the record-keeping requirements and procedures for the program
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Maintains a system for regular review and updating of records
- » Takes attendance on a regular basis
- » Completes an accident/injury form when appropriate
- » Written input from families
- » Family or student surveys

# PM 2: Community Engagement

Rating	Indicators
4	<b>Meets</b> Engages participants, families, staff, and other stakeholders in working toward a shared vision, goals and program philosophy as well as conducting ongoing program evaluation.
3	<b>Progressing</b> Develops communication strategies to actively engage staff, children, youth and families.
2	<b>Beginning</b> Maintains open communication and cooperation with staff, children, youth and families.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Is available to speak with children, youth and families
- » Speaks in “I” messages and employs active listening strategies
- » Gets down on the level of the child/youth
- » Asks for advice or opinions
- » Meeting agendas or flyers to discuss vision, goals and/or evaluation
- » Examples of opportunities for ongoing feedback
- » Surveys

# PM 3: Regulatory Compliance

Rating	Indicators
4	<b>Meets</b> Articulates and evaluates program effectiveness in meeting all applicable program regulations, e.g., licensing, USDA food program, local zoning, etc.
3	<b>Progressing</b> Applies knowledge of program regulations to provide healthy, safe and effective practices for children and youth.
2	<b>Beginning</b> Knows and complies with applicable program regulations including licensing, USDA food programs and local zoning.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Asks for identification from strangers
- » Serves food in a sanitary manner
- » Conducts emergency drills above what is required
- » Evaluates program with licensing checklist before licensing visit
- » Regularly reviews program effectiveness at meeting regulations

# PM 4: Background Checks

Rating	Indicators
4	<b>Meets</b> Develops and maintains a system that ensures that all volunteers and employees go through a rigorous background check prior to having contact with children and youth.
3	<b>Progressing</b> Conducts background and reference checks for potential staff and program volunteers.
2	<b>Beginning</b> Recognizes the importance of conducting criminal history background checks for all staff and volunteers with access to children and youth.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Sample forms and system used to conduct checks
- » Does not employ or use volunteers until check is completed
- » Conducts reference checks, background checks (including FBI)
- » Updates records on a regular basis
- » Written policy for pre-employment/pre-service background checks

# PM 5: Continuous Quality Improvement

Rating	Indicators
4	<b>Meets</b> Articulates, analyzes, and evaluates data and/or applies research related to the design of the environment, and the effectiveness of services and activities on positive participant outcomes.
3	<b>Progressing</b> Collects information informally and/or formally about the design of the environment, services, and activities and their impact on participants.
2	<b>Beginning</b> Selects tools and strategies that evaluate the effectiveness of services and activities on positive child and youth outcomes.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Children or youth surveys
- » Evaluation plans
- » Quality improvement plans

# PM 6: Confidentiality

Rating	Indicators
4	<b>Meets</b> Observes and assesses the program’s effectiveness in maintaining confidentiality and recommends policy changes as needed.
3	<b>Progressing</b> Conducts communications regarding participants with respect for and strict adherence to confidentiality.
2	<b>Beginning</b> Demonstrates knowledge of the importance of confidentiality.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Speaks with families in private and/or separate from program staff and participants
- » Removes participant’s name from written correspondences when not needed
- » Does not share personal information about themselves or families with others
- » Speaks with neutral tones and does not use derogatory or accusative phrases
- » Links communications with child and youth development when possible
- » Reviews policy on a regular basis and recommends adaptations when needed



# PM 7: Staff Recruitment

Rating	Indicators
4	<b>Meets</b> Evaluates efforts to recruit and retain a diverse and knowledgeable staff and makes policy changes as needed. (only if in a supervisory role)
3	<b>Progressing</b> Implements strategies to recruit and retain a diverse staff that are representative of the children and youth being served by the program. (only if in a supervisory role)
2	<b>Beginning</b> Recognizes the importance of a diverse staff that has experience and knowledge working with children and youth.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Recruitment and hiring policies
- » Staff handbook
- » New hire paperwork

# PM 8: Staff Support

Rating	Indicators
4	<b>Meets</b> Uses constructive, effective approaches to provide feedback to staff and volunteers through modeling, coaching, reflection, praise, appreciation, supervision and evaluation.
3	<b>Progressing</b> Provides an orientation to all new staff and volunteers that clarifies roles and responsibilities and reviews key policies and procedures. (only if in a supervisory role)
2	<b>Beginning</b> Introduces new staff to children, youth, families, community members and school staff as appropriate.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Provides a letter of welcome to new staff
- » New hire orientation agenda or checklist
- » Models the behaviors that are requested of staff
- » Provides other staff members with praise for good work
- » Meets with staff and volunteers on a regular basis
- » Is available to answer questions and offer advice
- » Staff manual or employee handbook
- » Staff evaluation tools

# PM 9: Staff Development

Rating	Indicators
4	<b>Meets</b> Encourages staffs' personal and professional growth by providing opportunities to learn new skills, develop leadership and identify future goals (only if in a supervisory role).
3	<b>Progressing</b> Demonstrates skill in building and maintaining a strong team through frequent communication, problem-solving and conflict resolution.
2	<b>Beginning</b> Demonstrates knowledge of the importance of teamwork, frequent communication, problem-solving and conflict resolution.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Is seen frequently communicating with staff
- » Stays calm during a crisis
- » Encourages others to offer solutions
- » Encourages staff to see each other as resources
- » Holds regular staff meetings
- » Cross-trains staff members

# PM 10: Fiscal Responsibility

Rating	Indicators
4	<b>Meets</b> Develops an annual budget that reflects program priorities and tracks income and expenses on a regular basis (only if in a supervisory role).
3	<b>Progressing</b> Demonstrates ability to manage program budget (only if in a supervisory role).
2	<b>Beginning</b> Recognizes the importance of being fiscally responsible
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Annual budget

# PM 11: Sustainability

Rating	Indicators
4	<b>Meets</b> Has a fully developed plan that identifies and seeks major sources of revenue for the organization creating fiscal stability and opportunities for growth.
3	<b>Progressing</b> Demonstrates a clear understanding of leveraging resources in order to more effectively meet programmatic needs and demands.
2	<b>Beginning</b> Demonstrates knowledge of the importance of non-financial supplements to the program budget such as volunteers and donations.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Annual budget
- » Sustainability Committee meeting notes and agendas
- » Planning tools

# Social and Emotional Learning & Engagement (SEL)

**Staff Competency:** Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support participants in Social and Emotional Learning.

# SEL 1: Self-Management

Rating	Indicators
4	<b>Meets</b> Develops shared norms in collaboration with participants that allows students to regulate their own behavior within the group setting
3	<b>Progressing</b> Chooses strategies that are developmentally appropriate, promote positive behavior, and link consequences directly to behavior
2	<b>Beginning</b> Provides appropriate supervision and limits environmental factors that may cause behavior problems
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Places themselves where they can see all children and youth
- » Does not impose their solutions, encourages students to problem solve for themselves
- » Listens/seeks to understand
- » Reframes the situation
- » Responds in consistent ways to specific situations
- » Enforces consequences that are age and developmentally appropriate and linked to the behavior
- » Staff language encourages participants to monitor and regulate their own behavior, not just tell participants how to behave.
- » Group expectations are posted
- » Space is organized and activity areas are defined
- » Participants respond quickly and appropriately to prompts
- » Staff model monitoring and regulating their own emotions.

# SEL 2: Self-Awareness

Rating	Indicators
4	<b>Meets</b> Assists participants in learning how to set goals, how to monitor their progress towards a goal, and how to seek help and find resources.
3	<b>Progressing</b> Creates opportunities for participants to assess their own behavior and work to understand if they have met the expectation or goal.
2	<b>Beginning</b> Models healthy emotion management strategies; Asks participants to reflect on their emotions, behavior, and work.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

### Examples of Evidence

- » Daily schedule with time designated for reflection and goal setting
- » Observation of de-briefs or other reflective activities
- » Debriefing tool
- » Feedback form
- » Survey



# SEL 3: Social Awareness

Rating	Indicators
4	<b>Meets</b> Facilitates opportunities and appropriate support for participants to effectively identify and communicate their social and emotional needs as appropriate within the program setting.
3	<b>Progressing</b> Creates an environment where children and youth feel emotionally safe and are able to experience empathy and support from a caring adult when needed.
2	<b>Beginning</b> Program staff interact respectfully with each other and with participants and respond appropriately to the individual needs of the children and youth.
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Eye contact
- » Greeting each participant by name
- » Small group work
- » Reflection
- » Materials (literacy, decorations, posters, pictures) reflect the diversity of youth served in the program

# SEL 4: Responsible Decision Making

Rating	Indicators
4	<b>Meets</b> Provides opportunities for participants to plan program activities and how the program will operate.
3	<b>Progressing</b> Promotes participants' ownership of roles and provides help only as needed; Offers specific feedback on how participants' efforts lead to results
2	<b>Beginning</b> Models respectful personal behavior and choices; Provides structured but open-ended roles for participants
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Tools for participants like planners, graphic organizers, journals, checklists, etc.
- » Leadership roles for participants such as Program Aides, jobs, defined roles in group work
- » Participant-led activities

# SEL 5: Relationship Skills

Rating	Indicators
4	<b>Meets</b> Supports participants in developing positive peer relationships through collaborative activities that include participant-led sharing, feedback, reflection, and student-led conflict resolution.
3	<b>Progressing</b> Supports participants in utilizing conflict resolution, peer mediation, and/or effective communication skills as techniques for responding and managing conflicting needs.
2	<b>Beginning</b> Models empathy, teamwork, and positive relationships with other staff, participants, and their families; Provides norms and structure
1	<b>Expectations not met</b> No elements of best-practice are evident; needs improvement in this area.

## Examples of Evidence

- » Provides children and youth with opportunities to solve their own problems without adult interference
- » Assists children and youth in working together during group projects
- » Provides activities that specifically foster the development of cooperative learning
- » Takes “teachable moments” throughout the schedule day to model and recognize cooperative skills
- » Seeks child and youth input in activity planning
- » Asks children and youth to lead activities

## **SEL Sources**

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