Oregon’s Core Competencies for Afterschool and Summer Programs
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for Afterschool and Summer Programs

Self-Assessment Tool and Handbook
Revised 2012
Acknowledgements

We would like to express sincere appreciation to the countless people who’ve contributed to this project. Your involvement, whether it be in a committee meeting providing feedback; by contributing to a specific portion of the standards or competencies as an expert in your field; or diligently reading drafts; we value your time and thank you for it.

A special acknowledgement goes to the Oregon Afterschool for Kids Steering Committee and Stakeholders organizations for their participation.

- Alliance of Y’s
- Boys and Girls Club of America
- Center for Career Development
- City of Salem
- Department of Employment – Child Care Division
- Education Northwest
- Fight Crime Invest in Kids
- FIRST Robotics
- Inclusive Child Care
- Mad Science of Portland & Vancouver
- Metropolitan Family Services Multnomah County – Schools Uniting Neighborhoods
- Oregon Child Care Resource and Referral State Office
- Oregon Department of Education - USDA
- Oregon Department of Education – 21st Century Community Learning Centers
- Oregon Department of Fish and Wildlife
- Oregon Department of Human Services - TANF
- Oregon Department of Human Services - Employment Related Day Care
- Oregon PTA
- Oregon Recreation and Park Association
- Oregon School Board Association
- Oregon State Library
- Oregon State University - 4-H
- Oregon University System
- Oregon Volunteers
- Partners for a Hunger Free Oregon
- Portland Impact
- Portland Jewish Academy
- Salem Keizer Education Foundation
- Saturday Academy
- Willamalane Park and Recreation District
- Woodburn AfterSchool Club

We would not have been able to complete this revision process without your expertise and assistance. Thank you.

Beth Unverzagt, Oregon Afterschool for Kids, Executive Director
Activities, Curriculum & Environment

Diversity & Inclusion

Families, Communities & Schools

Health, Safety & Nutrition

Highly Skilled Personnel

Program Management

Youth Development & Engagement
Welcome! This is the second edition of the Oregon Core Competencies for Afterschool and Summer Professionals. To ensure that the children and youth in Oregon thrive and have positive experiences, programs need highly qualified and experienced staff who actively engage in supporting and promoting positive youth outcomes. The Competencies identify the skills and abilities that Professionals need in order to successfully implement quality programs. OregonASK recognizes that each professional works in programs that are unique to their community. This guide provides professionals, programs, communities and stakeholders with ways to create awareness and develop the competencies of Afterschool and Summer Program Professionals from across the state.

What are Core Competencies?

Core Competencies capture the practices that have been demonstrated, through research, to lead to positive outcomes for children and youth and quality programs. The development of the Oregon Afterschool and Summer Core Competencies for Afterschool Professionals was led by a steering committee of state leaders representing government agencies, higher education institutions, early care and education provider associations, training and technical assistance organizations and other afterschool stakeholders.

The goals for Core Competencies and why they are critical for the field:

- Define what quality afterschool and summer programming looks like.
- Serve as a foundation for decisions and practices in all settings and programs.
- Establish a set of competencies that support the professionalization of the child and youth development field.
- Utilize the latest research.
- Provide an ongoing framework to advance the field and increase the quality of programs offered.

Who are Core Competencies for?

Core competencies apply to professionals that work with children and youth in afterschool and summer settings. Some examples of these are 21st Century Community Learning Centers, Youth Development Programs, Childcare programs and Recreation.
Ways Core Competencies can be used

1. Assess the level of expertise of staff through self-assessment and determine areas to work on for quality improvement.
2. Identify specific areas of need for future professional development training and education.
3. Help families and communities understand the expectations of after school professionals and programs.
4. Assist higher education and training institutions in coordinating and designing course content.
5. Develop and implement federal, state and local policies that will enhance the professionalism of the field.
6. Create a framework for schools, communities and programs to determine what a quality program looks like and how it can have positive results for children and youth.

The primary purpose of this tool is to improve the quality of Oregon’s After-school and Summer Programs by helping professionals take a critical look at their professional practices against standards of best practice.

The willingness to reflect on current processes, to identify opportunities to improve, and to change and grow will contribute to more successful outcomes for programs and participants. The progression of improving program quality is an ongoing one, not a one-time event. Ideally, this tool will assist professionals to embed reflection and continuous improvement into their program operations.

- Each section includes a list of standards of practice or Competency Level that drive quality outcomes for programs and the children and youth they serve. These indicators were developed based on current experience, knowledge, and research in the field and the work of other states and organizations that have developed similar self-assessment tools.

- The Evidence Examples column suggests how practice with regard to a specific quality indicator might be documented. The items included in this column are intended to provide a range of examples and are illustrative, not mandatory. Sites are not expected to have every item in the column and may have alternatives to those listed. This column is included in the tool to encourage programs to make conclusions about program quality that can be documented and are not based on opinion or assumption.

- The Performance Levels rating system (1-4) allows the user to assess the current level of competency or mastery of each quality indicator. Programs should work toward achieving an Excelling level in all of the quality indicators within each of the categories.

The four performance levels are:

- 4 – Exceeding: Exceeds standards through the use of exemplary practices on a consistent basis.
- 3 – Meeting: Meets standard; opportunities exist to refine practices to reach the exceeding level.
- 2 – Progressing: Approaching standard; could use additional focused assistance.
- 1 – Not meeting: Standard not met; needs improvement in this area.
Activities, Curriculum & Environment
Staff Competency

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

Behavioral Indicator - ACE 1  Activities & Curriculum

ACE - 1.a Follows a daily schedule.

ACE - 1.b Establishes a predictable but flexible schedule that allows children and youth to move smoothly from one activity to another.

ACE - 1.c Evaluates the effectiveness of the daily schedule and adapts to the changing needs of the children and youth as needed.

Observable Evidence Examples

- Children and youth seem to know the daily routine and follow it without many reminders
- Children and youth can have a snack as an activity choice instead of eating together as a large group (depending on the type of snack and the food storage facilities available)
- Children and youth need not wait a long time for an activity to start
- Children and youth are not rushed to finish an activity
- Children and youth rarely move in a large group or in a line
- Staff clearly explain how transitions will happen

These are suggestions - please see your Administrator Guide for more examples.
Activities, Curriculum & Environment

Staff Competency

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

Behavioral Indicator - ACE 2 Activities & Curriculum

ACE - 2.a Provides opportunities for children and youth to make choices regarding activity preferences and social interactions.

ACE - 2.b Provides opportunities for program participants to have discussions on issues and concerns that arise for individual children and youth.

ACE - 2.c Involves children and youth in the development of program activities.

Observable Evidence Examples

- Staff do not discriminate on the basis of race, religion, gender, ethnicity, family structure, appearance, disability, sexual, orientation, etc.
- Staff accept a child’s or youth’s desire to be alone
- Staff recognize non-verbal as well as verbal responses
- Staff sometimes use non-verbal signals to help children and youth understand
- Staff start discussions by asking open-ended questions
- Staff help children and youth plan projects and gather resources
- Children and youth set up activities and/or clean up afterwards

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

### Behavioral Indicator - ACE 3 Activities & Curriculum

#### Staff Competency

- **ACE - 3.a** Supports child and youth participation in a variety of activities.
- **ACE - 3.b** Encourages children and youth to engage in a variety of developmentally appropriate activities that facilitate fun and promote learning through experimentation and exploration.
- **ACE - 3.c** Ensures that the curriculum facilitates learning in all developmental areas, including recreation and fitness, life skills, academic support and enrichment, personal growth and technology.

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<tr>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>1 - Incomplete</td>
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<td>2 - Emerging</td>
<td>2 - Emerging</td>
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<tr>
<td>3 - Satisfactory</td>
<td>3 - Satisfactory</td>
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<tr>
<td>4 - Exemplary</td>
<td>4 - Exemplary</td>
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**Performance Level Key:** 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

### Observable Evidence Examples

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

These are suggestions - please see your Administrator Guide for more examples.
Activities, Curriculum & Environment

Staff Competency

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

### Behavioral Indicator - ACE 4 Activities & Curriculum

**Performance Level**

**Priority for Improvement**

**Performance Level Key:** 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

**ACE - 4.a** Interacts and participates appropriately with children and youth at all times providing adequate supervision.

**ACE - 4.b** Ensures adequate supervision, communication and planning to ensure that activities and transitions are smoothly implemented.

**ACE - 4.c** Conducts ongoing assessment of the effectiveness of the activities, curriculum and transitions, adapting as needed to ensure positive child and youth outcomes.

**Observable Evidence Examples**

- Staff participate in many activities with children and youth
- Staff show that they enjoy children and youth
- Staff seem cheerful rather than bored, tired, or distant
- When children and youth face problems they cannot solve by themselves, staff offer suggestions
- Staff encourage children and youth to try new activities
- Staff vary their responses to match the ages and abilities of children and youth

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

**Behavioral Indicator - ACE 5 Activities & Curriculum**

ACE - 5.a Guides and encourages children and youth in the selection of activities that are age and developmentally appropriate.

ACE - 5.b Selects materials and implements age and developmentally appropriate activities and experiences.

ACE - 5.c Evaluates and adapts activities and curriculum to ensure that it meets the developmental needs and learning experiences of children and youth.

**Observable Evidence Examples**

- Staff help children and youth find ways to pursue their own interests
- Physical games and sports offer varying levels of challenge to suit the players
- Staff encourage expert children and youth 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 children and youth with differing abilities

These are suggestions - please see your Administrator Guide for more examples.


**Activities, Curriculum & Environment**

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

<table>
<thead>
<tr>
<th>Behavioral Indicator - ACE 6 Activities &amp; Curriculum</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>ACE - 6.a Recognizes the importance of reflecting children and youth interest in curriculum planning and activities.</td>
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<tr>
<td>ACE - 6.b Takes advantage of opportunities to modify the curriculum in order to build on the interests, activities and cultural backgrounds of children and youth.</td>
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<tr>
<td>ACE - 6.c Designs and shares curriculum with others including families, staff, schools and community when appropriate.</td>
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Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

**Observable Evidence Examples**

- Staff help children and youth find ways to pursue their own interests
- Activities allow children and youth to work alone, in pairs, or in large or small groups
- Different activities occur simultaneously and children and youth 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 child
- Staff adapt activities to meet the needs of children and youth as needed

These are suggestions - please see your Administrator Guide for more examples.
Activities, Curriculum & Environment

Staff Competency

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

Behavioral Indicator - ACE 7 Environments

ACE - 7.a Recognizes the importance of a variety of activity areas.

ACE - 7.b Provides space that accommodates a variety of activities including: active and quiet, youth and adult directed, individual and group, indoor and outdoor.

ACE - 7.c Invites the input and involvement of children, youth and families in designing the environment.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

### Behavioral Indicator - ACE 8 Environment

**ACE - 8.a** Is aware of the type of materials that are appropriate for each developmental level of children and youth in the program.

**ACE - 8.b** Uses materials that are appropriate for each developmental level of children and youth in the program.

**ACE - 8.c** Selects and evaluates effectiveness of materials in supporting the development of children and youth in the program.

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*Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary*

### Observable Evidence Examples

- Materials and equipment offered reflects the developmental level of the children and youth
- 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 children and youth

*These are suggestions - please see your Administrator Guide for more examples.*
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

### Behavioral Indicator - ACE 9 Environment

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**ACE - 9.a** Encourages an indoor and outdoor environment that supports play and socialization.

**ACE - 9.b** Demonstrates the positive benefits of healthy environments that have appropriate space, adequate ventilation, natural light and are sound resistant.

**ACE - 9.c** Arranges the program environment so that developmentally appropriate materials and equipment are readily available to children and youth with a wide range of skills, interests, temperaments and personal needs.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

### Observable Evidence Examples

- Allows children and youth 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 children and youth

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

Behavioral Indicator - ACE 10 Environment

ACE - 10.a Demonstrates awareness of environments and activities that reflect a diverse community and the children and youth in the program.

ACE - 10.b Provides culturally appropriate programs and environments that reflect the children, youth and families being served.

ACE - 10.c Conducts ongoing program assessment to ensure that program is culturally appropriate and reflective of the families and community being served.

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

Observable Evidence Examples

- Provide materials and equipment that can be used in a wide range of ways
- Provides chairs and equipment at a range of heights that reflect the age of the children and youth
- Offers alternate equipment and supports to allow children and youth to participate in program activities
- Playground equipment is appropriate for the size, age and abilities of the children and youth
- Families are encouraged to bring in supports and equipment when needed to support inclusion

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are responsible to be intentional about the learning and development that occurs in the afterschool setting.

### Behavioral Indicator - ACE 11 Environment

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ACE - 11.a Is aware of the ways that the program environment and materials support the developmental stages of children and youth.

ACE - 11.b Provides program accommodations and/or environmental adaptations that are inclusive of a variety of developmental stages and needs.

ACE - 11.c Partners with families and communities to ensure that the program is accessible and inclusive to all children and youth.

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<th>2-Emerging</th>
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<tr>
<td>Provides soft spaces for relaxation</td>
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<tr>
<td>Moves activity areas around to accommodate activities, children and youth</td>
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<tr>
<td>Provides spaces for children and youth to be by themselves or to problem-solve conflict</td>
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<tr>
<td>Provides space and materials to do homework</td>
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These are suggestions - please see your Administrator Guide for more examples.
Activities, Curriculum & Environment

Staff Competency

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

### Behavioral Indicator - ACE 12

| ACE - 12.a | Demonstrates awareness of how the environment design impacts program implementation, child and youth behavior and program quality. |
| ACE - 12.b | Engages in opportunities to adapt environment design when needed to support positive child and youth outcomes. |
| ACE - 12.c | Articulates, analyzes, evaluates and/or applies research related to the design of the environment. |

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Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Rearranges the program environment to support a specific activity
- Evaluates the program environment and adapts based on curriculum design
- Allows participants to arrange the environment based on their needs

These are suggestions - please see your Administrator Guide for more examples.
Diversity & Inclusion
Diversity & Inclusion

Staff Competency

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

Behavioral Indicator - DI 1

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DI - 1.a Demonstrates awareness of personal cultures, values, attitudes, beliefs and/or biases.

DI - 1.b Takes steps to assess and meet personal physical, emotional, social and intellectual needs; making time for self-reflection and self-assessment.

DI - 1.c Takes steps to modify personal behavior.

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

Observable Evidence Examples

- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion to implement inclusive and sensitive practices with children and youth in partnership with families.

Behavioral Indicator - DI 2

- DI 2.a Is aware of the impact that culture and diversity has on communication and relationship building.
- DI 2.b Demonstrates awareness of the impact of culture, values, attitudes, beliefs and biases on interactions, relationships and program development.
- DI 2.c Recognizes and applies current theories of the interrelationships between personal cultural identity and others, communication and communities.

Observable Evidence Examples

- Not observable
Diversity & Inclusion

Staff Competency

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Behavioral Indicator - DI 3

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DI - 3.a Recognizes the basic principles of anti-bias and inclusive practices.

DI - 3.b Develops activities and strategies that promote anti-bias and inclusive attitudes and practices in the program.

DI - 3.c Utilizes and shares evaluation tools to assess the methods utilized in the delivery of anti-bias and inclusive strategies.

Observable Evidence Examples

- Meetings with families are conducted in the home language of the family
- Written materials are translated into the language of the families
- Has evaluation tool on hand to assess their strategies
- Develops a plan to improve their anti-bias and inclusive strategies
- Involves other program stakeholders in the evaluation process

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion to implement inclusive and sensitive practices with children and youth in partnership with families.

Behavioral Indicator - DI 4

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**Behavioral Indicator - DI 4**

- **DI - 4.a** Values the diversity of the children, youth and families in the program.
- **DI - 4.b** Demonstrates knowledge of the communities the program serves.
- **DI - 4.c** Develops and implements policies and procedures that are inclusive of and collaborative with all children, youth and families.

**Observable Evidence Examples**

- Encourages children and youth to speak about their family cultures
- Shows respect to all families, children and youth regardless of personal beliefs
- Can speak to the different cultures within the program; knows the characteristics of those cultures
- Families are encouraged, through the use of interpreters, to participate in program policy and procedure development
- Provides opportunities to families to share their skills, expertise and culture with staff

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion to implement inclusive and sensitive practices with children and youth in partnership with families.

### Behavioral Indicator - DI 5

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<tr>
<th>Staff Competency</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>DI - 5.a Demonstrates awareness of environments and activities that reflect a diverse community and the children and youth in the program.</td>
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<td>□□□□</td>
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<tr>
<td>DI - 5.b Provides culturally appropriate programs and environments that reflect the children, youth and families being served.</td>
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<tr>
<td>DI - 5.c Advocates for anti-bias and inclusive services for children, youth and families.</td>
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Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

### Observable Evidence Examples

- Implements games, crafts, cooking activities, etc., that represent the culture of the children and youth in the program
- Allows children and youth to rearrange program set-up to suit their needs
- Provides environmental aspects such as pictures, posters, books etc., that represent the children and youth
- Ensures program hours and days are respectful of cultural holidays and observances of family cultures when possible
### Diversity & Inclusion

**Staff Competency**

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

<table>
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<tr>
<th>Behavioral Indicator - DI 6 Inclusion</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tr>
<td>DI - 6.a Recognizes the fundamentals of inclusive programming for children and youth with special needs.</td>
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<td>🟪 🟩 🟫 🟦</td>
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<tr>
<td>DI - 6.b Provides program materials and environmental adaptations that are inclusive of a variety of developmental stages and needs.</td>
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<tr>
<td>DI - 6.c Evaluates and adapts program policies and procedures to ensure inclusion of all children and youth.</td>
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**Observable Evidence Examples**

- Utilizes materials that can be used in a wide range of activities
- Offers opportunities for activities to be conducted sitting, standing, at tables, on the floor, etc.
- Conducts regular review of program policies and procedures to ensure inclusion
- Changes program policies when needed, to be inclusive of all children and youth

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to have an understanding of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion to implement inclusive and sensitive practices with children and youth in partnership with families.

Behavioral Indicator - DI 7 Inclusion

DI - 7.a Demonstrates awareness of disabilities within the stages of growth and development.

DI - 7.b Utilizes respectful accommodations to support children and youth with special needs to ensure active participation in program activities.

DI - 7.c Utilizes strategies to promote inclusion for children and youth with special needs.

Observable Evidence Examples

- Conducts staff orientation, training or meeting
- Participates in conferences, conventions or public meetings
- Provides information to families on the laws and regulations
- Conducts regular review of program policies and procedures
- Invites all stakeholders to participate in review
- Develops individualized plans

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

These are suggestions - please see your Administrator Guide for more examples.
**Diversity & Inclusion**

**Staff Competency**

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

### Behavioral Indicator - DI 8 Inclusion

**Behavioral Indicator - DI 8 Inclusion**

<table>
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<tr>
<th>Behavioral Indicator</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>DI - 8.a</td>
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<td>DI - 8.b</td>
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<td>DI - 8.c</td>
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</table>

**Performance Level Key:**
- 1-Incomplete
- 2-Emerging
- 3-Satisfactory
- 4-Exemplary

**Observable Evidence Examples**

- Policies and procedures
- Offers trainings and/or orientations

These are suggestions - please see your Administrator Guide for more examples.
Families, Communities & Schools
Each of us has a spark of life inside us, and we must set off that spark in one another.
- Kenny Ausubel

Families, Communities & Schools

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.

Behavioral Indicator - FCS 1

FCS - 1.a Demonstrates an understanding of and ability to interact respectfully with all families.

FCS - 1.b Maintains a warm, secure and welcoming environment that encourages family involvement.

FCS - 1.c Promotes a sense of community responsibility by providing children and youth opportunities for community involvement and community-service and/or service-learning.

Observable Evidence Examples

- Makes eye contact and greets family members by their preferred name
- Respects families’ needs to communicate
- Creates a space for families as they enter the program
- Provides materials and communication information to families on a regular basis
- 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

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

These are suggestions - please see your Administrator Guide for more examples.
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.

### Behavioral Indicator - FCS 2 Families

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<tbody>
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<td>3—Satisfactory</td>
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<tr>
<td>4—Exemplary</td>
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</table>

#### Observable Evidence Examples
- 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
- Has a system for communicating with families on a regular basis
- Does not seek personal information outside of the scope of the conversation
- Links child and youth development with challenges and success being discussed
- 
- 
- These are suggestions - please see your Administrator Guide for more examples.
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.

### Behavioral Indicator - FCS 3 Families

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- **FCS - 3.a** Establishes positive relationships with families.

- **FCS - 3.b** Encourages family engagement.

- **FCS - 3.c** Assesses, plans and conducts activities for families to participate in the program.

**Observable Evidence Examples**

- 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
- Encourages families to share their skills, expertise and experiences
- Plans events and opportunities for families to meet each other in formal and informal settings
- Invites families in as volunteers and guest speakers

*These are suggestions - please see your Administrator Guide for more examples.*
**Families, Communities & Schools**

**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.

### Behavioral Indicator - FCS 4

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<th>Performance Level</th>
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**FCS - 4.a** Recognizes the importance of family communication systems.

**FCS - 4.b** Provides information about and orientation to the program for new and prospective families.

**FCS - 4.c** Creates opportunities for families, community members and schools to offer feedback and participate in program development.

**Observable Evidence Examples**

- Uses communication logs, daily notes, etc.
- Provides parents with a newsletter, update or other program information
- Implements a family orientation
- Offers a family survey
- Meets on a regular basis with principal or other key school staff
- Reviews program evaluation results with all stakeholders

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

These are suggestions - please see your Administrator Guide for more examples.
Families, Communities & Schools

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.

Behavioral Indicator - FCS 5 Communities

FCS - 5.a Demonstrates awareness of the community resources available to families.

FCS - 5.b Provides information for families on community resources.

FCS - 5.c Works collaboratively with community support systems to link families with services.

Performance Level Key: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary

Observable Evidence Examples

- Gives families information about community resources such as brochures, resource lists, etc.
- Answers questions about community resources in a knowledgeable manner
- Has established relationships with key community resource staff
- When resources are needed, works with families in a respectful and caring manner

These are suggestions - please see your Administrator Guide for more examples.
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.

Behavioral Indicator - FCS 6 Schools

FCS - 6.a Recognizes the importance of supporting children and youth with their homework.

FCS - 6.b Communicates with classroom teachers and parents to support the academic growth of children and youth.

FCS - 6.c 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.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Offers quiet opportunities for children and youth to get their homework completed
- Provides materials and an appropriate space to complete homework
- Creates a system for communicating with teacher, parent and student about homework goals and accomplishments
- Meets with principal or key school staff members on a regular basis
- Has a copy of the school improvement plan
- Links program activities to the school improvement plan

These are suggestions - please see your Administrator Guide for more examples.
Health, Safety & Nutrition
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

**Behavioral Indicator - HSN 1**

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<tr>
<th>Performance Level</th>
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</table>

- **HSN - 1.a** Follows regulations or policies regarding health and safety; including emergency, abuse reporting, illness and injury procedures.
- **HSN - 1.b** Informs families about the program policies and procedures regarding health, safety and nutrition.
- **HSN - 1.c** Designs and informs others of emergency, illness, injury and safety procedures.

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

**Observable Evidence Examples**

- Applies proper first aid to an injury
- Provides written information to families
- Keeps posted information current
- Provides training/orientation to staff on procedures
- Provides training in the community
- Reviews, creates and/or adapts program procedures

These are suggestions - please see your Administrator Guide for more examples.
Health, Safety & Nutrition

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 children and youth are able to learn and develop.

<table>
<thead>
<tr>
<th>Behavioral Indicator - HSN 2 Health</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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</thead>
<tbody>
<tr>
<td>HSN - 2.a Monitors the health and well-being of each child on a daily basis.</td>
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<tr>
<td>HSN - 2.b Implements procedures to appropriately administer medication.</td>
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<tr>
<td>HSN - 2.c Maintains child and youth health assessments and records.</td>
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</tbody>
</table>

Performance Level Key: 1-Incomplete, 2-Emerging, 3-Satisfactory, 4-Exemplary

Observable Evidence Examples

- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

**Behavioral Indicator - HSN 3 Safety**

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<tr>
<th>Staff Competency</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>HSN - 3.a Completes and maintains basic first aid and CPR certification.</td>
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<tr>
<td>HSN - 3.b Plans and prepares for accident/injury incidents; responds with appropriate methods.</td>
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<tr>
<td>HSN - 3.c Implements risk and safety management procedures for program activities such as cooking, field trips, swimming, etc.</td>
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</table>

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

**Observable Evidence Examples**

- 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 and implements that are safe for children and youth to use during cooking activities
- Documents head counts, attendance and staff groups on field trips

These are suggestions - please see your Administrator Guide for more examples.
Health, Safety & Nutrition

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 children and youth are able to learn and develop.

Behavioral Indicator - HSN 4 Health & Safety

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<th>Performance Level</th>
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</table>

HSN - 4.a Performs the mandated reporter role for child abuse and neglect.

HSN - 4.b Works within the program structure to support children, youth and families in healthy and safe interactions.

HSN - 4.c Provides community resources for families to support healthy and safe interactions.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Monitors ratios
- Ensures proper use of equipment and materials
- Has community resource information available
- Offers guest speakers
- Refers families to services
- Refers to services
- Refers to services
- Refers to services
- Refers to services

These are suggestions - please see your Administrator Guide for more examples.
Behavioral Indicator -  HSN 5

HSN - 5.a Recognizes the health and nutritional needs of children and youth served in the program.

HSN - 5.b Ensures that health and nutritional needs of children and youth are being served by the program.

HSN - 5.c Maintains the supply of materials and equipment necessary to operate the program in a healthy and safe manner.

Observable Evidence Examples

- Makes drinking water available
- Ensures that each child/youth has the opportunity for a healthy snack
- Serves foods that are a balance of fruit, vegetables, grains and proteins
- Supports children and youths’ needs to self-regulate the amount they eat
- Ensures that bleach water is at appropriate ratios and mixed fresh on a daily basis

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

### Behavioral Indicator - HSN 6 Safety

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<tr>
<th>Staff Competency</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>HSN - 6.a Actively supervises and interacts with children and youth in a positive and safe manner.</td>
<td>☐</td>
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</tr>
<tr>
<td>HSN - 6.b Recognizes and appropriately responds to violence and unsafe behavior within the program setting, e.g., bullying or stealing.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>HSN - 6.c Provides opportunities for children and youth to help improve safety or environmental issues within the program.</td>
<td>☐</td>
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</tbody>
</table>

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

### Observable Evidence Examples

- 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
- Listens without judgment
- Conducts group sessions for discussion and problem-solving
- Listens to children and youth suggestions

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

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<tr>
<th>Behavioral Indicator - HSN 7</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>HSN - 7.a Practices and models appropriate health and safety techniques such as hand washing.</td>
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<tr>
<td>HSN - 7.b Teaches safety precautions and rules to children and youth and enforces them consistently.</td>
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<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>HSN - 7.c Monitors the effectiveness of health, safety and nutrition practices.</td>
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<td>☐ ☐ ☐ ☐</td>
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</table>

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Uses proper handwashing techniques
- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

<table>
<thead>
<tr>
<th>Behavioral Indicator -  HSN 8 Health &amp; Safety</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>HSN - 8.a Intervenes to correct unsafe situations; indoors and outdoors.</td>
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<tr>
<td>HSN - 8.b Applies knowledge of youth development to promote a safe environment.</td>
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<tr>
<td>HSN - 8.c Designs and assesses the health and safety of the program environment.</td>
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Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Washes fruits and vegetables
- Sanitizes surface before, during and after food prep
- Stretches before active games
- Allows for a cool-down time after activity
- Ensures menu is well-balanced and follows USDA guidelines
- Provides opportunities for recreational and physical fitness

These are suggestions - please see your Administrator Guide for more examples.
Health, Safety & Nutrition

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 children and youth are able to learn and develop.

Behavioral Indicator - HSN 9

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<th>Performance Level</th>
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HSN - 9.a Practices safe food handling and follows general sanitation practices.

- 

HSN - 9.b Leads and communicates healthy lifestyle behaviors and implements related environmental and programming supports.

- 

HSN - 9.c Designs, implements and evaluates menus and activities that emphasize and help develop life-long healthy bodies, lifestyles, good nutritional habits and a healthy environment.

- 

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Limits exposure to allergens if there is a known food allergy
- Speaks to families when enrolling about food preferences and needs
- Communicates to families when they see a significant change in diet or nutritional needs
- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals should be focused on providing nutritionally balanced snacks and meals and observing practices related to safety and health to ensure that children and youth are able to learn and develop.

**Behavioral Indicator - HSN 10 Nutrition**

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<tr>
<th>Performance Level</th>
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<tbody>
<tr>
<td>HSN - 10.a Recognizes health hazards in meals, such as allergies, and takes steps to prevent dangerous situations.</td>
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<tr>
<td>HSN - 10.b Communicates with children, youth and families about nutritional needs and preferences.</td>
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<tr>
<td>HSN - 10.c Involves children and youth in planning and implementation of nutrition activities.</td>
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</tbody>
</table>

**Observable Evidence Examples**

- Limits exposure to allergens if there is a known food allergy
- Speaks to families when enrolling about food preferences and needs
- Communicates to families when they see a significant change in diet or nutritional needs
- 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

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

These are suggestions - please see your Administrator Guide for more examples.
Highly Skilled Personnel
## Staff Competency

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

### Behavioral Indicator - HSP 1

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#### HSP - 1.a
Understands the expectations and responsibilities of the position.

#### HSP - 1.b
Demonstrates professional work habits that assist in establishing a professional climate within the organization.

#### HSP - 1.c
Assesses personal performance and sets individual goals and strategies; seeking growth through various professional development channels.

**Observable Evidence Examples**

- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

### Behavioral Indicator - HSP 2

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#### HSP - 2.a Understands and adheres to agency policies and procedures.

#### HSP - 2.b Educates others on the program policies and procedures.

#### HSP - 2.c Keeps informed of regulatory and other issues that affect the welfare of children, youth and families and advocates for quality programs and services.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

### Observable Evidence Examples

- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

**Behavioral Indicator - HSP 3**

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HSP - 3.a Maintains a positive attitude toward working with children and youth.

HSP - 3.b Takes steps to identify stressors and reduce their impact when working with children and youth.

HSP - 3.c Creates a personal plan for balancing work and life demands.

**Observable Evidence Examples**

- 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

These are suggestions - please see your Administrator Guide for more examples.
Staff Competency

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

Behavioral Indicator - HSP 4

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HSP - 4.a Upholds the basic principles of trust, confidence, honesty, integrity and respect in professional relationships and business practices.

HSP - 4.b Demonstrates a commitment to professional ethics.

HSP - 4.c Supports and educates others in using the NAA professional code of ethics.

Observable Evidence Examples

- 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

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

**Staff Competency**

Behavioral Indicator - HSP 5

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<tr>
<th>Performance Level Key: 1–Incomplete</th>
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<th>3–Satisfactory</th>
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<tbody>
<tr>
<td>HSP - 5.a Shows respect for and understanding of children, youth, families and co-workers.</td>
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<tr>
<td>HSP - 5.b Demonstrates a pro-active stance with regards to the rights, acceptance and inclusion of all.</td>
<td>![ ]</td>
<td>![ ]</td>
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<tr>
<td>HSP - 5.c Advocates for accessible, affordable, safe, inclusive and quality programs for children and youth.</td>
<td>![ ]</td>
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</table>

 Observable Evidence Examples

- Is kind 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

**Highly Skilled Personnel**

Staff Competency

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

**Behavioral Indicator - HSP 6**

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<tbody>
<tr>
<td>Performance Level Key: 1-Incomplete</td>
<td>2-Emerging</td>
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</tbody>
</table>

HSP - 6.a Understands the importance of research and best practices.

HSP - 6.b Applies knowledge of best practices.

HSP - 6.c Stays current on the latest developments in the field.

**Observable Evidence Examples**

- Demonstrates a program best practice
- Participates in a professional organization
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- These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand what it means to be a professional and commit to ongoing growth and professional development.

### Behavioral Indicator - HSP 7

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<th>Performance Level</th>
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**HSP - 7.a** Is aware of professional resources available.

**HSP - 7.b** Communicates openly and clearly with other professionals in the children and youth serving community.

**HSP - 7.c** Articulates a personal philosophy on enrichment and education based on knowledge and best practices.

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

### Observable Evidence Examples

- Not observable
**Highly Skilled Personnel**

**Staff Competency**

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

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### Behavioral Indicator - HSP 8

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HSP - 8.a Seeks out information to improve performance.

HSP - 8.b Demonstrates a commitment to raising knowledge and skill level.

HSP - 8.c Works towards a credential, certificate or some form of professional recognition.

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### Observable Evidence Examples

- Individual professional development plan
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These are suggestions - please see your Administrator Guide for more examples.
Highly Skilled Personnel

Staff Competency

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

Behavioral Indicator - HSP 9

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<th>Performance Level</th>
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HSP - 9.a Responds to requests from afterschool advocates and statewide organizations for support of the afterschool field as a profession.

HSP - 9.b Participates in committees, project work or organizations that support and promote afterschool professionalism.

HSP - 9.c Provides leadership in committees, project work or organizations that support and promote afterschool professionalism.

Performance Level Key: 1–Incomplete 2–Emerging 3–Satisfactory 4–Exemplary

Observable Evidence Examples

- Individual professional development plan

These are suggestions - please see your Administrator Guide for more examples.
Program Management
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

### Program Management

#### Staff Competency

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

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### Behavioral Indicator - PM 1

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<tr>
<th>Performance Level</th>
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#### PM - 1.a
Demonstrates awareness of the record-keeping requirements and procedures for the program.

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<tr>
<th>Performance Level</th>
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#### PM - 1.b
Keeps accurate records for enrollment, emergency information, participant attendance, injuries and other serious conditions.

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<th>Performance Level</th>
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#### PM - 1.c
Assists in developing and implementing policies and procedures that are inclusive and collaborative with all children, youth and families, e.g., family handbooks, record keeping, safety protocols.

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<th>Performance Level</th>
<th>Priority for Improvement</th>
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#### Observable Evidence Examples

- Maintains a system for regular review and updating of records
- Takes attendance on a regular basis
- Completes an accident/injury form when appropriate

These are suggestions - please see your Administrator Guide for more examples.
Program Management

Staff Competency

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

Behavioral Indicator - PM 2

PM - 2.a Maintains open communication and cooperation with staff, children, youth and families.

PM - 2.b Develops communication strategies to actively engage staff, children, youth and families.

PM - 2.c Engages children, youth, families, staff and other stakeholders in working toward a shared vision, goals and program philosophy as well as ongoing program evaluation.

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- 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
- Holds meetings to discuss vision, goals and/or evaluation
- Provides opportunities for ongoing feedback

These are suggestions - please see your Administrator Guide for more examples.
Program Management

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

Performance Level

<table>
<thead>
<tr>
<th>Behavioral Indicator - PM 3</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>PM - 3.a Knows and complies with applicable program regulations including licensing, USDA food programs and local zoning.</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>PM - 3.b Applies knowledge of program regulations to provide healthy, safe and effective practices for children and youth.</td>
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<td>☐ ☐ ☐ ☐</td>
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<tr>
<td>PM - 3.c Articulates and evaluates program effectiveness in meeting all applicable program regulations, e.g., licensing, USDA food program, local zoning, etc.</td>
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<td>☐ ☐ ☐ ☐</td>
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Performance Level Key: 1–Incomplete 2–Emerging 3–Satisfactory 4–Exemplary

Observable Evidence Examples
- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

**Behavioral Indicator - PM 4**

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<tr>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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</table>

PM - 4.a Recognizes the importance of conducting criminal history background checks for all staff and volunteers with access to children and youth.

PM - 4.b Conducts background and reference checks for potential staff and program volunteers. (only if in a supervisory role)

PM - 4.c 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. (only if in a supervisory role)

**Observable Evidence Examples**

- Uses forms and system 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

### Behavioral Indicator - PM 5

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<th>Performance Level</th>
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<td>1 - Incomplete</td>
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<td>3 - Satisfactory</td>
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<td>4 - Exemplary</td>
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</table>

**PM - 5.a** Understands the importance of and relationship between activities and positive outcomes for children and youth.

**PM - 5.b** Collects information informally and/or formally about specific activities and their impact on children and youth.

**PM - 5.c** Selects tools and strategies that evaluate the effectiveness of services and activities on positive child and youth outcomes.

**Observable Evidence Examples**

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

These are suggestions - please see your Administrator Guide for more examples.
Staff Competency

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

Behavioral Indicator - PM 6

PM - 6.a Demonstrates knowledge of the importance of confidentiality.

PM - 6.b Conducts communications regarding children and youth with respect of and strict adherence to confidentiality.

PM - 6.c Observes and assesses the program’s effectiveness in maintaining confidentiality and recommends policy changes as needed.

Performance Level Key: 1–Incomplete  2–Emerging  3–Satisfactory  4–Exemplary

Observable Evidence Examples

- Speaks with families in private and/or separate from program staff and participants
- Removes child/youth 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

### Behavioral Indicator - PM 7

<table>
<thead>
<tr>
<th>PM - 7.a</th>
<th>Introduces new staff to children, youth, families, community members and school staff as appropriate.</th>
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<td>Performance Level: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary Priority for Improvement:</td>
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<td>Performance Level Key: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary</td>
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<thead>
<tr>
<th>PM - 7.b</th>
<th>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)</th>
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<td>Performance Level: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary Priority for Improvement:</td>
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<tr>
<th>PM - 7.c</th>
<th>Uses constructive, effective approaches to provide feedback to staff and volunteers through modeling, coaching, reflection, praise, appreciation, supervision and evaluation.</th>
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<td>Performance Level: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary Priority for Improvement:</td>
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<td>Performance Level Key: 1-Incomplete 2-Emerging 3-Satisfactory 4-Exemplary</td>
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### Observable Evidence Examples

- Provides a letter of welcome to new staff
- Provides described orientation
- 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

These are suggestions - please see your Administrator Guide for more examples.
Program Management

Staff Competency

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

Behavioral Indicator - PM 8

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<th>Performance Level</th>
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<tr>
<td>PM - 8.a Demonstrates knowledge of the importance of teamwork, frequent communication, problem-solving and conflict resolution.</td>
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<tr>
<td>PM - 8.b Demonstrates skill in building and maintaining a strong team through frequent communication, problem-solving and conflict resolution.</td>
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<tr>
<td>PM - 8.c Encourages staff's personal and professional growth by providing opportunities to learn new skills, develop leadership and identify future goals. (only if in a supervisory role)</td>
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Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- 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

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

Behavioral Indicator - PM 9

PM - 9.a Recognizes the importance of being fiscally responsible.

PM - 9.b Demonstrates ability to manage program budget.
(only if in a supervisory role)

PM - 9.c Develops an annual budget that reflects program priorities and tracks income and expenses on a regular basis.
(only if in a supervisory role)

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

Observable Evidence Examples

- Annual budget
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These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

### Behavioral Indicator - PM 10

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**PM - 10.a** Demonstrates knowledge of the importance of non-financial supplements to the program budget such as volunteers and donations.

**PM - 10.b** Demonstrates a clear understanding of leveraging resources in order to more effectively meet programmatic needs and demands. (only if in a supervisory role)

**PM - 10.c** Identifies and seeks major sources of revenue for the organization, creating fiscal stability and opportunities for growth. (only if in a supervisory role)

**Observable Evidence Examples**

- Annual budget
- Sustainability plan

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals need to understand effective program management techniques in order to manage program planning, development, budgeting and evaluation.

### Behavioral Indicator - PM 11

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<th>Performance Level</th>
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<td>4 - Exemplary</td>
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**PM - 11.a** Recognizes the importance of a diverse staff that has experience and knowledge working with children and youth.

**PM - 11.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)

**PM - 11.c** Evaluates efforts to recruit and retain a diverse and knowledgeable staff and makes policy changes as needed. (only if in a supervisory role)

Performance Level Key: 1-Incomplete  2-Emerging  3-Satisfactory  4-Exemplary

### Observable Evidence Examples

- Recruitment and hiring policies

These are suggestions - please see your Administrator Guide for more examples.
Youth Development & Engagement
Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

Behavioral Indicator -  YDE 1 Development

YDE - 1.a Is aware of the basic stages of child and youth development.

YDE - 1.b Describes specific physical, cognitive, social and emotional stages of child and youth development.

YDE - 1.c Recognizes and applies current theories and research regarding child and youth development.

Performance Level Key: 1–Developing 2–Operational 3–Advancing 4– Excelling

Observable Evidence Examples

- Staff orientation
- Staff training logs
- Professional development plans

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

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<tr>
<th>Staff Competency</th>
<th>Performance Level</th>
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<tr>
<td>Behavioral Indicator - YDE 2 Development</td>
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<tr>
<td>YDE - 2.a Recognizes that children and youth require a variety of activities to develop their skills.</td>
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<tr>
<td>YDE - 2.b Provides opportunities for children and youth to develop a variety of skills.</td>
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<tr>
<td>YDE - 2.c Utilizes and shares with families community resources available to assist children and youth in their development.</td>
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Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

### Observable Evidence Examples

- Implements a daily schedule that provides a wide range of activities
- Adapts schedule to be flexible to the needs and interests of the children and youth
- Plans activities and opportunities in a variety of topics such as recreation, academics, life skills and youth development skills
- Speaks with families about child and youth likes, dislikes and developing skills
- Supports families with information regarding youth development in written format, guest speakers and other communications

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

### Behavioral Indicator - YDE 3 Development

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<th>Performance Level</th>
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<td>1–Developing</td>
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<td>2–Operational</td>
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<td>3–Advancing</td>
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<td>4– Excelling</td>
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**YDE - 3.a** Recognizes the importance of cooperative learning and problem solving.

**YDE - 3.b** Employs practices that involve children and youth in cooperative learning.

**YDE - 3.c** Includes children and youth in the planning, implementation and evaluation of program activities.

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

### Observable Evidence Examples

- 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

These are suggestions - please see your Administrator Guide for more examples.
YDE - 4.a Values opportunities for children and youth to develop social and leadership skills.

YDE - 4.b Provides guidance for children and youth to make positive choices in social relationships.

YDE - 4.c Integrates information on growth and development to create opportunities for children and youth to practice positive social skills.

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

Observable Evidence Examples

- Staff can speak to others about the importance of language and literacy development
- Creates opportunities for children and youth to tell their stories
- Provides and promotes opportunities to read a variety of materials such as books, comics, newspapers, etc.
- Reviews program opportunities to ensure that literacy and language opportunities exist
- Provides supports and activities that engage English Language Learners
- Creates goals for individuals and/or the group in increasing language and literacy skills
- Creates and supports opportunities for building social skills

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

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<th>Behavioral Indicator - YDE 5 Development</th>
<th>Performance Level</th>
<th>Priority for Improvement</th>
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<tbody>
<tr>
<td>YDE - 5.a Is aware of the value of supporting language and literacy development.</td>
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<tr>
<td>YDE - 5.b Utilizes strategies to assist children and youth in developing language and literacy skills.</td>
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<tr>
<td>YDE - 5.c Evaluates program opportunities for children and youth to increase their literacy and language skills, including English Language Learners.</td>
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Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

**Observable Evidence Examples**

- Allows children and youth to speak with each other without adults interrupting
- Does not intrude on social situations unless assistance is requested or required to be safe
- Staff step in if children and youth are bullied, threatened, etc.
- Seeks to understand negative situations through discussion, listening and observing
- Creates opportunities through games, activities, planned and unplanned moments to encourage children and youth to practice social skill development
- Engages children and youth in community building activities
- Creates and supports opportunities for building social skills

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

**Behavioral Indicator - YDE 6 Development**

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<th>Performance Level</th>
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YDE - 6.a Responds to the physical and emotional needs of children and youth, so they feel and are safe.

YDE - 6.b Creates an environment that supports child and youth development of personal identity and self-esteem.

YDE - 6.c Develops and designs opportunities for children and youth to explore their cultural backgrounds and identities as a part of a larger social community.

**Observable Evidence Examples**

- Staff sets limits to prevent children and youth from hurting each other verbally and physically
- Demonstrates compassion and caring when children and youth seek attention for a problem or injury
- Shows appreciation and encouragement
- Helps children and youth express their feelings
- Discusses the differences and similarities between the cultural backgrounds of the children and youth in the program
- Plans activities that engage children and youth in seeing connections and thinking “globally” about themselves, their families and the communities they live in

These are suggestions - please see your Administrator Guide for more examples.
Staff Competency

Afterschool professionals are expected to draw on their knowledge of child and youth development to build relationships and support children and youth in their development and learning.

Behavioral Indicator - YDE 7 Development

YDE - 7.a Recognizes the importance of observation as a tool to identify the development strengths and needs of children and youth.

Performance Level

Priority for Improvement

YDE - 7.b Demonstrates the ability to select tools and techniques to observe, assess and record child and youth development.

Performance Level

Priority for Improvement

YDE - 7.c Utilizes observation techniques and results to adapt the program to meet the needs of individuals and the group.

Performance Level

Priority for Improvement

Observable Evidence Examples

- Utilizes observation as a way to assess causes and possible solutions for guidance issues
- Uses observation techniques to evaluate if an activity successfully meets the needs of the children and youth participating
- Uses checklists, running records, anecdotal notes or other observation methods to assess where each child or youth is developmentally
- Based on observational results, makes decisions to change program components to meet the needs of individuals and the group

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals promote positive relationships between adults, children and youth.

**Behavioral Indicator - YDE 8 Engagement**

- **YDE - 8.a** Provides appropriate supervision.
- **YDE - 8.b** Chooses strategies that take into consideration the motivation of behavior and are sensitive to each child’s self-esteem.
- **YDE - 8.c** Establishes clear and consistent limits and consequences that respect the variety of individual abilities.

**Observable Evidence Examples**

- Places themselves where they can see all children and youth
- Does not impose their solutions
- Listens/seeks to understand
- Reframes the situation
- Responds in consistent ways to specific situations
- Enforces consequences that are age and developmentally appropriate

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals promote positive relationships between adults, children and youth.

**Behavioral Indicator - YDE 9 Engagement**

<table>
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<tr>
<th>Performance Level</th>
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<tbody>
<tr>
<td>YDE- 9.a Interacts with children and youth in kind and nurturing ways.</td>
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<tr>
<td>YDE - 9.b Acts as a positive role model, demonstrating self-awareness and expressing feelings in a constructive way.</td>
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<tr>
<td>YDE - 9.c Demonstrates realistic expectations about children and youth’s attention spans, interests, social abilities and physical needs.</td>
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</table>

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

**Observable Evidence Examples**

- Uses child and youth body and verbal cues to frame responses
- Asks open-ended questions
- Models conflict resolution with other staff
- Manages emotions well
- Holds group meeting for a time that is reflective of the children and youth
- Helps youth to express their feelings and thoughts
- Does not require everyone to line up in order to transition

These are suggestions - please see your Administrator Guide for more examples.
Behavioral Indicator - YDE 10 Engagement

YDE - 10.a Demonstrates the use of positive, developmentally appropriate methods of guidance, including positive reinforcement and redirection.

YDE - 10.b Uses strategies to assist children and youth in developing decision-making and problem-solving skills.

YDE - 10.c Applies theories of child and youth development to improve guidance techniques.

Observable Evidence Examples

- Reminds children and youth of the rules
- Redirects or distracts unwanted behaviors
- Helps children and youth to understand the impact of their decisions on others
- Reminds children and youth of how their actions may affect others in program

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals promote positive relationships between adults, children and youth.

Responds to conflicts in ways that respect cultural differences
Identifies possible solutions
Encourages children and youth to share their feelings
Encourages children and youth to communicate appropriately
Reframes the situation
Describes the behavior not the child or youth
Displays sensitivity to culturally influenced discipline and communication styles within the context of the program parameters.

YDE - 11.a Addresses challenging behaviors or situations rather than labeling the child or youth.

YDE - 11.b Guides children and youth to resolve their own conflicts, encouraging them to appropriately communicate verbally, share their feelings, confront bias and identify solutions to the conflict.

YDE - 11.c Displays sensitivity to culturally influenced discipline and communication styles within the context of the program parameters.

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4–Excelling

Observable Evidence Examples
- Describes the behavior not the child or youth
- Reframes the situation
- Encourages children and youth to communicate appropriately
- Encourages children and youth to share their feelings
- Identifies possible solutions
- Responds to conflicts in ways that respect cultural differences
- Creates and supports opportunities for building social skills

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals promote positive relationships between adults, children and youth.

**Behavioral Indicator - YDE 12 Engagement**

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<th>Performance Level</th>
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YDE - 12.a Demonstrates awareness of the variety of influences on child and youth behavior.

YDE - 12.b Selects observation as a tool for understanding and guiding child and youth behavior.

YDE - 12.c Develops individual guidance plans, incorporating community and family resources, to support children and youth.

**Observable Evidence Examples**

- Observation tools
- Individual guidance plans

These are suggestions - please see your Administrator Guide for more examples.
Afterschool professionals promote positive relationships between adults, children and youth.

### Behavioral Indicator - YDE 13 Engagement

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<th>Staff Competency</th>
<th>Observable Evidence Examples</th>
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#### YDE - 13.a Establishes and communicates limits for acceptable behaviors.

#### YDE - 13.b Identifies activities or environmental factors that may be increasing challenging behaviors.

#### YDE - 13.c Adapts the activities and environment to minimize disruptive behaviors.

Performance Level Key: 1–Developing  2–Operational  3–Advancing  4– Excelling

These are suggestions - please see your Administrator Guide for more examples.