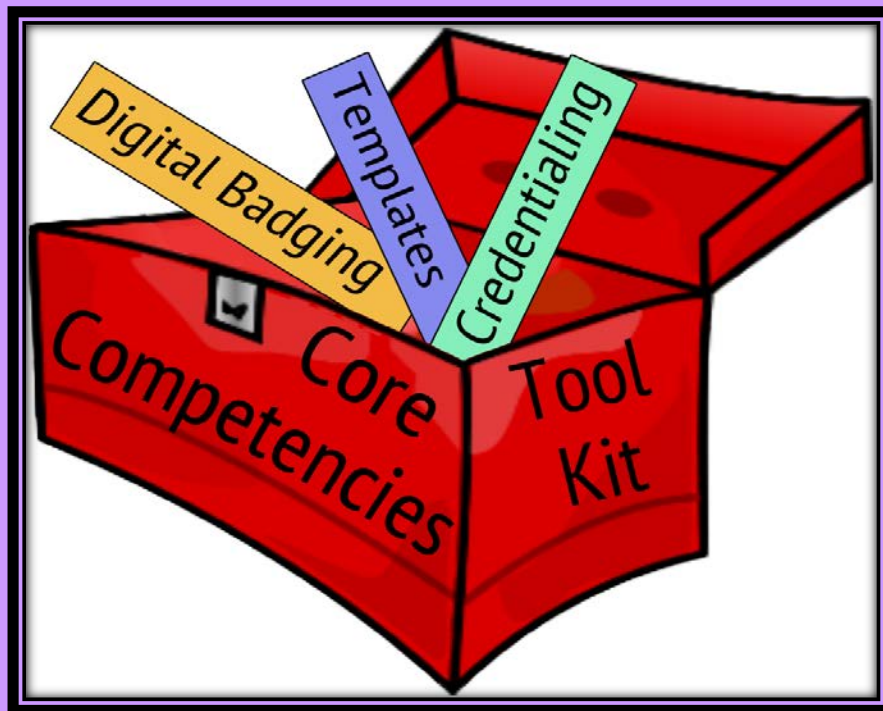# A Youth Development Practitioners Guide to Professional Development

Montgomery County

Maryland

Table of Contents

INTRODUCTION

Excel Beyond the Bell:

In 2007 a report on the Status of Out-of-School Time in Montgomery County, Maryland was produced which led to the establishment of Excel Beyond the Bell in 2008; a public-private partnership dedicated to ensuring that all youth would have access to high quality, safe and enriching out-of-school time programs. The Montgomery County Collaboration Council for Children, Youth and Families was then selected by County Council (local legislative branch of county government) to use best practices in system-building and quality programming to develop a high-quality out-of-school time (OST) system for the county where all children and youth will have opportunities to thrive and achieve their full potential. The EBB partners remain committed to ensuring the system is driven by its core values: Youth Centered, Family Supported, Integrated and Accountable.

Career Pathways for Youth Development Practitioners:

In 2011 a group of program leaders were convened to discuss factors leading to high staff turnover in youth serving organizations. Discussion and research showed that when youth development practitioners are well trained and treated in a professional manner they will not only choose to remain in the field, but will provide engaging programs and develop strong relationships that will positively benefit youth. Consequently, in 2012, a formal committee was solidified; now known as the Career Pathways for Youth Development Practitioners (CPYDP). This group of Montgomery County stakeholders has been instrumental in addressing one of the fundamental Excel Beyond the Bell goals of Quality Standards & Professional Development as part of its overall effort to increase collaboration and efficiently utilize resources to enhance program quality. A robust career pathways system for youth development practitioners has evolved to support career growth, establish stability within the industry, and professionalize the field. Youth Development Practitioners are now being given the tools to be skilled in engaging youth and supporting their intellectual, social-emotional and physical development. The ongoing work of the CPYDP committee continues to help foster an effective and high quality out of school time workforce which is essential to providing programs that produce positive outcomes for children and youth.

The projects of the Career Pathways for Youth Development Practitioners (CPYDP) committee including this guide have been made possible with the generous support of the Howard and Geraldine Polinger Family Foundation, CPYDP Committee members, local consultants, and the tremendous staff commitment from the Montgomery County Collaboration Council for Children, Youth and Families.

PURPOSE

The Core Competencies tool kit is designed to serve as a resource to help improve and support a youth development practitioner's work with children and families. It is intended to be a practical and user

friendly guide to aid in one's journey seeking knowledge and training to further one's career within the out-of-school time arena. The resources within will allow practitioners to reflect on their own practice, plan and track their professional development, and demonstrate their understanding and achievement of the Montgomery County, MD core competencies. It is our hope that these documents will also allow staffs to more uniformly evaluate competency levels and the knowledge necessary to support professional growth and improve program quality within their own organizations.
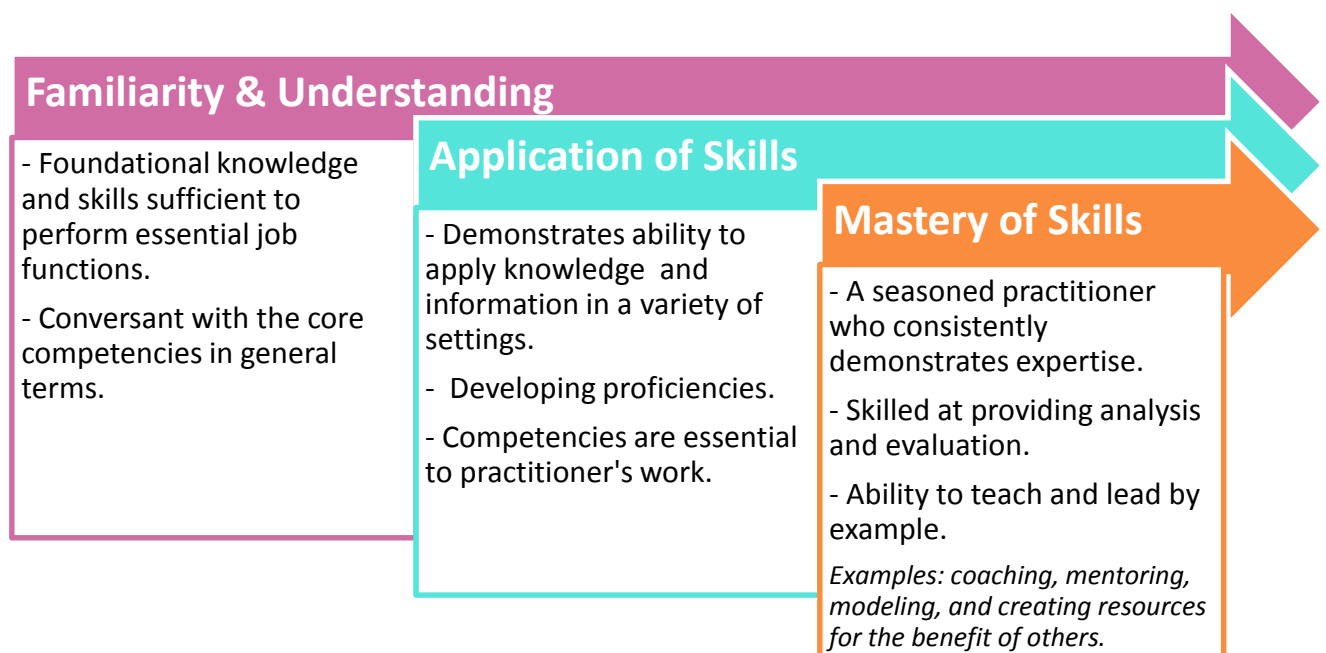
TOOLKIT: Overview of Components

Core Competencies
Definition: Skills, abilities and knowledge essential to youth development work.

> ➢ Encourages employers to recruit, hire and promote staff based on mastery of competencies which will increase the field's professionalization efforts and development of career ladders
> ➢ Aligns workforce and professional development efforts around a core set of competencies
> ➢ *Tool: Core Competencies – First Edition*

Checklist

> ➢ The Checklist is aligned with the original Core Competencies document (First Edition, 2013) with three levels of career progression and four content areas providing clear expectations for demonstrated skill acquisition and professional growth.
> ➢ For each Competency Indicator, there are four skill levels. The first allows one to self-assess as having little or no experience/exposure (a rudimentary level of awareness). The remaining three outlined below indicate the depth to which practitioners need to be knowledgeable and effective in their positions.
> ➢ *Tool: Montgomery County Core Competencies Checklist*

Familiarity & Understanding

- Foundational knowledge and skills sufficient to perform essential job functions.

- Conversant with the core competencies in general terms.

Application of Skills

- Demonstrates ability to apply knowledge and information in a variety of settings.

- Developing proficiencies.

- Competencies are essential to practitioner's work.

Mastery of Skills

- A seasoned practitioner who consistently demonstrates expertise.

- Skilled at providing analysis and evaluation.

- Ability to teach and lead by example.

Examples: coaching, mentoring, modeling, and creating resources for the benefit of others.

Professional Development Training Collaborative & Resources

- ➢ Organizational partnerships across the county offering an array of trainings at little or no cost to local youth development practitioners
- ➢ A diverse set of training opportunities aligned with quality improvement systems and grounded in core competencies
- ➢ Youth development practitioners can connect their learning with the core competencies & leverage their training experiences in professional networks
- ➢ Resources supporting the building of youths social emotional learning (SEL)
- ➢ *Tools: Montgomery College Course Alignments, YDP Training Logs, Foundational Training Alignment & Professional Development Resource Links*

Electronic Portfolios

- ➢ A vehicle to efficiently highlight a collection of one's best professional and academic work providing documentation of skills, experience and training
- ➢ An effective and user friendly tool that enables reflection and analysis
- ➢ Enables one to store and make more accessible (across multi-mediums) the criteria youth development practitioners need to meet, the feedback they receive, and share work products as well as self-assessments from jobs, internships, and external assessments
- ➢ Open source format so that documents can be changed and shared easily
- ➢ *Tools: E-Portfolio – the 5Ws and E-Portfolio Overview*

Digital Badging

- ➢ A visual representation of skills achieved
- ➢ Recognizes, legitimizes and encourages informal learning pathways
- ➢ *Tool: Digital Badging Overview*

Universal Job Description Templates

- ➢ Three levels indicating growth and progression
- ➢ Demonstrates how and where core competencies can be integrated into staff responsibilities
- ➢ *Tool: Job Templates (Entry, Intermediate & Advanced levels)*

Interview Questions

- ➢ Sampling of interview questions that ask candidates to describe how their skills and knowledge meet the expectations of the Montgomery County youth development practitioners core competencies.
- ➢ *Tool: Interview Question Guide*

Additional information and resources can be found on the Excel Beyond the Bell website at:
www.excelbeyonthebell.org

CORE COMPETENCIES

FOR YOUTH DEVELOPMENT PRACTITIONERS

Montgomery County, Maryland

EXCEL
Beyond the Bell
Laugh. Learn. Achieve.

INTRODUCTION

Welcome to the first edition of the Montgomery County Core Competencies for Youth Development Practitioners.

Research states that when youth development practitioners are well trained, treated in a professional manner, and strive to attain the core competencies outlined in this document, they will not only choose to remain in the field but will provide engaging programs and develop strong relationships that will positively benefit youth. This document is an attempt to foster an effective and high quality out-of-school time workforce which is essential to providing programs that produce positive outcomes for children and youth.

The core competencies are designed to serve as a guide for improving your work with children and families. This publication is designed to be a practical and living document and the competencies are written so they can be measured or demonstrated.

As we continue our work in enhancing the Excel Beyond the Bell efforts, we hope you will contribute to the ongoing refinement of core competencies for youth development practitioners in Montgomery County.

Acknowledgements

The Montgomery County Core Competencies for Youth Development Practitioners is a project of the Career Pathways for Youth Development Practitioners Committee in collaboration with the Excel Beyond Bell partners. This document is the result of extensive work over a two-year period by dedicated individuals from the education and out-of-school time fields committed to building and strengthening a professional development system.

The Core Competencies document has been made possible by the generous support from the Howard and Geraldine Polinger Family Foundation.

Sources

Core competencies for Youth Workers from the Advancing Youth Development (AYD) manual
Maryland Out-of-School Time Programs' Quality Standards Framework
National Afterschool Association / National Institute on Out of School Time

For additional information on this and other Excel Beyond the Bell initiatives, please contact:

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CORE COMPETENCIES: AN OVERVIEW

Definition

A set of knowledge, skills and abilities essential to youth development work

Purpose

To create a set of Core Competencies for Youth Practitioners in Montgomery County that will be the foundation for aligning professional development efforts and youth development activities

- Identifies knowledge and behavioral expectations
- Outlines a set of characteristics and attributes that define a continuum of professional development, that develops over time, along multiple pathways, and supports effective job performance
- Creates a common language for professional development
- Provides a blueprint for developing, tracking, supporting, and promoting staff qualifications
- Establishes a framework that allows professionals to achieve recognition in the field
- Provides access to competency-based training/ education, and ensures compensation commensurate with educational achievement

How Are They Used?

- Clearly defined job descriptions& skill classifications, effective hiring, evaluation s, rewards &incentives, trainings and professional development, interview screening & reference checks, higher education course development
- Providers, Practitioners, Teachers, Youth Workers Assess level of knowledge and skill in each of the eight content areas Identify specific areas of need for future professional development (e.g., training/education)
- Directors, Program Administrators Specify training/ education requirements for staff job descriptions Develop staff training/education plans and policies Establish a salary scale based on staff educational achievement
- Trainers, Training Organizations Plan and organize training/ education Promote training/education opportunities
- Higher Education Faculty, Staff, and Administrators Coordinate and design course content to facilitate transfer and articulation agreements
- Assess current program content to determine course development

At A Glance

Three levels of career progression range from the skills & knowledge of a beginning practitioner to a more advanced professional with a master's degree. Competencies build on one another providing clear expectations for demonstrated skill acquisition and professional growth.

Four Content Areas

1. Youth Development Practitioners as Resources to Youth
   - Communicating and ensuring implementation of health and safety expectations
   - Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants
2. Youth Development Practitioners as Partners with Families
   - Offering opportunities to engage and support the families of program participants, including non-traditional and extended families
3. Youth Development Practitioners as Partners with Schools and Communities
   - Building reciprocal relationships with schools and communities
4. Youth Development Practitioners as Partners with Colleagues and Organizations
   - Demonstrating commitment to one's own learning, skill building, and professionalism on the job
   - Pursuing resources and policies that support programs and participants

DOMAIN I.
YOUTH DEVELOPMENT PRACTITIONERS AS RESOURCES TO YOUTH

A. SAFETY

Communicating and ensuring implementation of health and safety expectations.

ENTRY LEVEL

- ❏ 1. Certified to perform basic first aid.
- ❏ 2. Implements key aspects of site safety plan (i.e., fire exits).
- ❏ 3. Keeps accurate attendance.
- ❏ 4. Responds calmly and effectively to a crisis.
- ❏ 5. Prepares the program space to be free of foreseeable hazards.
- ❏ 6. Maintains physical program space, equipment, and supplies in proper order.
- ❏ 7. Supports the safe use of technology (where appropriate) including best practices in Internet safety.
- ❏ 8. Anticipates unsafe situations and intervenes when they occur.
- ❏ 9. Understands when it is appropriate to inform and involve supervisor.
- ❏ 10. Can summarize legal responsibilities for reporting child abuse and report when youth may do harm to themselves or others.
- ❏ 11. Follows procedures for reporting incidents during program hours as required by the program policies (i.e., accidents, criminal activity, serious violation of program rules, etc.).

INTERMEDIATE LEVEL

- ❏ 12. Plans and implements practices to keep children and youth safe.
- ❏ 13. Communicates policies, procedures, and information to participants, families, and staff.
- ❏ 14. Assesses and adapts environments to ensure the safety of children and youth, including environments outside of the primary program facility.
- ❏ 15. Ensures adherence to health and safety regulations and policies, including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.
- ❏ 16. Creates a learning environment that supports the physical, mental, social, and emotional health of all students.

ADVANCED & ADMINISTRATIVE LEVEL

- ❏ 17. Develops illness and injury procedures as well as emergency preparedness plans to protect both youth and staff.
- ❏ 18. Develops and implements systems for documentation and notification of suspected child abuse and neglect in accordance with state law.
- ❏ 19. Provides staff leadership and training while monitoring staff compliance with regulations, policies, and protocols.

B. HEALTH

Supporting healthy life choices by ensuring and promoting physical, mental, social, and emotional health using appropriate methods, services, and resources.

ENTRY LEVEL

- [ ] 1. Ensures healthy drinks are provided and that snacks or meals are healthy and timed appropriately, with youth input when possible.
- [ ] 2. Incorporates regular opportunities for physical activity.
- [ ] 3. Models an attitude and creates an environment that embraces physical, mental, social, and emotional health.

INTERMEDIATE LEVEL

- [ ] 4. Accommodates diverse physical, mental, social, and emotional health needs and abilities.
- [ ] 5. Identifies common childhood and adolescent health, behavioral, and social issues.
- [ ] 6. Develops appropriate support plans in collaboration with staff and/or parents to address physical, mental, social, and emotional health of participants.

ADVANCED & ADMINISTRATIVE LEVEL

- [ ] 7. Assesses and adapts the program's nutrition plan.
- [ ] 8. Designs, implements, and monitors strategies that support physical, mental, social, emotional, and physical health of children and youth.
- [ ] 9. Trains staff on health-related topics.
- [ ] 10. Collaborates with staff to implement support plan for students and families with physical, mental, social, and emotional health concerns.

C. PROGRAM DESIGN

Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.

ENTRY LEVEL

- [ ] 1. Understands basic benchmarks for youth growth and development.
- [ ] 2. Recognizes that children and youth have individual needs, characteristics, abilities, and rates of development.
- [ ] 3. Articulates program goals and understands how specific activities support those goals.
- [ ] 4. Regularly gathers information and feedback from program participants about their needs and interests.

INTERMEDIATE LEVEL

- [ ] 5. Aligns daily practices with the program's philosophy, policies, and procedures.
- [ ] 6. Creates developmentally appropriate learning environments and curriculum using appropriate methods, services, and resources.
- [ ] 7. Participates in strategic planning and goal setting for program improvement.
- [ ] 8. Creates environments and learning experiences that value, affirm, and respect diverse needs, abilities, and cultural backgrounds.
- [ ] 9. Designs activities to support leadership opportunities that align with developmental abilities.
- [ ] 10. Supports the implementation of curricula and activities that are informed by child/youth culture and voice.

ADVANCED & ADMINISTRATIVE LEVEL

- [ ] 11. Communicates the program's mission to colleagues and external stakeholders and explains its relationship to program activities, goals, and outcomes.
- [ ] 12. Applies current theories and research on child and youth development to program design and curriculum.
- [ ] 13. Collaborates with other agencies to maximize relevant, engaging, and multi-cultural opportunities for children and youth.
- [ ] 14. Gathers and reviews program data for timely program improvement.

- ❏ 15. Involves key stakeholders- including staff, board of directors, families, and youth- in decision-making about program design.
- ❏ 16. Facilitates meetings and trainings for staff to support the implementation of program design and curriculum.

D. PROGRAM ACTIVITIES

Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.

ENTRY LEVEL

- ❏ 1. Develops ground rules in collaboration with youth.
- ❏ 2. Articulates a clear scope and sequence of activities.
- ❏ 3. Conducts activities in accordance with selected curricula.
- ❏ 4. Assists participants in the use of technology and the Internet (when available and appropriate).
- ❏ 5. Extends learning through questions and conversations.
- ❏ 6. Promotes and supports child-initiated and youth-led learning and activities.
- ❏ 7. Provides an environment that offers choices.
- ❏ 8. Incorporates participant team building activities to develop a sense of belonging and group identity.

INTERMEDIATE LEVEL

- ❏ 9. Uses effective teaching strategies to meet individual needs.
- ❏ 10. Provides activities that promote critical thinking and problem solving skills.
- ❏ 11. Incorporates activities for self-expression that reflect diverse cultural traditions.
- ❏ 12. Asks questions that encourage youth to think for themselves.
- ❏ 13. Considers development, interests, age, abilities, and skill levels when grouping children and youth.
- ❏ 14. Teaches participants conflict resolution and negotiation strategies and provides opportunities to practice these skills.
- ❏ 15. Measures outcomes by collecting and organizing participant information while following appropriate procedures for observation and assessment.

ADVANCED & ADMINISTRATIVE LEVEL

- ❏ 16. Provides staff with needed materials, supplies, and preparation time.
- ❏ 17. Employs practices to support inclusion and universal design for learning.
- ❏ 18. Connects program staff to community and cultural resources.
- ❏ 19. Adjusts program activities as necessary, incorporating reflection and evaluation.
- ❏ 20. Conducts assessments and evaluations using appropriate evaluation designs and methodologies.
- ❏ 21. Models tolerance and cultural sensitivity to staff, youth, and families.

"Professional development is a critical element of a youth-serving sector's infrastructure for maintaining quality staff and programs."

– National Training Institute for Community Youth Work

DOMAIN II.
YOUTH DEVELOPMENT PRACTITIONERS AS PARTNERS WITH FAMILIES

A. FAMILY

Offering opportunities to engage and support the families of program participants – including non-traditional and extended families.

ENTRY LEVEL

❏ 1. Understands confidentiality guidelines and protects children, youth, and family confidentiality.
❏ 2. Identifies the role of family as central to the development of children and youth.
❏ 3. Communicates with families about individual participants' strengths, achievements, and challenges.
❏ 4. Looks for opportunities to involve families in activities.
❏ 5. Works effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.
❏ 6. Recognizes and respects the varying composition of traditional and non-traditional families.

INTERMEDIATE LEVEL

❏ 7. Engages families in discussions to promote respectful partnerships.
❏ 8. Shares information with families about the relationship between learning activities and development.
❏ 9. Provides opportunities for continual family involvement throughout the program.
❏ 10. Communicates with family members about program activities, goals, appropriate services, and resources.

❏ 11. Utilizes various strategies to increase family involvement.
❏ 12. Provides family members with opportunities and encouragement to be involved in decision-making.
❏ 13. Implements family engagement and communication plans.

ADVANCED & ADMINISTRATIVE LEVEL

❏ 14. Develops a family engagement and communication plan.
❏ 15. Enhances family support and participation through partnerships, planning, and communication.
❏ 16. Assesses, plans, and implements activities for family support and participation.
❏ 17. Articulates and integrates theories of family development and motivation into the program.

"Building organizational capacity to support youth workers helps improve retention among youth workers."

– National Training Institute for Community Youth Work

DOMAIN III.
YOUTH DEVELOPMENT PRACTITIONERS AS PARTNERS WITH SCHOOLS & COMMUNITIES

A. SCHOOLS

Building reciprocal relationships with schools and communities.

ENTRY LEVEL

- ❏ 1. Conducts activities and implements curricula that complements the school day.
- ❏ 2. Demonstrates awareness of local and state curriculum frameworks and standards.
- ❏ 3. Works cooperatively and appropriately with school staff.

INTERMEDIATE LEVEL

- ❏ 4. Maintains ongoing dialogue with schools to facilitate program coordination and data sharing to address individual student academic, social, and emotional progress as appropriate.
- ❏ 5. Facilitates procedures for two-way communication and resource sharing between schools and programs.

ADVANCED & ADMINISTRATIVE LEVEL

- ❏ 6. Plans and participates in professional development activities with schools.
- ❏ 7. Creates and implements a memorandum of understanding with school partners.
- ❏ 8. Facilitates external communications about program successes and opportunities.
- ❏ 9. Develops and manages external partnerships that benefit both programs and schools.

B. COMMUNITIES

Building reciprocal relationships with schools and communities.

ENTRY LEVEL

- ❏ 1. Works with volunteers and partners collaboratively and appropriately.
- ❏ 2. Understands the larger community context in which children, youth, and families live.
- ❏ 3. Identifies and shares community resources that support program goals.

INTERMEDIATE LEVEL

- ❏ 4. Works with community to identify resources that support and assist families and enhance programming for youth and children.
- ❏ 5. Plans activities to acquaint youth with the larger community.
- ❏ 6. Follows best practices in volunteer recruitment, supervision, and coordination.
- ❏ 7. Builds reciprocal relationships within communities using appropriate services and resources.
- ❏ 8. Conducts service learning activities for program participants.

ADVANCED & ADMINISTRATIVE LEVEL

- ❏ 9. Expands relationships with community partners to support program goals.
- ❏ 10. Creates service learning opportunities for program participants.

DOMAIN IV.
YOUTH DEVELOPMENT PRACTITIONERS AS PARTNERS WITH COLLEAGUES & ORGANIZATIONS

A. PROFESSIONALISM / PROFESSIONAL DEVELOPMENT

Demonstrating commitment to one's own learning, skill building, and professionalism on the job.

ENTRY LEVEL

- [ ] 1. Supports colleagues and shares in staff duties.
- [ ] 2. Knows and follows organizational code of conduct.
- [ ] 3. Dresses appropriately for program activities and organizational environment.
- [ ] 4. Communicates regularly and works collaboratively with peers.
- [ ] 5. Takes initiative to provide ideas and feedback to improve program quality and solve problems.
- [ ] 6. Participates actively in program, staff, and team meetings.

- [ ] 7. Seeks and attends professional workshops, trainings, and conferences to increase professional competency.
- [ ] 8. Applies new learning to everyday work practices.
- [ ] 9. Appreciates new ideas and learning opportunities.
- [ ] 10. Seeks knowledge through interactions with other professionals.

INTERMEDIATE LEVEL

- [ ] 11. Practices ongoing self-reflection, self-assessment, and problem solving strategies to promote professional growth.
- [ ] 12. Provides constructive feedback and support to colleagues.
- [ ] 13. Assists with and leads staff meetings and trainings.
- [ ] 14. Engages in continuous, collaborative professional development.
- [ ] 15. Participates in activities, projects, and events in the field.
- [ ] 16. Identifies professional development requirements of the field and exhibits awareness of professional standards.

ADVANCED & ADMINISTRATIVE LEVEL

- [ ] 17. Collaborates with other youth development practitioners to develop individual and group learning goals related to the core competencies.
- [ ] 18. Creates and implements the professional development plan and supports learning goals that will advance the skills of all staff.

19. Provides useful information and formal feedback to staff about professional development goals and activities.
20. Participates as an active leader in professional associations and builds professional relationships.

B. SUSTAINABILITY / ADVOCACY

Pursuing resources and policies that support programs and participants.

ENTRY LEVEL

1. Understands the value of the organization and can articulate it to the greater community.
2. Recognizes the need to serve as an advocate for youth and the field of youth development.

INTERMEDIATE LEVEL

3. Organizes and executes fundraising activities.
4. Understands basic grant writing practices and contributes to grant writing and reporting when appropriate.
5. Comprehends and adheres to program budget.
6. Understands sources of funding and their requirements.
7. Communicates the importance and impact of the program in a variety of public settings.
8. Promotes leadership and advocacy for youth and colleagues.

ADVANCED & ADMINISTRATIVE LEVEL

9. Cultivates diverse funding resources.
10. Shares and leverages resources.
11. Creates a support team with a unified vision.
12. Identifies and utilizes champions in support of the program.
13. Utilizes a variety of media effectively to promote the program.
14. Uses quantitative and qualitative data to make the case for continued support of the program.
15. Collects and shares success stories and information about program outcomes with stakeholders and the wider community.
16. Develops and continuously updates a balanced program budget that reflects expenses and income.
17. Advocates for programs and policies that impact the quality and availability of services for children, youth, and families.
18. Encourages and empowers others to engage in advocacy and leadership in the field.

"To have the greatest impact on the youth of today, all those in the field need to develop specific skills, feel valued for the work they do, and be empowered to grow and develop. They need a vision of what the next job up the career ladder might look like. Outcomes, standards, competencies, worker preparedness, and career advances—these are the opportunities a profession provides."

– Kirk A. Astroth, Pam Garza, and Barbara Taylor

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DOMAIN I: YOUTH DEVELOPMENT PRACTITIONERS AS **RESOURCES TO YOUTH**

A. SAFETY Communicating and ensuring implementation of health and safety expectations.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Certified to perform basic first aid.	☐	☐	☐	☐
2. Implements key aspects of site safety plan (i.e., fire exits).	☐	☐	☐	☐
3. Keeps accurate attendance.	☐	☐	☐	☐
4. Responds calmly and effectively to a crisis.	☐	☐	☐	☐
5. Prepares the program space to be free of foreseeable hazards.	☐	☐	☐	☐
6. Maintains physical program space, equipment, and supplies in proper order.	☐	☐	☐	☐
7. Supports the safe use of technology (where appropriate) including best practices in Internet safety	☐	☐	☐	☐
8. Anticipates unsafe situations and intervenes when they occur.	☐	☐	☐	☐
9. Understands when it is appropriate to inform and involve supervisor	☐	☐	☐	☐
10. Can summarize legal responsibilities for reporting child abuse and report when youth may do harm to themselves or others	☐	☐	☐	☐

A. SAFETY	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1	2	3	4
Communicating and ensuring implementation of health and safety expectations.	Little (if any) exposure or experience	Familiarity & Understanding	Application of "skills" (Deeper Knowledge than Awareness)	Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
11. Follows procedures for reporting incidents during program hours as required by the program policies (i.e., accidents, criminal activity, serious violation of program rules, etc.)	☐	☐	☐	☐
INTERMEDIATE LEVEL				
12. Plans and implements practices to keep children and youth safe.	☐	☐	☐	☐
13. Communicates policies, procedures, and information to participants, families, and staff.	☐	☐	☐	☐
14. Assesses and adapts environments to ensure the safety of children and youth, including environments outside of the primary program facility.	☐	☐	☐	☐
15. Ensures adherence to health and safety regulations and policies, including those regarding the inclusion of children and youth of all cultural backgrounds and abilities.	☐	☐	☐	☐
16. Creates a learning environment that supports the physical, mental, social, and emotional health of all students.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
17. Develops illness and injury procedures as well as emergency preparedness plans to protect both youth and staff.	☐	☐	☐	☐
18. Develops and implements systems for documentation and notification of suspected child abuse and neglect in accordance with state law.	☐	☐	☐	☐
19. Provides staff leadership and training while monitoring staff compliance with regulations, policies, and protocols.	☐	☐	☐	☐

B. HEALTH Support healthy life choices by ensuring and promoting physical, mental, social, and emotional health using appropriate methods, services, and resources.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Ensures healthy drinks are provided and that snacks or meals are healthy and timed appropriately, with youth input when possible.	☐	☐	☐	☐
2. Incorporates regular opportunities for physical activity.	☐	☐	☐	☐
3. Models an attitude and creates an environment that embraces physical, mental, social, and emotional health.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
4. Accommodates diverse physical, mental, social, and emotional health needs and abilities.	☐	☐	☐	☐
5. Identifies common childhood and adolescent health, behavioral, and social issues.	☐	☐	☐	☐
6. Develops appropriate support plans in collaboration with staff and/or parents to address physical, mental, social, and emotional health of participants.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
7. Assesses and adapts the program's nutrition plan.	☐	☐	☐	☐
8. Designs, implements, and monitors strategies that support physical, mental, social, emotional, and physical health of children and youth.	☐	☐	☐	☐
9. Trains staff on health-related topics.	☐	☐	☐	☐

B. HEALTH	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1	2	3	4
Support healthy life choices by ensuring and promoting physical, mental, social, and emotional health using appropriate methods, services, and resources.	Little (if any) exposure or experience	Familiarity & Understanding	Application of "skills" (Deeper Knowledge than Awareness)	Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
10. Collaborates with staff to implement support plans for students and families with physical, mental, social, and emotional health concerns.	☐	☐	☐	☐

C. PROGRAM DESIGN	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1	2	3	4
Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Little (if any) exposure or experience	Familiarity & Understanding	Application of "skills" (Deeper Knowledge than Awareness)	Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Understands basic benchmarks for youth growth and development.	☐	☐	☐	☐
2. Recognizes that children and youth have individual needs, characteristics, abilities, and rates of development.	☐	☐	☐	☐
3. Articulates program goals and understands how specific activities support those goals.	☐	☐	☐	☐
4. Regularly gathers information and feedback from program participants about their needs and interests.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
5. Aligns daily practices with the program's philosophy, policies, and procedures.	☐	☐	☐	☐

C. PROGRAM DESIGN Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
6. Creates developmentally appropriate learning environments and curriculum using appropriate methods, services, and resources.	☐	☐	☐	☐
7. Participates in strategic planning and goal setting for program improvement.	☐	☐	☐	☐
8. Creates environments and learning experiences that value, affirm, and respect diverse needs, abilities, and cultural backgrounds.	☐	☐	☐	☐
9. Designs activities to support leadership opportunities that align with developmental abilities.	☐	☐	☐	☐
10. Supports the implementation of curricula and activities that are informed by child/youth culture and voice.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
11. Communicates the program's mission to colleagues and external stakeholders and explains its relationship to program activities, goals, and outcomes.	☐	☐	☐	☐
12. Applies current theories and research on child and youth development to program design and curriculum.	☐	☐	☐	☐
13. Collaborates with other agencies to maximize relevant, engaging, and multi-cultural opportunities for children and youth.	☐	☐	☐	☐
14. Gathers and reviews program data for timely program improvement.	☐	☐	☐	☐
15. Involves key stakeholders- including staff, board of directors, families, and youth- in decision-making about program design.	☐	☐	☐	☐

C. PROGRAM DESIGN	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1	2	3	4
Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Little (if any) exposure or experience	Familiarity & Understanding	Application of "skills" (Deeper Knowledge than Awareness)	Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
16. Facilitates meetings and trainings for staff to support the implementation of program design and curriculum.	☐	☐	☐	☐

D. PROGRAM ACTIVITIES	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1	2	3	4
Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Little (if any) exposure or experience	Familiarity & Understanding	Application of "skills" (Deeper Knowledge than Awareness)	Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Develops ground rules in collaboration with youth.	☐	☐	☐	☐
2. Articulates a clear scope and sequence of activities.	☐	☐	☐	☐
3. Conducts activities in accordance with selected curricula.	☐	☐	☐	☐
4. Assists participants in the use of technology and the Internet (when available and appropriate).	☐	☐	☐	☐
5. Extends learning through questions and conversations.	☐	☐	☐	☐
6. Promotes and supports child-initiated and youth-led learning and activities.	☐	☐	☐	☐
7. Provides an environment that offers choices.	☐	☐	☐	☐

D. PROGRAM ACTIVITIES Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
8. Incorporates participant team building activities to develop a sense of belonging and group identity.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
9. Uses effective teaching strategies to meet individual needs.	☐	☐	☐	☐
10. Provides activities that promote critical thinking and problem solving skills.	☐	☐	☐	☐
11. Incorporates activities for self-expression that reflect diverse cultural traditions.	☐	☐	☐	☐
12. Asks questions that encourage youth to think for themselves.	☐	☐	☐	☐
13. Considers development, interests, age, abilities, and skill levels when grouping children and youth.	☐	☐	☐	☐
14. Teaches participants conflict resolution and negotiation strategies and provides opportunities to practice these skills.	☐	☐	☐	☐
15. Measures outcomes by collecting and organizing participant information while following appropriate procedures for observation and assessment.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
16. Provides staff with needed materials, supplies, and preparation time.	☐	☐	☐	☐

D. PROGRAM ACTIVITIES Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	2 Familiarity & Understanding	3 Application of "skills" (Deeper Knowledge than Awareness)	4 Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
17. Employs practices to support inclusion and universal design for learning.	☐	☐	☐	☐
18. Connects program staff to community and cultural resources.	☐	☐	☐	☐
19. Adjusts program activities as necessary, incorporating reflection and evaluation.	☐	☐	☐	☐
20. Conducts assessments and evaluations using appropriate evaluation designs and methodologies.	☐	☐	☐	☐
21. Models tolerance and cultural sensitivity to staff, youth, and families.	☐	☐	☐	☐

DOMAIN II: YOUTH DEVELOPMENT PRACTITIONERS AS *PARTNERS WITH FAMILIES*

FAMILY Offering opportunities to engage and support the families of program participants – including non-traditional and extended families.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Understands confidentiality guidelines and protects children, youth, and family confidentiality.	☐	☐	☐	☐
2. Identifies the role of family as central to the development of children and youth.	☐	☐	☐	☐
3. Communicates with families about individual participants' strengths, achievements, and challenges.	☐	☐	☐	☐
4. Looks for opportunities to involve families in activities.	☐	☐	☐	☐
5. Works effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.	☐	☐	☐	☐
6. Recognizes and respects the varying composition of traditional and non-traditional families.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
7. Engages families in discussions to promote respectful partnerships.	☐	☐	☐	☐
8. Shares information with families about the relationship between learning activities and development.	☐	☐	☐	☐
9. Provides opportunities for continual family involvement throughout the program.	☐	☐	☐	☐

FAMILY Offering opportunities to engage and support the families of program participants – including non-traditional and extended families.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
10. Communicates with family members about program activities, goals, appropriate services, and resources.	☐	☐	☐	☐
11. Utilizes various strategies to increase family involvement.	☐	☐	☐	☐
12. Provides family members with opportunities and encouragement to be involved in decision-making.	☐	☐	☐	☐
13. Implements family engagement and communication plans.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
14. Develops a family engagement and communication plan.	☐	☐	☐	☐
15. Enhances family support and participation through partnerships, planning, and communication.	☐	☐	☐	☐
16. Assesses, plans, and implements activities for family support and participation.	☐	☐	☐	☐
17. Articulates and integrates theories of family development and motivation into the program.	☐	☐	☐	☐

DOMAIN III:
YOUTH DEVELOPMENT PRACTITIONERS AS *PARTNERS WITH SCHOOLS & COMMUNITIES*

A. SCHOOLS Building reciprocal relationships with schools and communities.	Indictor Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Conducts activities, and implements curricula that complements the school day.	☐	☐	☐	☐
2. Demonstrates awareness of local and state curriculum frameworks and standards.	☐	☐	☐	☐
3. Works cooperatively and appropriately with school staff.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
4. Maintains ongoing dialogue with schools to facilitate program coordination and data sharing to address individual student academic, social, and emotional progress as appropriate.	☐	☐	☐	☐
5. Facilitates procedures for two-way communication and resource sharing between schools and programs.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
6. Plans and participates in professional development activities with schools.	☐	☐	☐	☐
7. Creates and implements a memorandum of understanding with school partners.	☐	☐	☐	☐

A. SCHOOLS Building reciprocal relationships with schools and communities.	Indictor Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
8. Facilitates external communications about program successes and opportunities.	☐	☐	☐	☐
9. Develops and manages external partnerships that benefit both programs and schools.	☐	☐	☐	☐

B. COMMUNITIES Building reciprocal relationships with schools and communities.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Works with volunteers and partners collaboratively and appropriately.	☐	☐	☐	☐
2. Understands the larger community context in which children, youth, and families live.	☐	☐	☐	☐
3. Identifies and shares community resources that support program goals.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
4. Works with community to identify resources that support and assist families and enhance programming for youth and children.	☐	☐	☐	☐

B. COMMUNITIES Building reciprocal relationships with schools and communities.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
5. Plans activities to acquaint youth with the larger community.	☐	☐	☐	☐
6. Follows best practices in volunteer recruitment, supervision, and coordination.	☐	☐	☐	☐
7. Builds reciprocal relationships within communities using appropriate services and resources.	☐	☐	☐	☐
8. Conducts service learning activities for program participants.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
9. Expands relationships with community partners to support program goals.	☐	☐	☐	☐
10. Creates service-learning opportunities for program participants.	☐	☐	☐	☐

DOMAIN IV: YOUTH DEVELOPMENT PRACTITIONERS AS *PARTNERS WITH COLLEAGUES & ORGANIZATIONS*

A. PROFESSIONALISM / PROFESSIONAL DEVELOPMENT Demonstrating commitment to one's own learning, skill building, and professionalism on the job.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Supports colleagues and shares in staff duties.	☐	☐	☐	☐
2. Knows and follows organizational code of conduct.	☐	☐	☐	☐
3. Dresses appropriately for program activities and organizational environment.	☐	☐	☐	☐
4. Communicates regularly and works collaboratively with peers.	☐	☐	☐	☐
5. Takes initiative to provide ideas and feedback to improve program quality and solve problems.	☐	☐	☐	☐
6. Participates actively in program, staff, and team meetings.	☐	☐	☐	☐
7. Seeks and attends professional workshops, trainings, and conferences to increase professional competency.	☐	☐	☐	☐
8. Applies new learning to everyday work practices.	☐	☐	☐	☐
9. Appreciates new ideas and learning opportunities.	☐	☐	☐	☐
10. Seeks knowledge through interactions with other professionals.	☐	☐	☐	☐

A. PROFESSIONALISM / PROFESSIONAL DEVELOPMENT Demonstrating commitment to one's own learning, skill building, and professionalism on the job.	Indicator Rating: Place a check mark (✓) in column 1, 2, 3, or 4			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills)
INTERMEDIATE LEVEL				
11. Practices ongoing self-reflection, self-assessment, and problem solving strategies to promote professional growth.	☐	☐	☐	☐
12. Provides constructive feedback and support to colleagues.	☐	☐	☐	☐
13. Assists with and leads staff meetings and trainings.	☐	☐	☐	☐
14. Engages in continuous, collaborative professional development.	☐	☐	☐	☐
15. Participates in activities, projects, and events in the field.	☐	☐	☐	☐
16. Identifies professional development requirements of the field and exhibits awareness of professional standards.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
17. Collaborates with other youth development practitioners to develop individual and group learning goals related to the core competencies.	☐	☐	☐	☐
18. Creates and implements the professional development plan and supports learning goals that will advance the skills of all staff.	☐	☐	☐	☐
19. Provides useful information and formal feedback to staff about professional development goals and activities.	☐	☐	☐	☐
20. Participates as an active leader in professional associations and builds professional relationships.	☐	☐	☐	☐

B. SUSTAINABILITY / ADVOCACY Pursuing resources and policies that support programs and participants.	Indicator Rating: Place a check mark (✓) in column **1, 2, 3, or 4**			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
ENTRY LEVEL				
1. Understands the value of the organization and can articulate it to the greater community.	☐	☐	☐	☐
2. Recognizes the need to serve as an advocate for youth and the field of youth development.	☐	☐	☐	☐
INTERMEDIATE LEVEL				
3. Organizes and executes fundraising activities.	☐	☐	☐	☐
4. Understands basic grant writing practices and contributes to grant writing and reporting when appropriate.	☐	☐	☐	☐
5. Comprehends and adheres to program budget.	☐	☐	☐	☐
6. Understands sources of funding and their requirements.	☐	☐	☐	☐
7. Communicates the importance and impact of the program in a variety of public settings.	☐	☐	☐	☐
8. Promotes leadership and advocacy for youth and colleagues.	☐	☐	☐	☐
ADVANCED & ADMINISTRATIVE LEVEL				
9. Cultivates diverse funding resources.	☐	☐	☐	☐
10. Shares and leverages resources.	☐	☐	☐	☐

B. SUSTAINABILITY / ADVOCACY Pursuing resources and policies that support programs and participants.	Indicator Rating: Place a check mark (✓) in column **1, 2, 3, or 4**			
	1 Little (if any) exposure or experience	**2** Familiarity & Understanding	**3** Application of "skills" (Deeper Knowledge than Awareness)	**4** Mastery of "skills" (Demonstrating Expertise & Consistent Application of Skills
11. Creates a support team with a unified vision.	☐	☐	☐	☐
12. Identifies and utilizes champions in support of the program.	☐	☐	☐	☐
13. Utilizes a variety of media effectively to promote the program.	☐	☐	☐	☐
14. Uses quantitative and qualitative data to make the case for continued support of the program.	☐	☐	☐	☐
15. Collects and shares success stories and information about program outcomes with stakeholders and the wider community.	☐	☐	☐	☐
16. Develops and continuously updates a balanced program budget that reflects expenses and income.	☐	☐	☐	☐
17. Advocates for programs and policies that impact the quality and availability of services for children, youth, and families.	☐	☐	☐	☐
18. Encourages and empowers others to engage in advocacy and leadership in the field.	☐	☐	☐	☐

Credentialing Pathways for Youth Development Practitioners
Montgomery College

Introduction to Youth Development (ED160X)

This course provides a background in historical, philosophical and cultural perspectives on youth development and youth work. Topics for this course include developing a professional awareness of youth work; identifying and distinguishing between asset building models and deficit based models with a focus on positive youth development; and an overview of youth work professional issues, with emphasis on ethics, values, and professionalism.

Course learning objectives in alignment with *Core Competencies for Youth Development Practitioners:*

Domain I		Domains II and III	Domain IV
Safety	**Program Design**	**Families, Schools and Communities**	**Professionalism/ Professional Development**
Explain the importance of a physically and emotionally secure environment for children and youth, and provide examples of policies and practices which support this environment.	Identify and discuss current issues and theories related to youth studies, including asset-based vs. deficit-based models and the Positive Youth Development philosophy. Define the variety of cultural differences and the effects those differences have on behavior and development.	Describe the role of the family, the school and the larger community in the development of youth. Communicate in a positive manner with children/youth and their families.	Demonstrate knowledge of the historical, philosophical and sociocultural perspectives in the advancement of the youth development field. Identify the attitudes and personal characteristics of the effective youth professional.

Montgomery College OST Professionals & course webpage: https://cms.montgomerycollege.edu/ostProfessionals/

Credentialing Pathways for Youth Development Practitioners
Montgomery College

Principles and Best Practices in Youth Development (EDUC 250X)

This course provides current thinking in the field of youth development and practical application of best practices in a variety of areas. Topics for this course include: planning and implementing effective teaching strategies to meet individual needs, utilizing best practices in experiential learning for youth, designing and maintaining safe learning environments, implementing and adapting program nutrition plans, communicating with family members about program activities, appropriate services, and resources, analyzing child/youth data to support individualized or programmatic improvements, monitoring compliance with regulations and ethical standards in an OST setting and strategic planning for youth programs.

Course learning objectives in alignment with *Core Competencies for Youth Development Practitioners:*

Domain I		Domains II and III	Domain IV
A. Safety **B. Health**	**C. Program Design** **D. Program Activities**	**A. Families**	**A. Professionalism/** **Professional Development**
A. Designing and maintaining safe learning environments B. Implementing and adapting program nutrition plans	C. Planning and implementing effective teaching strategies to meet individual needs C. Strategic planning for youth programs. D. Analyzing child/youth data to support individualized or programmatic improvements	Communicating with family members about program activities, appropriate services, and resources	Monitoring compliance with regulations and ethical standards in an OST setting

Montgomery College OST Professionals & course webpage: https://cms.montgomerycollege.edu/ostProfessionals/

Personal Training Log

	Subdomains	Training Name and Date	Training Name and Date	Training Name and Date
Domain I YDP as Resources to Youth	Safety			
	Health			
	Program Design			
	Program Activities			
Domain II YDP as Partners with Families	Families			
Domain III YDP as Partners with Schools & Communities	Schools			
	Communities			
Domain IV YDP as Partners with Colleagues & Organizations	Professionalism			
	Sustainability			

Organizational Training Log: A Snapshot

		Employees Who Completed Trainings		
	Subdomains	Level 1	Level 2	Level 3
Domain I	Safety			
	Health			
	Program Design			
	Program Activities			
Domain II	Families			
Domain III	Schools			
	Communities			
Domain IV	Professionalism			
	Sustainability			

Fundamental Youth Development Trainings Aligned to MC Core Competencies

Training Courses	Domain I				Domain II	Domain III	Domain IV	
	Safety	Health	Program Design	Program Activities	Family	Schools and Communities	Professionalism	Sustainability
YPQI Methods: YPQA Basics	Participants will: a. become familiar with the "quality construct" that Youth PQA represents b. learn the structure of the Youth PQA and how to use & score the instrument c. develop keen observation and note-taking skills to generate rich and precise anecdotal evidence d. apply new skills to score items on a Youth PQA through a consensus meeting							
YPQI: Intro to the Active Participatory Approach	Participants will: a. identify the four guiding principles of the Approach b. recognize best practice behaviors c. incorporate aspects of the Approach into their planning							
			x	x				
YPQI: Reframing Conflict	Participants will: a. have the opportunity to explore the roles they plan in conflict situations in their programs b. gain experience in Reframing Conflict using the High/Scope step-by-step model and the general principles for conflict resolution c. understand how reframing conflict can turn conflict situations into opportunities for growth							
		x		x				

Training Courses	Domain I				Domain II	Domain III	Domain IV	
	Safety	Health	Program Design	Program Activities	Family	Schools and Communities	Professionalism	Sustainability
YPQI: Youth Voice	Participants will: a. have the opportunity to explore the ways one can offer Youth Voice in their programs b. gain experience with Youth Voice strategies c. understand the benefits of giving Youth Voice and how to offer meaningful opportunities for participation							
			x	x				
YPQI: Structure & Clear Limits	Participants will: a. understand how Structure and Clear Limits meet the developmental needs of youth b. have the opportunity to explore ways to improve their programs' structure c. have the opportunity to establish limits for their programs							
	x	x		x				
YPQI: Planning and Reflection	Participants will: a. have the opportunity to explore the ways in which planning and reflection are done in their programs b. gain experience utilizing planning and reflection strategies c. understand the role that planning and reflection play in the experiential learning cycle							
			x	x			x	
YPQI: Planning with Data	Participants will: a. consider aspects of change and ways to stimulate a successful change initiative b. read and interpret program quality data c. create an effective improvement plan for their organization, based on data d. create an effective plan for taking their plan back to their organization							
			x	x			x	x

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Training Courses	Domain I				Domain II	Domain III	Domain IV	
	Safety	Health	Program Design	Program Activities	Family	Schools and Communities	Professionalism	Sustainability
YPQI: Ask Listen Encourage — Participants will: a. understand the concept of positive, purposeful interaction with youth b. learn the characteristics of effective questions c. understand the concept of active listening d. learn the characteristics of effective positive responses to youth and their work		X	X	X				
YPQI: Building Community — Participants will: a. explore the ways in which they can build community with youth b. explore ways to provide youth with opportunities to develop a sense of belonging c. understand the difference between icebreakers, energizers, name games and bonding games d. understand the stages of group development			X	X				
YPQI: Cooperative Learning — Participants will: a. be able to define Cooperative Learning b. gain experience using a variety of group forming strategies (Group Formers) and group work structures (Group Structures) c. understand how Cooperative Learning helps to meet the social and intellectual needs of youth d. learn how to apply four complementary strategies to engineer successful Cooperative Learning structures			X	X				
YPQI: Homework Help — Participants will: a. understand the homework cycle and potential supports b. have opportunities to develop strategies to make homework help time productive c. gain experience using a variety of ways to track students work and design the homework space				X		X		

Training Courses	Domain I				Domain II	Domain III	Domain IV	
	Safety	Health	Program Design	Program Activities	Family	Schools and Communities	Professionalism	Sustainability
YPQI: Active Learning	Participants will: a. have opportunities to experience active learning first hand b. gain experience building the six principles of active learning into their programs							
			x	x				
YPQI: Quality Coaching	Participants will: a. understand what a coach is b. conduct observation-reflection c. assess where they currently are with coaching d. understand underlying theory of coaching and observation-reflection e. transfer theory to new situations							
							x	x
Advancing Youth Development	Participants will: a. gain a familiarity with the youth development approach and use this approach to explore, share, and learn new strategies for working with young people b. strengthen their ability to communicate their ideas, expertise and experience to their constituencies; board members, families, co-workers, community leaders, and youth c. discuss practical strategies for integrating a youth development approach into their programs d. form an informal network and become ongoing resources to each other							
	x		x	x				

Training Courses	Domain I				Domain II	Domain III	Domain IV	
	Safety	Health	Program Design	Program Activities	Family	Schools and Communities	Professionalism	Sustainability
Cross-Cultural & Linguistic Competency	Participants will: a. Learn how to articulate why it is important to know your own culture & the culture of others in order to effectively interact with people different from them. (Strategies that are culturally responsive will be modeled for participants to use. Participants) b. explore examples of cultural conflict c. learn about the different levels of cultural competency & engage in activities to build cultural competence							
			x	x	x	x		
Youth Mental Health/First Aid (MHAMC)	Participants will: a. Identify potential warning signs to help a youth in crisis or with an emerging mental health problem b. Incorporate a 5-step action plan to help youth in crisis connect to appropriate care and support c. Link individuals with mental health issues to services d. Earn a certification (much like First Aid/CPR)							
		x						
DisABILITY: Characteristics/ Person First (REC - TR)	Participants will: a. learn about the basic do's and don'ts when encountering someone who has a disABILTIY b. learn about person first language and the ten commandments of interacting/communicating with people with disabilities							
		x	x	x				

Links for Professional Development

Trainings & Resources

American Camp Association
http://www.acacamps.org/professional-development-center

Best of Out-of-School Time Collaborative
http://boostcollaborative.org/

Beyond the Bell
www.beyondthebell.org

David P. Weikart Center for Youth Program Quality
http://cypq.org/products_and_services/training

DC Trust
http://cyitc.org/training/

Forum for Youth Investment
http://forumfyi.org/

Foundations Inc.
http://www.foundationsinc.org/expanded-learning/trainings

Harvard Family Research Project
http://www.hfrp.org/out-of-school-time

Maryland Out of School Time
http://mdoutofschooltime.org/calendar

Mental Health Association of Montgomery County
http://www.mhamc.org/html/pages/services/index.html

National Afterschool Association
http://naaweb.org/professional-development

National Afterschool Resources
www.afterschool.gov

National Alliance on Mental Illness (MD)
http://www.namimd.org/

National Clearinghouse on Families & Youth
http://ncfy.acf.hhs.gov/   (http://ncfy.acf.hhs.gov/online-training)

National Institute on Out-of-School Time
http://niost.org/

Out-of-School Time Professional Development (CypherWorx Inc)
www.OSTPD.com

Partnership for Afterschool Education
http://www.pasesetter.com/training/calendar.html

Ready By 21
http://www.readyby21.org/

Search Institute
http://www.search-institute.org/presentations-workshops

SPARK
http://www.sparkpe.org/after-school/training/
http://sparkaction.org

The Afterschool Alliance
http://www.afterschoolalliance.org/

The Wallace Foundation
http://www.wallacefoundation.org/knowledge-center/after-school/Pages/default.aspx

Youth Development Practitioner Apprenticeship
http://www.doleta.gov/oa/brochure/ydpa_brochure.pdf

The listing of the above mentioned sites that provide Out of School Time services and/or materials does not signify Excel Beyond the Bell or the Career Pathways for Youth Development Practitioners Committee endorsement.

Social Emotional Learning: Bullying, LGBTQ & Abuse
Professional Development Trainings & Resources

LOCAL:

Gay, Lesbian & Straight Education Network
http://glsen.org/nova
http://glsen.org/article/q-glsen-professional-development

Montgomery County Committee on Hate/Violence and Montgomery County Office of Human Rights
Bullying in Schools: A Community Symposium on Prevention and Intervention Strategies. (March 29, 2014 at the Montgomery College TP/SS Campus)
http://www.montgomerycountymd.gov/humanrights/outreach/hate/index.html

Rainbow Youth Alliance
www.rainbowyouthalliancemd.org

Trevor Project
www.thetrevorproject.org

Bullying Prevention Training | Violence Prevention Works
Training for the Olweus Bullying Prevention Program
www.violencepreventionworks.org
http://www.violencepreventionworks.org/public/training.page

STATE & FEDERAL:

Find Youth Info
www.findyouthinfo.gov

Giving Teachers Tools to Stop Bullying: Free Training...
www.ed.gov

Maryland State Department of Education
www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/bullying/

National Clearinghouse for Children Youth & Families (NCFY)
http://ncfy.acf.hhs.gov/features/serving-lesbian-gay-bisexual-transgender-and-questioning-youth-open-arms

SAMHSA
http://store.samhsa.gov//product/PEP14-LGBTKIDS
http://promoteacceptance.samhsa.gov
http://promoteacceptance.samhsa.gov/teleconferences/archive/training/teleconference05292014.aspx

StopBullying.Gov
Federal website managed by the U.S. Department of Health and Human Services.
http://www.stopbullying.gov/index.html
www.stopbullying.gov/at-risk/groups/lgbt/index.html
www.stopbullying.gov/kids/index.html

Maryland Suicide & Crisis Hotlines
http://suicidehotlines.com/maryland.html
1-800-422-0009

National Suicide Hotline
1-800-SUICIDE

OTHER:

American Academy of Child & Adolescent Psychiatry
AACAP Facts for Families - Bullying
www.aacap.org/publications/factsfam/80.htm.

American Camp Association
http://www.acacamps.org/einstitute/staff-need-know-bullying-prevention

Anti-Bullying Training Centre
www.bully.org

**Centre for Children and Families in the
Justice System**
Bullying Information for Parents and Teachers:
www.lfcc.on.ca/bully.htm

Center for Research in Social & Emotional Health
http://www.cresh.org

Children's Mental Health Matters
www.childrensmentalhealthmatters.org/documents/bullying 2012.pdf

CT Governor's Prevention Partnership
http://www.preventionworksct.org
http://www.preventionworksct.org/what/bullying/introduction.html

Dr. Joel Haber: Bullying expert, speaker & counselor
Preventing Youth & workplace bullying
http://www.respectu.com/

Growing Sound (Division of Children Inc.)
Growingsound@childreninc.org
www.Growing-sound.com

Institute of Medicine
http://www.iom.edu/Activities/Children/ReducingBullying/2014-APR-01.aspx

Kidscape (Stop Bullying Packet)
www.kidscape.org.uk/assets/downloads/ksstopbullying.pdf

My Prevention - Resource Library
http://www.myprevention.org/?page=bullyingresources

National Research Council (Division of Behavior, Social Sciences & Education)
http://www.nationalacademies.org/nrc

National Training Center on Inclusion
http://www.kitonline.org/html/about/ntci.html

PBS: The Filmaker
http://www.pbs.org/independentlens/bully/

PFLAG
www.community.pflag.org/page.aspx?pid=535

 ON After School (Project of Canadian Active AfterSchool Partnership)
www.onafterschool.ca
www.onafterschool.ca/Ontario
www.harmony.ca

The listing of the above mentioned sites does not signify Excel Beyond the Bell or the Career Pathways for Youth Development Practitioners Committee endorsement.

The Who, What, Where, When & Why of Electronic Portfolios

What Is It?

- A tool for self-awareness, communication, social activism and career/professional development
- Elements can include but are not limited to:
    - Career goals and objectives
    - Resume
    - Core Competency alignment and tracking
    - Transcripts or copy of your diploma
    - Certificates and awards
    - Letters of recommendation & performance evaluations
    - Job descriptions
    - Examples of technical proficiencies
    - Correspondence
    - Writing samples
    - Uploaded Presentations & artwork
    - Flyers from events or presentations
    - Academic or Job specific projects (e.g. lesson plans, training certificates, lab write ups)
    - Leadership examples

Who Uses It?

- Youth Development Practitioners
- Students

When Is It Used?

- At every or any juncture during an individual's professional career
- As guidance and resources are necessary for professional development

Why Do We Use It?

- It is a vehicle to efficiently highlight a collection of one's best professional and academic work providing documentation of skills, experience and training
- It enables one to store and make more accessible (across multi-mediums) the criteria youth workers need to meet, the feedback they receive, and share work products as well as self-assessments from jobs, internships, and external assessments
- It is an effective and user friendly tool that enables reflection and analysis

Where / How Do We Access It?

- WWW.LiveBinders.com
- http://www.livebinders.com/play/play?id=884691. Template & instruction manual combined

Electronic Portfolios

Definition

Two types: a working portfolio and a presentation portfolio.

The working portfolio documents the learning process, and includes the collection of an individual's work or projects.

The presentation portfolio is much more targeted, where individuals create specific pieces of work to demonstrate a set of learning outcomes, goals or standards.

Purpose

- Offers a more comprehensive view of a person than you would get from a resume
- Springboard for personal reflection on goals and achievements
- Teaching tool for the Core Competencies for Youth Development Workers

Items to include in an electronic portfolio

Career goals and objectives, resume, transcripts or copy of your diploma, certificates and awards, letters of recommendation, performance evaluations, thank-you notes, e-mails acknowledging your work, writing samples, presentations, flyers from events or presentations, academic projects, links to blogs and other websites, published articles and videos about your work, and personal reflections

Making an electronic portfolio will help you:

- Remember and reflect upon the things you have learned in trainings
- Prepare for a job interview
- Make connections between your experiences and best practices
- Reflect on the positive aspects of your experience with youth

Sample portfolio as a working model:
http://www.livebinders.com/play/play?present=true&id=900849

Digital Badging

Definition

A symbol or indicator of an accomplishment, skill, competency or interest using a standardized digital infrastructure—think Girl Scouts gone digital.

The collection of information behind each badge (called *metadata*) provides an explanation, justification and validation, including:

badges = visual representations of a skill or achievement

- The issuer of the badge
- How the badge was earned and when
- Links back to artifacts, documents or testimonials demonstrating the work that lead to earning the badge
- Authentication of the issuer

Purpose

- Recognizes, legitimizes and encourages informal learning pathways
- Offers a thorough description of specific experiences used to gain specific skills- including soft skills
- Integrates with existing data systems to track and authenticate participation

Examples

- The company *GoCodery* created badges to recognize Providence After School Alliance's out-of-school time activities for high school students. These badges were officially included on students' transcripts, and the Rhode Island Common Application for colleges added a section for badges.
- NASA awards badges in robotics and STEM fields and uses those badges to identify candidates for internships and jobs.
- Carnegie Melon University is developing badges to be issued on a curricular path that terminates in certifications recognized by computer science and STEM industries.

Image from http://www.commonsensemedia.org/educators/blog/the-great-digital-badges-debate

Job Description Template

Youth Development Practitioner – Entry Level

Division

Delete if not applicable

Department

Delete if not applicable

Location

Montgomery County, MD

Organization Overview

Provide a one-paragraph description of the organization

Program Summary & Job Purpose

(*Organization name*) seeks an experienced, competent and caring person to work directly with youth assisting them with personal, professional and educational development. He/she will encourage, inspire and support the youth by providing engaging programs & opportunities that empower and enable youth to take greater control of their lives.

Responsibilities

- Assist with planning, developing and implementing academic enrichment, positive youth development and recreational activities.
- Help supervise the physical, social and emotional well-being of youth participating in programs.
- Maintain accurate reporting and program documentation
- Conduct outreach to youth and parents to engage them in programming at *(your organization)*
- Initiate, develop and maintain positive mentoring relationships with youth
- Encourage youth to broaden their horizons, become active citizens and develop leadership skills
- Promote and support youth initiated and led learning and activities.
- Display high level of commitment and enthusiasm for all program activities
- As appropriate, participate in collaborative programs and events.
- Carry out other administrative duties as assigned

Education & Training

- High School or GED diploma required.
- Progress towards an Associate's degree related to youth development, human services, recreation or education preferred.
- Other combinations of applicable education, training, and experience, which provide the knowledge, skills, and abilities necessary to perform effectively in the position, may be

considered.

- Knowledge of and commitment to meet the Core Competencies of Positive Youth Development

Skills & Experience

- Previous experience working or volunteering with youth or a youth serving organization preferred
- Communicate effectively with strong organizational skills
- Have an understanding of the diverse cultures in Montgomery County
- Current certification in CPR/First Aid is required
- Applicant must successfully pass a criminal background investigation
- Able to tactfully manage confidential information and situations with efficiency

Personal Qualifications

- Self-motivated individual passionate about children
- Capable of creative problem solving under pressure
- Ability to listen, be caring and supportive leader while maintaining high expectations
- Flexible and great team player but willing to take the initiative
- Collaborative spirit.
- Ability to interact professionally, confidentially and effectively with school leaders, staff, and parents
- Passionate about helping youth, especially those who are disengaged

(*Organization*) is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, gender, religion, age, disability, Veterans status, or any other classification as required by applicable law.

Job Description Template

Youth Development Practitioner – Intermediate Level

Division	Delete if not applicable
Department	Delete if not applicable
Location	Montgomery County, MD
Organization Overview	Provide a one-paragraph description of the organization
Program Summary & Job Purpose	(*Organization name*) seeks an experienced, competent and caring person to work directly with youth assisting them with personal, professional and educational development. He/she will encourage, inspire and support the youth by providing engaging programs & opportunities that empower and enable youth to take greater control of their lives.
Responsibilities	• Plan, develop and implement academic enrichment, positive youth development and recreational activities that provide creative input and leadership for youth. • Coordinate programs that align daily practices with the organization's philosophy, policies, and procedures. • Develops appropriate support plans, in relation to physical, mental, social and emotional health of participants. • Participates in strategic planning and goal setting for program improvement. • Maintain accurate program & reporting documentation • Initiate, develop and maintain positive mentoring relationships with youth • Encourage youth to broaden their horizons, become active citizens and develop leadership skills • Create opportunities to engage and support families • Work with community stakeholders to identify resources to support and assist families and enhance programming for youth and children.
Education & Training	• Associate's degree related to youth development, recreation, human services or education field required. • 2 to 4 years of administrative and program management support duties preferred. • Other combinations of applicable education, training, and

experience equivalent to an Associates degree, which provide the knowledge, skills, and abilities necessary to perform effectively in the position, may be considered.

- Knowledge of and commitment to meet the Core Competencies of Positive Youth Development

Skills & Experience

- Communicate effectively with strong organizational skills
- Has worked with a youth recreational program or after school program in a leadership role
- Experience working collaboratively with a variety of organizations (preferably education and/or youth focused)
- Skilled in the tactful handling of information and people as well as demonstrating initiative and sound judgment
- Have an understanding of the diverse cultures in Montgomery County
- Current certification in CPR/First Aid is required
- Applicant must successfully pass a criminal background investigation
- Able to tactfully manage confidential information and situations with efficiency

Personal Qualifications

- Self-motivated individual passionate about children
- Capable of creatively problem solving under pressure
- Ability to listen, be caring and supportive leader while maintaining high expectations
- Able to work with strong personalities; Positive, flexible, and creative attitude and a sense of humor.
- Ability to interact professionally and effectively with school leaders, staff, and parents
- Passionate about helping youth, especially those who are disengaged

(*Organization*) is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, gender, religion, age, disability, Veterans status, or any other classification as required by applicable law.

Job Description Template

Youth Development Practitioner – Advanced Level

Division Delete if not applicable

Department Delete if not applicable

Location Montgomery County, MD

Organization Overview Provide a one-paragraph description of the organization

Program Summary & Job Purpose (*Organization name*) seeks an experienced, competent and caring person to create and manage a comprehensive youth development program for school age youth. This individual will coordinate the development and implementation of academic enrichment, positive youth development and recreational activities that empower and enable youth to take greater control of their lives.

Responsibilities
- Work with organizational leadership and program staff to design a cohesive and comprehensive program that involves and empowers youth, utilizing the resources of (*your organization*) and the community
- Develop and implement planning and project management processes to ensure the effective coordination and integration of program resources
- Administers assigned budget
- Conduct an evaluation process that measures the success of programs, and the effectiveness of staff; and make changes based on feedback
- Foster relationships among local schools, universities, businesses and other community youth and education programs to enhance the development of (*your organization*)
- Develops and implements a family engagement and communication plan
- Provides regular two-way communication between school and afterschool programs
- Leverages and cultivates diverse funding resources
- Provide on-going support to staff in the areas of planning, management, program execution and communications
- Manage staff and youth initiatives in a way that encourages youth to develop their self-awareness and individuality
- Maintain records needed for program administration
- Provide oral and written reports to the program stakeholder, the public, funders, and decision-makers

Education and Training	• Bachelor's degree related to youth development, recreation, human services or education field required. Master's Degree preferred.
	• A postgraduate certificate in Youth Development, Youth Development Administration or Youth Program Management considered.
	• At least three years' of leadership and management experience in a youth services, family support or K-12 educational setting
	• Knowledge of and the ability to meet the Core Competencies of Positive Youth Development

Skills and Experience	• Relationship management skills and experience in fostering a team approach to youth development and creating collaboration among partner organizations in youth development
	• Excellent project management and planning skills
	• Experience in developing and monitoring budgets and assessing program effectiveness.
	• Excellent written and verbal communication skills
	• Experience and competencies in working in a multiracial, multicultural environment
	• Must possess strong judgment with a demonstrated ability to handle multiple tasks with competing priorities.
	• Able to tactfully manage confidential information and situations with efficiency

Personal Qualifications	• Highly positive and enthusiastic style capable of motivating others
	• Self-motivated individual passionate about children and youth
	• Capable of creatively solving complex problems under pressure
	• Ability to listen, be caring and supportive leader while maintaining high expectations
	• Flexible and collaborative spirit.
	• Ability to interact professionally and effectively with school leaders, staff, and parents
	• Strong organizational skills and detail oriented
	• Passionate about helping youth, especially those who are disengaged
	• Positive attitude and sense of humor a must

(*Organization*) is an equal opportunity and affirmative action employer. All qualified applicants will receive consideration for employment without regard to race, color, national origin, gender, religion, age, disability, Veterans status, or any other classification as required by applicable law.

Sample Interview Questions
for
Youth Development Practitioners

UNIVERSAL – for all positions

Personal Vision/Mission
1) Please tell the panel why you are interested in this position.

2) What are your personal goals and how do they relate to the mission of this organization?

General Work Questions
3) Please tell us about your work experience with after school programs.
>   What was one major success you had?
>   What was one major challenge that you had and how did you deal with it?

4) What three words would a colleague use to describe you as a worker and why?

5) Now apply the same question to the students/children/teens with whom you have worked.

6) Please provide an example of how you simultaneously deal with multiple program responsibilities. (Or, how do you prioritize multiple ….)

General Youth Development & Programming Questions
7) What are some essential elements of quality youth development programs and why are they important?

8) Scenario Question – Provide scenario that might get at several PYD factors to consider from more than one Domain/content areas (Domain I/A)
>   *Example for interviewers: Safety is a key principle so you would want the interviewee to address how s/he would you arrange for the safety and supervision of the youth? What factors would s/he consider and why?*
> - *Ensures for the health and safety of participants*
> - *Follows safety and emergency procedures*
> - *Promotes a sense of physical and emotional safety*
> - *Incorporates activities to promote physical health.*

9) How would you develop an afterschool program for (pick relevant grade level) K-5; 6-8; 9-10, 11-12? (For example: With whom would you talk in order to plan/ develop the program? How would you find out about best practices? What resources would you need? Who would you hire?) (Domain I/B, Domain III, Domain IV/B)

10) How do you ensure that programs are culturally relevant and diverse? *If a manager*, how do you work with your staff to ensure this? (Domain I/B)
Please share an example.
- *Respects and honors cultural and human diversity;*

- *Ability to effectively support all learners*
- *Ability to design program activities that support program goals and incorporate needs and interest of program participants, their families and the broader community*

11) Please provide an example of a program you designed that clearly linked program goals to activities and then to participant outcomes.
- *Ability to design program activities that support program goals and incorporate needs and interest of program participants, their families and the broader community;*
- *Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them;*
- *Ability to gather and review data for timely program improvement*

12) What strategies would you use to involve parents in your program(s)? (Domain II)
- *Conducts activities that expand the participants' knowledge and understanding of their own immediate community ...*

13) What is your approach to discipline and behavior management within the program?
- *Supports a program environment that encourages youth voice;*
- *Promotes a sense of physical and emotional safety;*
- *Supports positive relationships between adults and program participants;*
- *Supports positive relationships between participants*

14) What kinds of professional development activities have you participated in to increase your skills and knowledge? (Domain IV)

Community & Collaboration: (Domain III)
15) Describe one of the communities in which you have worked.
What were the demographics?
What resources were available? (e.g. transportation, health services, safe places for children).
How did you determine community needs and key stakeholders?
How did you address the specific community/ family/youth needs?
- *Has a working knowledge of and abilities to use resources within the broader community;*
- *Ability to design program activities that support programs goals and incorporate needs and interests of program participants, their families and the broader community*

16) How do you envision the community and afterschool program working together? Please give specific examples & explain why they are important. (Domain I&III)
- *Conducts activities that expand the participants' knowledge and understanding of their own immediate community*

17) Scenario Question – Provide scenario that might get at several PYD factors to consider from more than one Domain/content areas.
For Example: The communication between the program and the school needs to be improved.
What steps would you take to improve this communication?
- *Ability to support long-term sustainability through collaborative relationships and fundraising;*

- *Has a working knowledge of and ability to use resources within the broader community*

18) If applicable, describe your experience developing and/or working with collaborations. Be sure to highlight the process, the intended outcomes and impacts of this work.
How did the children and youth benefit from the collaborative work?
- *Ability to support long-term sustainability through collaborative relationships and fundraising.*

PROGRAM ADMINSTRATION – for managerial positions

Supervisory
19) Tell us about your experience(s) supervising/managing after school programs. What part of the job did you enjoy the most? The least?

20) How would you characterize your management style? How would your staff characterize your management style?
- *Ability to successfully manage program staff;*
- *Ability to engage and support afterschool staff in implementing program activities to achieve program goals*

21) Tell us about a major success you have had as a supervisor/manager. To what supervisory skills do you attribute this success?

22) Tell us about a major challenge you have had as a supervisor/ manager, and how you dealt with it. In retrospect, what would you do differently?
- *Strives for self-improvement; other competencies based upon the interviewee's response*

Policies / Administration
23) Please tell us about your experience in developing administrative policies and procedures for afterschool programs.
- *Maintains accurate program records and follows reporting procedures;*
- *Ability to establish and implement effective administrative policies and procedures*

24) Please provide an example of a project for which you were fiscally responsible and include the budget amount, fiscal management strategies, and any corrective action needed during the duration of the project.
- *Ability to establish and implement effective financial policies and procedures*

25) Please tell us about your experience with fundraising.
- *Ability to support long-term sustainability through collaborative relationships and fundraising;*
- *How a working knowledge of and abilities to use resources within the broader community*

Staffing & Staff Development

26) What qualities do you think are most important to have in program staff?
- *Ability to recruit high quality staff and volunteers;*
- *Ability to engage and support afterschool staff in implementing program activities to achieve program goals*

27) Staff development is important for the delivery of quality programs.
How would you ensure that staff members are trained in all facets of their jobs?
How would you ensure staff has time and resources to complete staff development activities?
- *Ability to successfully manage program staff*
- *Ability to recruit high quality staff and volunteers;*
- *Ability to engage and support afterschool staff in implementing program activities to achieve program goals*

28) What is your overall approach to discipline and behavior management? How do you model this approach for staff?
- *Ability to successfully manage program staff;*
- *Ability to recruit high quality staff and volunteers;*
- *Ability to engage and support afterschool staff in implementing program activities to achieve program goals*

29) How have you dealt with or would you deal with underperforming staff members? Can you share any specific examples?

IN SUMMARY…
- ➤ Can you tell us why you are uniquely suited to this position?
- ➤ Do you have any questions you would like to ask of us?

Portions taken from the San Francisco Afterschool for All Toolkit