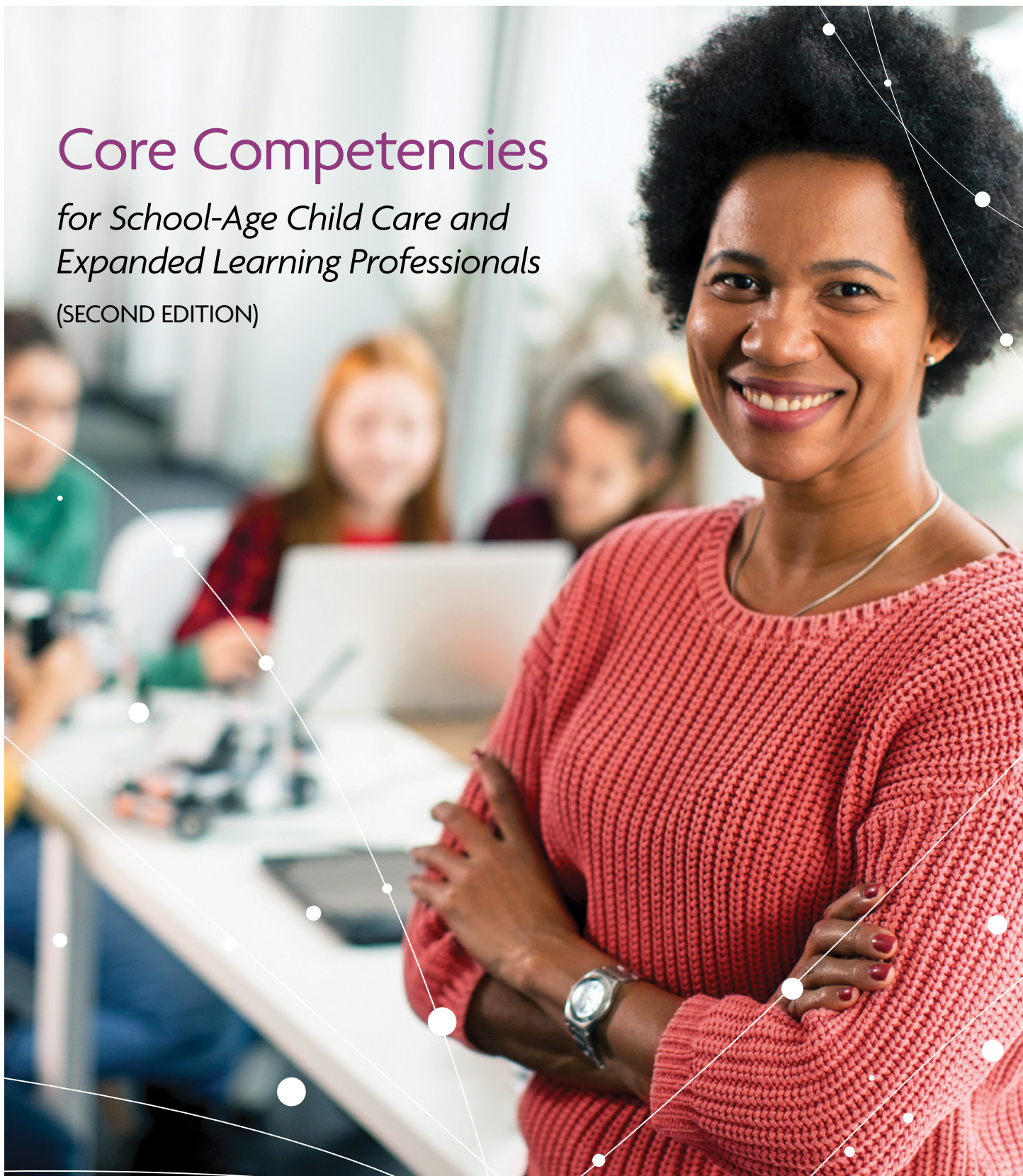


Core Competencies

*for School-Age Child Care and
Expanded Learning Professionals*

(SECOND EDITION)



Washington State Department of
CHILDREN, YOUTH & FAMILIES



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A Note About the Second Edition

The development of the original Core Competencies for School-Age Child Care was supported by School's Out Washington, with leadership and coordination by Jackie Jainga Hyllseth, Emily A. Emerson, and expanded learning providers across Washington. The statewide core competency committee and School's Out Washington worked in partnership with the Next Generation Youth Work Coalition to undertake an extensive review of existing core competency frameworks across the nation. The first edition of the Core Competencies took its starting framework from the Kansas and Missouri Competencies for Youth Development Professionals.

In 2021, the Department of Children, Youth, and Families (DCYF) requested an update to ensure that the competencies reflect current context and practices, including an enhanced equity approach and lessons learned as a result of the COVID-19 pandemic. This second edition was led by School's Out Washington in partnership with a statewide Advisory Group and regional focus groups that represented the state's geographic, racial, gender, and professional diversity.

Building from the first edition, the Advisory Group explored competency frameworks developed by the Association for Child and Youth Care Practice, Beyond School Bells (Nebraska), Michigan Department of Education, Indiana Family and Social Services Administration, National After School Association, NYC Department of Youth and Community Development, PrimeTime Palm Beach County, and Vermont Department for Children and Families. We are grateful for the opportunity to have learned from all of these organizations and expanded learning providers as they have helped to shape the foundation of Washington's robust quality improvement system.

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SECOND EDITION

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Introduction

Effective afterschool and youth development professionals play a critical role in providing high-quality learning and care environments. In order to accomplish this, professionals need to cultivate knowledge, skills, abilities, and values that will promote the healthy development and well-being of school-age children (ages 5-18). This document captures key dispositions and values, and defines what Washington professionals need to know and be able to do to provide quality programming. By establishing a set of competencies, we move toward our goal of professionalizing the expanded learning opportunity field.

DESIGN PRINCIPLES

Professionals in school-age child care and expanded learning programs often hold multiple roles and work in a variety of different settings. Despite this, they have something in common: they believe that children and youth need a supportive environment to thrive. Professionals create spaces where children and youth feel respected, see their worth, and appreciate the richness of diversity that they bring to the program. Programs also have an opportunity to bridge the gap between the school and home, and create family and community partnerships that support cultures, traditions, fundamental human needs, and deepen learning experiences.

Professionals can deeply influence child and youth development. These competencies were developed with some core beliefs and values that will ensure that professionals are positive and supportive forces in the lives of children, youth, and families.











WE BELIEVE THAT:

- *Children and youth are human beings to be treated with dignity and justice.*
- *A strengths-based approach is fundamental to serving children, youth, and families effectively.*
- *Cultural responsiveness is essential to serving children and youth holistically and effectively.*
- *Quality services must keep the needs of the whole individual in mind.*
- *All professionals need to make time to reflect and learn from their own practice.*



OVERVIEW OF THE CONTENT AREAS

There are ten content areas in this document. The content areas were created to be fully inclusive of ethnic, linguistic, and socioeconomic backgrounds, as well as individuals with varying physical, developmental, or neurological abilities. There is a dedicated content area for racial equity and cultural responsiveness. This anti-bias and anti-racist lens is also integrated throughout all of the content areas. Several content areas are complex and include subcategories to better organize the indicators.

CONTENT AREA	SUBCATEGORIES
 Racial Equity and Cultural Responsiveness	
 Safety and Wellness	<ol style="list-style-type: none"> 1. Environmental Safety 2. Wellness
 Growth and Development	
 Learning Environment and Curriculum	<ol style="list-style-type: none"> 1. Creating the Learning Environment and General Curriculum 2. Promoting Physical, Social, and Cognitive Development 3. Promoting Self-Expression: Communication Skills and Creativity
 Interactions	<ol style="list-style-type: none"> 1. Providing Individual Guidance 2. Enhancing Group Experiences
 Youth Empowerment	
 Observation and Assessment	
 Families, Communities, and Schools	<ol style="list-style-type: none"> 1. Relationships with Families 2. Partnerships with Community 3. Partnerships with Schools
 Program Planning and Development	<ol style="list-style-type: none"> 1. Program Planning and Evaluation 2. Personnel and Financial Management
 Professional Development and Leadership	<ol style="list-style-type: none"> 1. Commitment to and Respect for Program and Stakeholders 2. Ongoing Professional Growth 3. Leadership and Advocacy

READING THE CORE COMPETENCIES

Once you familiarize yourself with how the competencies are organized, it will be easier for you to use this document. The table below shows how to read the core competency content areas and the subcategories. For each one you will find a description section that captures the importance and intent, and indicators that describe the knowledge, skills, and abilities for three different levels. This is an example of how the core competencies are organized:

Content Area: Broad category for this set of competencies



SUBCATEGORY	SUBCATEGORY FOR THIS SET OF COMPETENCIES, IF APPLICABLE		
DESCRIPTION	Description of subcategory		
INDICATORS	Emerging Practice	Establishing Practice	Deepening Practice
	A. Demonstrated by someone entering the workforce or relatively new to the field	A. Demonstrated by someone with some experience	A. Demonstrated by someone with advanced experience
	Considerations		
	<ul style="list-style-type: none"> • Key questions to ask yourself as you determine how the competencies apply to your work 		

LEVELS

The competency levels start with foundational knowledge and skills and become more advanced with each level, moving from Emerging Practice, to Establishing Practice, and Deepening Practice. Professionals have varied experiences, and they may find they are Emerging or Establishing in some categories, and Deepening in others. The goal is to see individuals moving from one level to another through experience, training, formal education, mentoring, and/or reflection.





Applying the Core Competencies

Expanded learning opportunity professionals, employers, and funders may use the core competencies to support individual practice, guide program-level professional development planning, and inform the development of new learning opportunities. Take a look at the table below to get ideas for how you may be able to use them in your professional life:

ROLE	HOW CAN YOU USE THE CORE COMPETENCIES?
Direct care providers	<ul style="list-style-type: none"> • Assess level of knowledge and skill in the content areas • Identify strengths and areas of mastery • Identify areas for professional development
Directors Program Administrators	<ul style="list-style-type: none"> • Create professional development plans and policies • Create staff job descriptions • Establish professional development requirements • Develop salary scale based on achievement, experience, education
Families/Caregivers Community Partners Public Schools (K-12)	<ul style="list-style-type: none"> • Learn about expectations for expanded learning professionals
Trainers Training Organizations	<ul style="list-style-type: none"> • Develop training and other professional development • Offer impactful and relevant learning opportunities

RECRUITMENT AND ONBOARDING OF NEW STAFF

The core competencies capture essential knowledge, skills, and practices that are necessary in order to support children, youth, and their families. Program administrators can use the competencies and indicators as a guide when they:

- Develop new or revise existing position descriptions
- Create interview questions
- Design performance evaluations

SUPPORTING INDIVIDUAL PROFESSIONAL GROWTH

We encourage all professionals to engage in self-reflection for professional growth. The self-assessment (see Appendix B) can help professionals decide how to intentionally focus their professional development. The professional may use insights gleaned from the self-assessment to request learning support.

It is up to the discretion of the individual to decide how to complete the self-assessment. For example, the professional may choose to focus on one or two core competency areas at a time versus working on all of the areas at once.

The core competencies serve as a framework for self-assessment as well as coaching from supervisors and mentors. They are not designed to be used as observation indicators, though they can serve as a helpful guide in conversations about staff performance. Professionals may use the Core Competencies Self-Assessment Tool once or twice a year using the entire competency framework or one content area per month over the course of the year. Similarly, supervisors may use the framework to guide annual performance discussions or to provide coaching on individual competencies in an ongoing manner.

CORE COMPETENCIES AND PROGRAM QUALITY

Using the core competencies to understand and continuously improve staff members' practice is complementary to using program quality tools to improve program outcomes. In fact, the two processes can and should be used together. Programs using the Weikart Center's Program Quality Assessments (PQAs) will recognize alignment between the two tools. While the Washington Core Competencies for School-age Child Care are broader, the categories are aligned especially in the areas of learning environments, child development, interactions with youth, and youth empowerment. It is important to note that the PQA tools are designed to generate valid results based on observation, whereas the competencies are a guiding framework to drive practice (but are not designed to be an observational tool).

Ideas for complementary use of the core competencies with a program quality framework include:

- Using the competencies to identify staff who excel in skills related to program quality (e.g., creating a safe learning environment) and having them lead trainings or mentor other staff;
- Supporting staff to set professional growth goals in the content areas that align with aspects of program quality in need of improvement;
- Focusing on aligned program quality and staff competency goals each month (e.g., individual staff focusing on Environmental Safety competencies and team meetings focusing on Healthy Environment program quality indicators).



TIP: *If your program is using the Core Competencies to assess areas such as Learning Environment and Curriculum and Promoting Physical, Social, and Cognitive Development, we strongly encouraged you to ask youth for feedback on these areas. This opportunity for youth voice serves a dual purpose of securing direct feedback to drive professional growth while giving youth an opportunity to shape the program. Depending on the group and relationships, consider a direct conversation or an anonymous survey.*



Conclusions

We encourage all professionals to share their experiences and engage in collaborative planning to develop more effective, equitable, and culturally responsive supports to those who work with children, youth, and families. This resource was developed to be a living document. It will undergo periodic revisions based on research and

advancements made in the field, feedback from users, and other systems-level changes within Washington State. If you have any ideas about how to improve the usability and functionality of this document, reach out to DCYF at **training@dcyf.wa.gov** to share those invaluable comments. Together we can build a better system of supports!



RACIAL EQUITY AND CULTURAL RESPONSIVENESS

I. RACIAL EQUITY AND CULTURAL RESPONSIVENESS

Understand equity and diversity within and across cultures and provide an inclusive, welcoming, and respectful environment where all children, youth, and families can show pride in their cultural identities, beliefs, and practices. People with more privilege and power have increased opportunities to address social inequities within and outside the organization with fewer risks, and have increased responsibility to leverage those opportunities. The indicators apply to all individuals at all levels in an organization.

Emerging Practice	Establishing Practice	Deepening Practice
<p>A. Identifies how one’s own race, ethnicity, cultural heritage, language/s, and social and cultural identities can experience privilege and/or marginalization.</p> <p>B. Provides an inclusive, welcoming, and respectful environment for all children, youth, and families.</p> <p>C. Creates a safe environment for children and youth to explore own identities, including cultural beliefs and practices.</p> <p>D. Uses materials and practices that reflect and value all races, ethnicities, genders, cultures, families, religions, sexual orientations, languages, and physical and developmental abilities.</p> <p>E. Learns about world cultures, including associated elements of surface, shallow, and deep culture¹.</p>	<p>A. Thinks critically about culturally complex situations and engages in dialogue about privilege and oppression.</p> <p>B. Creates an environment where children and youth show pride in their cultural identities, beliefs, and practices.</p> <p>C. Demonstrates respect for their peers’ cultural identities.</p> <p>D. Designs learning opportunities that reflect the cultures in the community and the community’s diversity.</p> <p>E. Identifies how privilege and oppression impact interactions with and between children, youth, families, and communities.</p>	<p>A. Builds partnerships with culturally-specific and other relevant community organizations.</p> <p>B. Analyzes organizational culture, policies and procedures and implements changes that foster equitable and culturally responsive practices.</p> <p>C. Advocates for ongoing training to deepen learning and analysis of systems related to racial equity, privilege, and oppression for self, staff, and program participants.</p> <p>D. Participates in collaborative action and advocacy to transform local and national systems towards racial equity and social justice.</p>

Considerations

- How might I explore my own identity to better understand how I view and interact with children, families, and partners?
- How might I demonstrate to children and families that I value their cultural identities?
- What changes can I make in my program setting to be more culturally inclusive and responsive to the identities of children and youth in my program?

1. Surface, shallow, and deep culture are components of the Culture Tree model developed by Zaretta Hammond.



SAFETY AND WELLNESS

II-1. ENVIRONMENTAL SAFETY

Professionals are expected to establish and maintain an environment that ensures children and youth's healthy physical development, safety, and nourishment.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Selects and maintains safe indoor and outdoor materials and equipment. B. Actively supervises and interacts with children and youth to ensure safety during all activities. C. Maintains a healthy physical environment by following health, safety, and sanitation procedures. D. Manages situations that can impact individuals with allergies, asthma, or other health concerns. E. Understands program's transportation policies and procedures. 	<ul style="list-style-type: none"> A. Adapts the indoor and outdoor environments to maximize independence of all children and youth with special needs. B. Creates an environment of accountability for safety precautions and rules. C. Requests feedback from children, youth, and families to identify and improve environmental safety issues. D. Shares up-to-date safety information and resources with families and staff. E. Applies program safety procedures to ensure field trips are safe. 	<ul style="list-style-type: none"> A. Advocates for environmental safety in all programs and activities. B. Develops, reviews, and/or revises policies and procedures for environmental safety based on current research. C. Trains staff and/or volunteers about program safety policies and procedures.

Considerations

- How might environmental safety be adapted to accommodate children and youth with a range of strengths, needs, and abilities?
- How can you build in routines to check your program spaces for environmental safety hazards on a regular basis?
- How do you ensure staff are positioned throughout the program space so all children are actively supervised?

Note: All school-age professionals should be familiar with and should approach safety and wellness in alignment with the school-age WACs, found here: www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/school-age-providers/wac.

II-2. WELLNESS

Provide a program environment that supports wellness for all children and youth. The World Health Organization defines wellness as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”

Emerging Practice	Establishing Practice	Deepening Practice
<p>A. Demonstrates proper hygiene and sanitation procedures, including hand-washing techniques and safe food handling practices.</p> <p>B. Responds to and documents injuries, and observes children and youth daily for signs of illness and/or signs of abuse and neglect.</p> <p>C. Incorporates a variety of physical activities that meet the interests, developmental levels, and skills of children and youth.</p> <p>D. Demonstrates awareness of risk factors and healthy living choices regarding nutrition, physical and mental health, physical activity, and healthy relationships.</p> <p>E. Follows instructions for the administration of medicine and approved medical treatments, including related documentation.</p>	<p>A. Teaches children and youth appropriate hygiene and sanitation procedures.</p> <p>B. Engages children/youth in age-appropriate discussions on human development and healthy living topics, and responds to questions with accurate, research-based information.</p> <p>C. Communicates with children, youth, and families about the nutritional content of food and nutritional needs.</p> <p>D. Responds to individual and cultural food preferences.</p> <p>E. Helps children, youth, families, staff, and others recognize and report abuse and neglect.</p> <p>F. Designs and implements activities that emphasize healthy bodies, healthy lifestyles, physical activity, and healthy environments.</p>	<p>A. Plans and evaluates menus that respond to nutritional and cultural needs.</p> <p>B. Designs evidence-based policies and procedures related to sanitation, safety, identifying and preventing abuse, healthy living, and related topics.</p> <p>C. Works with health care professionals in the community to address wellness needs of children and youth.</p> <p>D. Trains staff on wellness indicators that may impact the success of children and youth.</p> <p>E. Applies current theories and research on nutrition, physical activity, mental health, sexual and reproductive health, gender, and sexual orientation to organization's policies, programs, and practices.</p>

Considerations

- How might you value children's cultural habits related to nutrition and wellness while teaching new practices and habits?
- How are you ensuring that records and documentation are in accessible locations that all staff are aware of?
- How are you considering and honoring your young peoples' gender expression and identity when creating policies and practices for your program?



GROWTH AND DEVELOPMENT

III. GROWTH AND DEVELOPMENT

Professionals are expected to understand how children and youth learn, develop, and acquire language and creative expression in each of the domains: physical, social, emotional, and cognitive.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Demonstrates knowledge of physical, cognitive, social, and emotional stages of child and youth development. B. Recognizes that children and youth learn and develop through experience. C. Responds to the individual needs of children and youth, including those with special needs. D. Recognizes the ways in which culture can influence behavior and development. 	<ul style="list-style-type: none"> A. Assesses individual differences and utilizes a flexible approach to continuously adapt to child and youth needs, interests, assets, and abilities. B. Identifies possible risk factors, delays, or disabilities that may indicate a need for special services, program adaptations, and/or consultations with a supervisor. C. Creates environments and experiences that respect and affirm cultural, racial, linguistic, ethnic, and socio-economic diversity. 	<ul style="list-style-type: none"> A. Trains staff on current theories and research on child and adolescent growth to support best practices in the program. B. Collects data from multiple sources to support evaluation and improvement of programming and organizational practices. C. Reviews and manages the program's policies and practices to ensure they support and align with the development of the children and youth served.

Considerations

- How might growth and development be unique based on children's identities?
- How do cultural influences shape how a child demonstrates age-appropriate behavior?
- How might you adapt your understanding of growth and development when working with children with special needs?



LEARNING ENVIRONMENT AND CURRICULUM

IV-1. CREATING THE LEARNING ENVIRONMENT AND GENERAL CURRICULUM

Establish an environment that provides learning experiences and curriculum to meet each child and youth's needs, capabilities, and interests.

Emerging Practice	Establishing Practice	Deepening Practice
<p>A. Demonstrates knowledge of how the physical space/ environment can impact effectiveness of teaching and learning.</p> <p>B. Recognizes that children and youth learn best through engaging, hands-on experiences.</p> <p>C. Builds lesson plans and/or plans activities based on learning standards.</p> <p>D. Maintains a consistent schedule that balances active and quiet, youth-directed and adult-directed, individual and group, and indoor and outdoor activities.</p> <p>E. Ensures there are sufficient, developmentally appropriate, and culturally responsive materials available at the beginning of each activity.</p>	<p>A. Provides children and youth with opportunities to reflect on experiences, make plans, or set short/ long-term goals.</p> <p>B. Provides a physically and emotionally safe environment that facilitates learning in all curricular areas.</p> <p>C. Intentionally provides opportunities for children and youth to make choices within activities and have leadership roles within the program.</p> <p>D. Provides activities that allow children and youth to engage with materials or ideas through guided practice.</p> <p>E. Creates a learning environment that supports active learning including activities that balance abstract concepts with concrete experiences.</p>	<p>A. Engages staff, children/youth, and families to evaluate the learning environment and curriculum for all children and youth.</p> <p>B. Applies current research to design, revise, and improve curriculum and learning environments to meet learning styles, abilities, and needs of all children/youth.</p> <p>C. Supports staff/teaching teams with curriculum design.</p> <p>D. Partners with other agencies to increase learning opportunities within curricular areas.</p> <p>E. Evaluates the curriculum to ensure that it addresses learning standards across content areas (e.g., science, math, art, etc.).</p>

Considerations

- How might you make each element of the physical learning environment culturally-responsive and representative of the community?
- How do you solicit and incorporate feedback from young people in the planning of your program?
- What considerations do you balance in creating your daily and weekly program schedule?



IV-2. PROMOTING PHYSICAL, SOCIAL, AND COGNITIVE DEVELOPMENT

Learning is social and emotional. Professionals need to be able to utilize strategies and practices to support learning and skill-building in all domains: physical, social, emotional, and cognitive.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Models expression and healthy management of emotions. B. Asks children and youth relevant open-ended questions to extend learning. C. Encourages the cognitive, social, emotional, and physical development of children and youth through experimentation, exploration, simulation, and play. D. Supports children and youth to work collaboratively in large and small groups. E. Provides opportunities to build empathy and mutual respect among children, youth, and adults. 	<ul style="list-style-type: none"> A. Revisits learning activities in order to build upon previous learning, refine thinking, and build critical thinking and reflection skills. B. Incorporates cognitive, social, and physical activities into all curricular areas. C. Offers guidance and support with problem-solving and conflict resolution. D. Adjusts program strategies to engage individuals with different interests and strengths. 	<ul style="list-style-type: none"> A. Trains staff on current theories and research to support physical, cognitive, and social development opportunities within program activities. B. Advocates for culturally responsive policies and practices that promote physical, cognitive, and social development. C. Evaluates the quality and effectiveness of curricula, activities, and opportunities that support physical, cognitive, and social development.

Considerations

- How might social development be adapted based on children’s individual preferences and cultural nuances?
- How do you balance physical, social, and cognitive play and skill development in your daily or weekly schedule?
- How do you guide young people through conflict?

IV-3. PROMOTING SELF-EXPRESSION: COMMUNICATION SKILLS AND CREATIVITY

Communication styles and way of expression are often dependent on people’s backgrounds. Professionals should provide many different ways for children and youth to communicate their ideas and interests, so that everyone has a way to participate.

Emerging Practice	Establishing Practice	Deepening Practice
<p>A. Models active listening and a variety of communication skills, including verbal and non-verbal forms to express thoughts and feelings.</p> <p>B. Understands that communication styles and self-expression vary based on social and cultural practices.</p> <p>C. Promotes child/youth-centered strategies for solving conflicts.</p> <p>D. Provides opportunities to expand own and participants’ vocabulary.</p> <p>E. Provides unstructured time and activities to encourage creativity and individuality in self-expression.</p>	<p>A. Offers a variety of communication opportunities to meet the individual interests and skill levels of children and youth.</p> <p>B. Incorporates activities for self-expression and creativity that reflect diverse cultural traditions.</p> <p>C. Celebrates creative expression through showcases, exhibits, or other public spaces.</p> <p>D. Advocates for the importance of expressing thoughts, feelings, and ideas through creative outlets.</p>	<p>A. Uses ongoing, culturally-appropriate evaluation tools to assess individual communication skills.</p> <p>B. Evaluates the appropriateness and effectiveness of creative activities for groups and individuals.</p> <p>C. Trains staff on current theories and research about language acquisition, literacy, and promoting creative experiences to support program planning and activities.</p> <p>D. Builds partnerships with community members and organizations to broaden understanding of creative expression and experiences.</p>

Considerations

- What are the communication norms of the youth with whom you work? What about your staff? Your own?
- How might self-expression look unique from child to child based on their identity and culture?



"I feel like the most meaningful part of my afterschool program would probably be the sense of community and family that I feel inside of the afterschool program."

- Angeles Mejia-Sierra (age 15), Afterschool Alliance Youth Ambassador



INTERACTIONS

V-1. PROVIDING INDIVIDUAL GUIDANCE

Staff need to be prepared to support children and youth in navigating conflicts, mistakes, or misbehaviors, and reframe them as learning opportunities. The strategies that they use will need to be individualized so that they can be received by each child and youth.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. During conflicts, encourages asking questions for understanding and actively listening to the responses given. B. Builds trusting relationships with children and youth that provide physical and emotional security. C. Understands implicit bias and actively seeks to minimize one's own biases through self-monitoring and continuous learning. D. Follows established guidelines for supervision, positive behavior, group management, and conflict resolution. E. Demonstrates knowledge of how behaviors are reflections of child/youth needs. 	<ul style="list-style-type: none"> A. Uses a variety of positive direct and indirect guidance methods to respond constructively to behaviors. B. Assists children and youth in learning to express emotions in constructive ways, solve problems, and make decisions independently. C. Selects guidance practices based on the personalities and levels of development of children and youth. D. Uses knowledge of child/youth cultural identities to support problem solving and conflict resolution. 	<ul style="list-style-type: none"> A. Trains staff on theories of child/adolescent growth and development to improve guidance strategies. B. Works with families and schools to develop developmentally appropriate expectations for behaviors. C. Creates clear written group agreements and conflict resolution processes. D. Develops individual guidance plans.

Considerations

- What practices do you use to ensure that you connect with all young people in your program daily as a staff team?
- How are you working to understand and unlearn what biases you hold?
- What strategies can you use to help children and youth learn to understand and process their emotions?



V-2. ENHANCING GROUP EXPERIENCES

Group experiences provide children and youth with an opportunity to negotiate, gain perspective, compromise, and problem-solve. They can also help forge deeper relationships and build other valuable social skills that will help them in the home, school, and work environment.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Adapts activities to ensure that all children and youth are engaged. B. Provides consistency by following established routines and proactively communicates changes. C. Provides clear directions for activities and changes in the schedule. D. Discusses group expectations and boundaries to support a welcoming environment. E. Uses instructional and relationship-building practices to integrate children and youth of all abilities into the group. 	<ul style="list-style-type: none"> A. Provides experiences that respond to the collective interests of children and youth. B. Identifies individual strengths to maximize group dynamics and promote cooperative learning. C. Develops cooperative group activities that build negotiating, compromising, and problem-solving skills. D. Provides opportunities for children and youth to work towards shared goals that result in tangible products or performances. E. Provides a supportive environment that helps develop a sense of identity and belonging. 	<ul style="list-style-type: none"> A. Involves children and youth in establishing program guidelines and structures for groups, program norms, and expectations. B. Develops cooperative group activities that align with current research and/or program curriculum. C. Trains staff on current theories and research to support cooperative learning strategies in program plans and activities.

Considerations

- What strategies might you use to build group relationships across lines of difference?
- What are ways you adapt activities for youth with special needs and/or accommodations?
- What does it look and sound like for children to have a sense of belonging in program?



YOUTH EMPOWERMENT

VI. YOUTH EMPOWERMENT

We want to ensure that all children and youth have an opportunity to develop a sense of agency, learn how to take initiative, and practice their leadership skills. Professionals should create opportunities for youth leadership, voice, and empowerment so that they can learn how to influence, motivate, inform, and inspire desired actions and reactions in others.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Values youth input and provides multiple opportunities to make choices within the program. B. Provides multiple leadership roles for children and youth within programming. C. Celebrates child/youth successes and invites opportunities to learn from trial and error. D. Provides an environment that helps each child/youth know, accept, and take pride in oneself and develop a sense of independence. E. Demonstrates knowledge and recognizes adultism in policies, practices, or behaviors. 	<ul style="list-style-type: none"> A. Shares power and fosters leadership by providing opportunities to serve the community and design youth-driven programming. B. Provides support and leadership opportunities that align with developmental needs. C. Demonstrates knowledge of youth culture and power dynamics within larger community contexts. D. Interrupts overt and internalized adultism within programs or activities. 	<ul style="list-style-type: none"> A. Educates children and youth about their legal rights. B. Advocates for strong adult-youth partnerships and the importance of creative expression. C. Trains staff on current theories, research, and practices to support youth empowerment, leadership and voice within the program. D. Creates organizational policies and protocols that support youth engagement. E. Interrupts adultism within the organization and external systems.

Considerations

- Am I listening to youth effectively?
- How might I create opportunities for youth to lead based on their preferences and styles?
- How do you check for adultism in your programming?
- How can you ensure all youth have opportunities to lead?



OBSERVATION AND ASSESSMENT

VII. OBSERVATION AND ASSESSMENT

Children and youth develop at their own pace. Observe and assess what children and youth know and can do in order to provide curriculum that meets their developmental and learning needs. Observations and assessments can be completed formally and informally. Informal assessments can look like engaging in conversations with staff teams about what you're seeing and hearing in activities. Formal assessments may include using specific, research-validated tools on an established schedule.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Maintains confidentiality regarding observation and assessment information. B. Identifies ways to get to know each individual's strengths, needs, interests, family, and life situation. C. Uses various formal and informal, culturally-relevant observation/assessment methods in a non-biased manner. 	<ul style="list-style-type: none"> A. Communicates observation results and concerns about behavior and environmental factors with authorized individuals. B. Engages youth, staff, and families in the ongoing assessment process. C. Interprets observation information to develop services, opportunities, and supports for children and youth. 	<ul style="list-style-type: none"> A. Collaborates with assessment, school, and health care teams for children and youth with special needs. B. Trains staff on research-based strategies to support observation and assessment. C. Establishes criteria, procedures, and documentation methods for observation, assessment, and accommodation.

Considerations

- How might you explore your biases prior to conducting observations?
- How do you know when to make changes in your curriculum or when to adapt your activities to encourage skill development?
- Do you have regularly scheduled time with your staff team to discuss observations and make plans for supporting youth?





FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-1. RELATIONSHIPS WITH FAMILIES

Professionals should work collaboratively with families to meet the needs of children and youth, and encourage family connections with the program.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Acknowledges and values similarities and differences in the varying cultures and structures of families. B. Uses inclusive language that acknowledges all family types/ structures, values strengths, and models a family-centered approach. C. Works effectively with families from a variety of cultural, linguistic, ethnic, and socio-economic backgrounds. D. Communicates with family members about program activities. E. Recognizes the impacts of the cultural, linguistic, ethnic, and socio-economic diversity that may exist between the home and program setting. 	<ul style="list-style-type: none"> A. Builds supportive relationships with families and maintains confidentiality regarding questions, requests, challenges, or personal details except as required by law. B. Ensures the diversity of family and community cultures are reflected in all aspects of the program. C. Invites families to share skills, and cultural practices by participating in program activities. D. Facilitates opportunities for the development of social and support networks between families. E. Models a strengths-based, family-centered approach to support healthy relationships between children and youth and their families. 	<ul style="list-style-type: none"> A. Evaluates the program to ensure that it values, welcomes, and preserves the cultures, customs, beliefs, and practices of children, youth, and families. B. Involves families in program/policy development and evaluation. C. Trains staff on current theories and research to understand dynamics within multicultural communities and support engagement with families. D. Analyzes the effectiveness of family involvement and advisory groups, and uses data to make program adjustments. E. Oversees development of program policies, procedures, and risk management regarding family engagement.

Considerations

- How might you respect diverse families' preferences and traditions?
- What are creative ways to get to know families that do not speak the same language as program staff?
- How do you invite families to provide feedback/input into the structure of your program offerings?



VIII-2. PARTNERSHIPS WITH COMMUNITY

Professionals are expected to collaborate with community organizations to meet the needs of children, youth, and families, and encourage the community's involvement in program activities.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Shares information about community resources that may offer services and activities to children, youth, and families. B. Works cooperatively with volunteers and partners so they can effectively support the program. C. Creates opportunities for children and youth to learn about and support their communities through activities, service projects, or field trips. 	<ul style="list-style-type: none"> A. Creates opportunities to engage with, listen to, and receive feedback from community members or partners. B. Works with community partners to recruit volunteers or secure resources to support programs and activities. C. Participates in community asset mapping and needs assessments. 	<ul style="list-style-type: none"> A. Expands or builds new relationships with community partners to meet the needs of children, youth, and families. B. Builds partnerships or cross-sector collaborations to support children and youth across organizations and institutions within the community. C. Develops mentoring and apprenticeship opportunities for children and youth to explore career interests.

Considerations

- How might you build relationships with community partners founded on shared power and mutual respect?
- What types of opportunities do you provide to encourage children to engage with their communities?

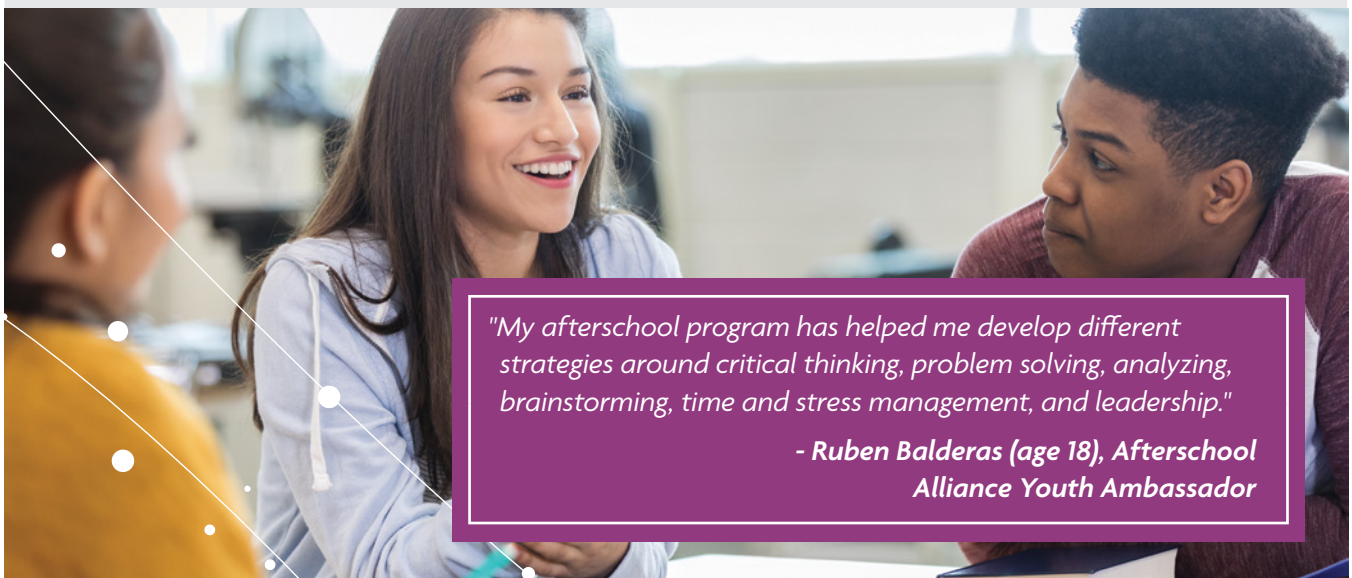
VIII-3. PARTNERSHIPS WITH SCHOOLS

Staff and program leadership should build positive relationships with schools so that they can collaboratively meet the needs of children and youth, and strengthen connections between school-day and out-of-school time learning.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Maintains collaborative relationships between schools and the program. B. Participates in training about literacy, math, and science curricula used in program participants' schools. C. Assists in developing strategies to infuse learning through activities. D. Supports joint events with schools to build relationships and connections among youth, families, schools, and program staff. E. Demonstrates knowledge about the policies/practices that guide communication and information sharing between the schools and the program/organization. 	<ul style="list-style-type: none"> A. Aligns program practices with school policies that reflect the culture of families and their respective programs. B. Designs program activities to support and align with Washington State Grade Level Expectations (GLEs). C. In school-based programs, facilitates school/program transition activities with school partners. D. Develops relationships with school staff to identify potential adaptations to individualize services or align with classroom learning objectives. 	<ul style="list-style-type: none"> A. Intentionally aligns program objectives with the major goals of school/district academic improvement plans. B. Implements grade advancement transition strategies with the school to ensure a successful transition for each student. C. Develops a written partnership agreement with the school or district leadership and conducts ongoing evaluation of the effectiveness of the agreement. D. In school-based programs, develops a plan for the shared use of resources with the school, and makes recommendations for changes as needed.

Considerations

- How might you discuss the strengths each partner brings to the program and to children and youth?
- What communication and partnership practices will ensure a mutually respectful, productive relationship.?



"My afterschool program has helped me develop different strategies around critical thinking, problem solving, analyzing, brainstorming, time and stress management, and leadership."

- Ruben Balderas (age 18), Afterschool Alliance Youth Ambassador



PROGRAM PLANNING AND DEVELOPMENT

IX-1. PROGRAM PLANNING AND EVALUATION

Programs are expected to engage in continuous quality improvement so that they can provide the highest quality of services to children, youth, and families. Programs should be regularly evaluated by a diverse stakeholder group. The insights gained must be used to inform improvement to the program's offerings.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Shares ideas and feedback to support the program staff team in planning activities. B. Knows the program's purpose, mission, and policies, and how to access relevant laws related to children and youth. C. Selects, uses, and requests appropriate equipment, materials, and resources for program activities. D. Explains the relationship between daily practices and the program's philosophy. 	<ul style="list-style-type: none"> A. Plans family and child/youth orientations and activities. B. Uses an anti-bias and anti-racist lens in program design. C. Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide a healthy, safe, and effective program. D. Involves community stakeholders in program design and planning. E. Implements appropriate program evaluation methods, taking into consideration their purposes and limitations. 	<ul style="list-style-type: none"> A. Uses evaluation data to inform improvements to curriculum framework and approaches for the program. B. Facilitates strategic planning and goal-setting activities that involve staff, youth, families, and the community. C. Manages program resources effectively and develops risk management strategies to address anticipated challenges. D. Implements public relations strategies to promote the program in the community.

Considerations

- How representative of children and the community are the voices included in program planning?
- Are youth and families meaningfully included in program planning and development?
- How does your program promote and express your organization's mission?

IX-2. PERSONNEL AND FINANCIAL MANAGEMENT

Programs are expected to have policies and procedures that are related to personnel and financial management, and to use best practices to administer these aspects of the program.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Follows the program’s personnel and financial policies and procedures. B. Maintains the supplies, materials, and equipment inventories as requested. C. Operates within the budget and follows all bookkeeping procedures. D. Builds relationships with staff and/or volunteers to strengthen collaboration in support of programs and activities. E. Demonstrates understanding of team building processes and opportunities. 	<ul style="list-style-type: none"> A. Initiates appropriate problem-solving and conflict resolution strategies with staff teams. B. Facilitates communication among staff and administrators. C. Assists in planning program budgets. D. Supervises staff, interns, apprentices, and/or practicum students using anti-bias, anti-racist approaches. E. Engages local community partners and businesses to help identify new financial or material resources for the program. 	<ul style="list-style-type: none"> A. Uses a racial equity lens to develop, evaluate, and revise recruitment, hiring, supervision, and recognition practices/policies. B. Ensures the budget aligns with the mission, vision and other program goals. C. Actively analyzes and maintains the budget to ensure effective use of resources. D. Seeks and obtains additional funding opportunities to support and sustain existing and new programs. E. Trains and supports managers to implement equitable and high-quality practices for managing personnel and program budgets.

Considerations

- What does it mean to be a good steward of my program’s human and fiscal resources?
- When recruiting staff how are you using a racial equity lens to ensure that your program staff reflect the community you serve?
- What do you prioritize that is within your control in your budget and how do you make those decisions?



PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-1. COMMITMENT TO AND RESPECT FOR PROGRAM AND STAKEHOLDERS

Professionals have unique insights into the strengths of the program, and can use their perspective to make improvement to service delivery. All individuals are expected to understand the program's mission, vision, and culture and provide respectful services to children, youth, and families.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Understands that personal behaviors and actions within the work setting reflect on the program. B. Dresses in culturally-appropriate clothing that is suitable for engaging in all program activities. C. Shows commitment to the program's philosophy and goals. 	<ul style="list-style-type: none"> A. Participates in group problem-solving and decision-making around program issues. B. Seeks out and acts upon feedback from colleagues, families, and child/youth participants. C. Maintains age and culturally-appropriate boundaries in relationships with staff, participants, and families. 	<ul style="list-style-type: none"> A. Advances program practices by adopting research and promising practices for children, youth, families, and staff. B. Recommends and promotes policies, practices, and funding that recognizes and celebrates staff successes and commitment to children, youth, and programs.

Considerations

- How does your behavior demonstrate respect for all youth, families, and program partners?
- How does your program define professional and what does that look like?

X-2. ONGOING PROFESSIONAL GROWTH

Staff across all roles are expected to participate in continuous improvement through reflection, goal-setting, and professional learning opportunities.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Seeks out knowledge to improve professional knowledge, skills and abilities. B. Uses feedback to improve professional competence and practice. C. Studies and learns from one's own practice and sets goals to increase skills and abilities. D. Participates in ongoing professional development through goal-setting, training, and reflective practice. E. Builds relationships with peers across youth-serving systems. 	<ul style="list-style-type: none"> A. Continuously deepens understanding of all cultural groups in area(s) served. B. Engages in continuous learning on anti-bias and anti-racist practices. C. Develops and carries out a personal professional development plan aligned with career goals. D. Designs staff development opportunities with colleagues. E. Attends local, state, or national conferences to continue learning. 	<ul style="list-style-type: none"> A. Mentors and fosters the professional growth of others. B. Participates actively in professional associations. C. Understands the change process and develops practices to support professional growth. D. Models seeking additional knowledge and implementing new approaches related to inclusion, culture, equity, and anti-racism to personally grow and inspire others.

Considerations

- How might you play an active role in your own professional development?
- What support do you need from others to achieve your goals?



"Being part of my afterschool program - what I love about it is the fact that I get to work with a lot of people and it's really cool how hundreds of people on my team are on my side – which is an amazing feeling to have."

- Minche Kim (age 16), Afterschool Alliance Youth Ambassador



X-3. LEADERSHIP AND ADVOCACY

All staff have an opportunity to show leadership and advocacy on behalf of expanded learning programs, children, youth, and their families.

Emerging Practice	Establishing Practice	Deepening Practice
<ul style="list-style-type: none"> A. Recognizes leadership styles and behaviors in self and others. B. Identifies community needs that affect children and youth. C. Uses effective problem-solving skills to support advocacy efforts. D. Demonstrates knowledge of advocacy issues. 	<ul style="list-style-type: none"> A. Models various leadership styles and behaviors. B. Promotes best/promising practices in youth development to families, administrators, colleagues, and community members. C. Describes legislative processes, including legal and advocacy issues that impact children, youth, and their families. D. Explains how government policies affect family and child/youth development. 	<ul style="list-style-type: none"> A. Leads and carries out advocacy plan. B. Participates in professional associations and/or serves on boards, task forces, or committees. C. Advocates for child/youth-adult partnerships. D. Advocates for accessible, affordable, safe, and quality programs for children and youth at local and state levels. E. Provides strong leadership and visionary direction.

Considerations

- In what ways might you use your role to advocate for children and youth? Families? Other professionals?
- How do you identify community needs?
- How do you incorporate advocacy into the culture of your program?

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All references were current at the time of publication but may have been revised or gone out of print.

APPENDIX A: GLOSSARY

ADULT ALLY

An adult ally is a person who does not identify as a child/youth who acts in partnership with children/youth. Adult allyship is fostered in personal, cultural, social, or institutional relationships by supporting child/youth-led efforts, creating partnerships, or providing formal and informal mentoring. (Fletcher)

ADULTISM

Adultism “refers to behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their agreement. This mistreatment is reinforced by social institutions, laws, customs, and attitudes.” (Bell, 1995). Adultism includes a preference for adult perspectives, ideas, actions, language, and culture and places adults at the center of decision making on issues affecting children and youth.

ANTI-BIAS

The act of actively opposing or prohibiting unfair discrimination against people based on race, religion, abilities, gender, appearance, and other unchangeable aspects of one’s identity. It means preventing or counteracting bias. Being anti-bias includes values of respecting and embracing difference.

ANTI-RACISM

Anti-Racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts. (Race Forward)

BEST-PRACTICES

Evidence-based curriculum, programs or other promising approaches.

EXPANDED LEARNING

The field of childcare, afterschool, youth development, or expanded learning with children and youth ages 5-18.

COGNITIVE/COGNITION

Refers to both the knowledge possessed and the youth’s ability to think, reason, learn, and understand. Younger school-age children usually think in concrete ways. Older school-age children (adolescents) begin to use more complex ways of thinking.

CULTURE

Culture encompasses the evolving identities, beliefs, and practices that include the intersection of one’s national origin, religion, language, sexual orientation, socioeconomic class, age, gender identity, race/ethnicity, and physical/developmental ability.

CULTURALLY RESPONSIVE PROGRAMMING

An approach that considers the cultural characteristics, experiences, and perspectives of youth in the design and implementation of a program (Tzenis, 2020). Such programs have staff who are sensitive to participants’ backgrounds; materials which reflect diverse cultures, languages and experiences; and ties to young people’s family and community resources. In addition, these programs recognize and respect diverse customs and traditions and do not tolerate bias or discrimination.” (California Tomorrow)

DIVERSITY

“Diversity has come to refer to the various backgrounds and races that comprise a community, nation or other groupings. In many cases the term diversity does not just acknowledge the existence of diversity backgrounds, race, gender, religion, sexual orientation, and so on, but implies an appreciation of these differences.” (The Aspen Institute)

EQUITY

A state of fairness and justice; righting disparities experienced by people with marginalized identities.



INDIVIDUALIZED EDUCATION PLAN (IEP)

“The IEP is designed to clearly communicate to the parents/caregivers, the student, and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The most recent evaluation report is used to develop the IEP. The IEP is individualized to reflect the unique needs of the student and how these needs will be addressed to permit the student to be included and progress in the general education curriculum.” (Office of Superintendent of Public Instruction)

MANDATED REPORTER

Professionals who are legally required to report child abuse or neglect.

MENTAL HEALTH

“Mental health can be conceptualized as a state of well-being in which individuals realize their own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to their communities.” (World Health Organization)

OPPRESSION

The exercise of authority or power in an unjust manner, the results of which benefit one group over another and is maintained by social practices and beliefs.

PRIVILEGE

Rights, benefits, or access to systems/institutions granted as entitlement to a person based on their membership of a group (i.e. race, sexual orientation, gender, age, etc.).

PROFESSIONAL DEVELOPMENT

Opportunities that enhance a practitioner’s knowledge and skills and impacts attitudes/beliefs; this may include workshops, conference, coaching, team building, etc.

SPECIAL NEEDS

The needs of students who are identified and receive special education services in public schools in accordance with the Individuals with Disabilities Education Improvement Act of 2004.

STRENGTHS-BASED, FAMILY-CENTERED APPROACH

A framework that places family as its focal point, instead of the child, focusing on family strengths and families’ ability to problem solve. It incorporates collaboration between schools’ families and service providers, emphasizing partnerships and community building.

YOUTH EMPOWERMENT

Youth empowerment is both a goal and a practice through which young people gain the knowledge and skills that support their ability to create change in their lives and the world in which they live. (Fletcher)

YOUTH LEADERSHIP

Youth leadership is a broad concept related to the knowledge, attitudes, skills, behaviors, and aspirations utilized by one or more children/youth in influencing, motivating, informing, and inspiring desired actions and reactions by others. (The Ohio State University Extension)

YOUTH VOICE

The goal of the concept of youth voice is that ideas, opinions, experiences, attitudes, knowledge, and actions of young people are actively sought out and vocalized by placing young people in forums and in decision making roles to offer their insights, ideas, and experiences. (Fletcher)

WASHINGTON STATE LEARNING STANDARDS

These requirements define what all students should know and be able to do at each grade level, they include the subject areas of reading, writing, mathematics, science and social studies.

WELLNESS

“wellness is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (World Health Organization)

APPENDIX B: HISTORY

In 2004, a Statewide Afterschool Plan and subsequent report to the Washington State Legislature recommended substantial additional investments in professional development opportunities for Washington's afterschool staff. That plan was created at the request of Superintendent of Public Instruction, Dr. Terry Bergeson, with leadership from School's Out Washington.

In 2006, School's Out Washington sought and received funding from the Paul G. Allen Family Foundation to take bold steps in creating a statewide professional development system pursuant to this statewide plan. These dedicated resources facilitated the design of a workforce study and the ensuing report, *A Well-Prepared Workforce Brings Out the Best in Our Kids*, that identified a framework for a

comprehensive afterschool and youth development (AYD) professional development system.



2009 – STRATEGY I

The measurement of outcomes was developed with Organizational Research Services, School's Out Washington, and statewide stakeholders from the AYD field. This document was completed and approved in November of 2009.

STRATEGY II

In September 2009, a statewide committee used the Kansas and Missouri Core Competencies for Youth Development Professionals document as a starting framework to guide Washington State's process. The draft document developed, reviewed, and revised by the committee was distributed through a web-based survey for statewide professional evaluation and review. The Washington State committee revised the draft competencies in response to reviewer's suggestions, resulting in this first edition. As the emerging needs of the field change over time, this document can be revised and edited as needed.

STRATEGY III

Child and youth development professionals need a common language and common expectations as a part of the professionalization of the work and the creation of a comprehensive professional development system. Developing the AYD profession's identity, definition, and role is critical to the internal and external understanding of the field. The common language provided by this collective effort and this document will facilitate better recognition of the positive impacts and child/youth outcomes of a well-prepared workforce. This collective effort chose the term Child and Youth Development Professional to represent the field.

In 2021, we launched a revision process to ensure the competencies reflect current research, lessons learned from the pandemic, and a renewed commitment to equity, inclusion, and antiracism, among other updates. Practitioners from across the state participated as advisors and focus group members, intentionally chosen to represent the diversity of the child and youth development field and the state more broadly. The result of this process is the Second Edition.

APPENDIX C: SELF-ASSESSMENT TOOL

You may use this self-assessment tool to explore your practice across each Content Area. This will give you an opportunity to uncover strengths and areas of focus as you develop as a professional. The tool includes three possible answers:

- **Yes:** You are demonstrating the competency.
- **Not yet:** You understand the competency, but have not yet acquired everything outlined.
- **Not sure:** You need more information to understand the competency.

You may use the Notes section to document any thoughts you have related to your assessment, such as evidence of your choice or a question about a competency.

After completing the self-assessment, take a moment to reflect and set goals to guide your professional development.

PART 1: SELF-ASSESSMENT

■ CONTENT AREA 1: RACIAL EQUITY AND CULTURAL RESPONSIVENESS

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Identifies how one's own race, ethnicity, cultural heritage, language/s, and social and cultural identities can experience privilege and/or marginalization.				
B. Provides an inclusive, welcoming, and respectful environment for all children, youth, and families.				
C. Creates a safe environment for children and youth to explore their own identities, including cultural beliefs and practices.				
D. Uses materials and practices that reflect and value all races, ethnicities, genders, cultures, families, religions, sexual orientations, languages, and physical and developmental abilities.				
E. Learns about world cultures, including associated elements of surface, shallow, and deep culture				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA 1: RACIAL EQUITY AND CULTURAL RESPONSIVENESS

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Thinks critically about culturally complex situations and engages in dialogue about privilege and oppression.				
B. Creates an environment where children and youth show pride in their cultural identities, beliefs, and practices.				
C. Demonstrates respect for their peers' cultural identities				
D. Designs learning opportunities that reflect the cultures in the community and the community's diversity.				
E. Identifies how privilege and oppression impact interactions with and between children, youth, families, and communities.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Builds partnerships with culturally-specific organizations and other relevant community organizations.				
B. Analyzes organizational culture, policies and procedures, and implements changes that foster equitable and culturally responsive practices.				
C. Advocates for ongoing training to deepen learning and analysis of systems related to racial equity, privilege, and oppression for self, staff, and program participants.				
D. Participates in collaborative action and advocacy to transform local and national systems towards racial equity and social justice.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA II. SAFETY AND WELLNESS

II-1. Environmental Safety

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Selects and maintains safe indoor and outdoor materials and equipment.				
B. Actively supervises and interacts with children and youth to ensure safety during all activities.				
C. Maintains a healthy physical environment by following health, safety, and sanitation procedures.				
D. Manages situations that can impact individuals with allergies, asthma, or other health concerns.				
E. Understands program's transportation policies and procedures.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Adapts the indoor and outdoor environments to maximize independence of all children and youth with special needs.				
B. Creates an environment of accountability for safety precautions and rules.				
C. Requests feedback from children, youth, and families to identify and improve environmental safety issues.				
D. Shares up-to-date safety information and resources with families and staff.				
E. Applies program safety procedures to ensure field trips are safe.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA II. SAFETY AND WELLNESS

II-1. Environmental Safety

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Advocates for environmental safety in all programs and activities.				
B. Develops, reviews, and/or revises policies and procedures for environmental safety based on current research.				
C. Trains staff and/or volunteers about program safety policies and procedures.				

II-2. Wellness

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Demonstrates proper hygiene and sanitation procedures, including hand-washing techniques and safe food handling practices.				
B. Responds to and documents injuries, and observes children and youth daily for signs of illness, and/or signs of abuse and neglect.				
C. Incorporates a variety of physical activities that meet the interests, developmental levels, and skills of children and youth.				
D. Demonstrates awareness of risk factors and healthy living choices regarding nutrition, physical and mental health, physical activity, and healthy relationships.				
E. Follows instructions for the administration of medicine and approved medical treatments, including related documentation.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA II. SAFETY AND WELLNESS

II-2. Wellness

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Teaches children and youth appropriate hygiene and sanitation procedures.				
B. Engages children/youth in age-appropriate discussions on human development and healthy living topics, and responds to questions with accurate, research-based information.				
C. Communicates with children, youth, and families about the nutritional content of food and nutritional needs.				
D. Responds to individual and cultural food preferences.				
E. Helps children, youth, families, staff, and others recognize and report abuse and neglect.				
F. Designs and implements activities that emphasize healthy bodies, healthy lifestyles, physical activity, and healthy environments.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA II. SAFETY AND WELLNESS

II-2. Wellness

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Plans and evaluates menus that respond to nutritional and cultural needs.				
B. Designs evidence-based policies and procedures related to sanitation, safety, identifying and preventing abuse, healthy living, and related topics.				
C. Works with health care professionals in the community to address wellness needs of children and youth.				
D. Trains staff on wellness indicators that may impact the success of children and youth.				
E. Applies current theories and research on nutrition, physical activity, mental health, sexual and reproductive health, gender, and sexual orientation to organization's policies, programs, and practices.				

■ CONTENT AREA III. GROWTH AND DEVELOPMENT

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Demonstrates knowledge of physical, cognitive, social, and emotional stages of child and youth development.				
B. Recognizes that children and youth learn and develop through experience.				
C. Responds to the individual needs of children and youth, including those with special needs.				
D. Recognizes the ways in which culture can influence behavior and development.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA III. GROWTH AND DEVELOPMENT

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Assesses individual differences and utilizes a flexible approach to continuously adapt to child and youth needs, interests, assets, and abilities.				
B. Identifies possible risk factors, delays, or disabilities that may indicate a need for special services, program adaptations, and/or consultations with a supervisor.				
C. Creates environments and experiences that respect and affirm cultural, racial, linguistic, ethnic, and socio-economic diversity.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Trains staff on current theories and research on child and adolescent growth to support best practices in the program.				
B. Collects data from multiple sources to support evaluation and improvement of programming and organizational practices.				
C. Reviews and manages the program's policies and practices to ensure they support and align with the development of the children and youth served.				

CONTENT AREA IV. LEARNING ENVIRONMENT AND CURRICULUM

IV-1. Creating the Learning Environment and General Curriculum

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Demonstrates knowledge of how the physical space/ environment can impact effectiveness of teaching and learning.				
B. Recognizes that children and youth learn best through engaging, hands-on experiences.				
C. Builds lesson plans and/or plans activities based on learning standards.				
D. Maintains a consistent schedule that balances active and quiet, youth- directed and adult-directed, individual and group, and indoor and outdoor activities.				
E. Ensures there are sufficient, developmentally appropriate, and culturally responsive materials available at the beginning of each activity.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA IV. LEARNING ENVIRONMENT AND CURRICULUM

IV-1. Creating the Learning Environment and General Curriculum

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Provides children and youth with opportunities to reflect on experiences, make plans, or set short/long term goals.				
B. Provides a physically and emotionally safe environment that facilitates learning in all curricular areas.				
C. Intentionally provides opportunities for children and youth to make choices within activities and have leadership roles within the program.				
D. Provides activities that allow children and youth to engage with materials or ideas through guided practice.				
E. Creates a learning environment that supports active learning including activities that balance abstract concepts with concrete experiences.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Engages staff, children/youth, and families to evaluate the learning environment and curriculum for all children and youth.				
B. Applies current research to design, revise, and improve curriculum and learning environments to meet learning styles, abilities, and needs of all children/youth.				
C. Supports staff/teaching teams with curriculum design.				
D. Partners with other agencies to increase learning opportunities within curricular areas.				
E. Evaluates the curriculum to ensure that it addresses learning standards across content areas (e.g., science, math, art, etc.).				

Appendix C: Self-Assessment Tool *CONTINUED*

CONTENT AREA IV. LEARNING ENVIRONMENT AND CURRICULUM

IV-2. Promoting Physical, Social, and Cognitive Development

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Models the expression and healthy management of emotions.				
B. Asks children and youth relevant open-ended questions to extend their learning.				
C. Encourages the cognitive, social, emotional, and physical development of children and youth through experimentation, exploration, simulation, and play.				
D. Supports children and youth to work collaboratively in large and small groups.				
E. Provides opportunities to build empathy and mutual respect among children, youth, and adults.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Revisits learning activities in order to build upon previous learning, refine thinking and build critical thinking and reflection skills.				
B. Incorporates cognitive, social, and physical activities into all curricular areas.				
C. Offers guidance and support with problem-solving and conflict resolution.				
D. Adjusts program strategies to engage individuals with different interests and strengths.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA IV. LEARNING ENVIRONMENT AND CURRICULUM

IV-2. Promoting Physical, Social, and Cognitive Development

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Trains staff on current theories and research to support physical, cognitive, and social development opportunities within program activities.				
B. Advocates for culturally responsive policies and practices that promote physical, cognitive, and social development.				
C. Evaluates the quality and effectiveness of curricula, activities, and opportunities that support physical, cognitive, and social development.				

IV-3. Promoting Self-Expression: Communication Skills and Creativity

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Models active listening and a variety of communication skills, including verbal and non-verbal forms to express thoughts and feelings.				
B. Understands that communication styles and self-expression vary based on social and cultural practices.				
C. Promotes child/youth-centered strategies for solving conflicts.				
D. Provides opportunities to expand own and participants' vocabulary.				
E. Provides unstructured time and activities to encourage creativity and individuality in self-expression.				

Appendix C: Self-Assessment Tool *CONTINUED*

CONTENT AREA IV. LEARNING ENVIRONMENT AND CURRICULUM

IV-3. Promoting Self-Expression: Communication Skills and Creativity

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Offers a variety of communication opportunities to meet the individual interests and skill levels of children and youth.				
B. Incorporates activities for self-expression and creativity that reflect diverse cultural traditions.				
C. Celebrates creative expression through showcases, exhibits, or other public spaces.				
D. Advocates for the importance of expressing thoughts, feelings, and ideas through creative outlets.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Uses ongoing, culturally appropriate evaluation tools to assess individual communication skills.				
B. Evaluates the appropriateness and effectiveness of creative activities for groups and individuals.				
C. Trains staff on current theories and research about language acquisition, literacy, and promoting creative experiences to support program planning and activities.				
D. Builds partnerships with community members and organizations to broaden understanding of creative expression and experiences.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA V. INTERACTIONS

V-1. Providing Individual Guidance

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. During conflicts, encourages asking questions for understanding and actively listening to the responses given.				
B. Builds trusting relationships with children and youth that provide physical and emotional security.				
C. Understands implicit bias and actively seeks to minimize one's own biases through self-monitoring and continuous learning.				
D. Follows established guidelines for supervision, positive behavior, group management, and conflict resolution.				
E. Demonstrates knowledge of how behaviors are reflections of child/youth needs.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Uses a variety of positive direct and indirect guidance methods to respond constructively to behaviors.				
B. Assists children and youth in learning to express emotions in constructive ways, solve problems, and make decisions independently.				
C. Selects guidance practices based on the personalities and levels of development of children and youth.				
D. Uses knowledge of child/youth cultural identities to support problem solving and conflict resolution.				

CONTENT AREA V. INTERACTIONS

V-1. Providing Individual Guidance

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Trains staff on theories of child/adolescent growth and development to improve guidance strategies.				
B. Works with families and schools to develop developmentally appropriate expectations for behaviors.				
C. Creates clear written group agreements and conflict resolution processes.				
D. Develops individual guidance plans.				

V-2. Enhancing Group Experiences

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Adapts activities to ensure that all children and youth are engaged.				
B. Provides consistency by following established routines and proactively communicates changes.				
C. Provides clear directions for activities and changes in the schedule.				
D. Discusses group expectations and boundaries to support a welcoming environment				
E. Uses instructional and relationship-building practices to integrate children and youth of all abilities into the group.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA V. INTERACTIONS

V-2. Enhancing Group Experiences

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Provides experiences that respond to the collective interests of children and youth.				
B. Identifies individual strengths to maximize group dynamics and promote cooperative learning.				
C. Develops cooperative group activities that build negotiating, compromising, and problem-solving skills.				
D. Provides opportunities to for children and youth to work towards shared goals that result in tangible products or performances.				
E. Provides a supportive environment that helps develop a sense of identity and belonging.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Involves children and youth in establishing program guidelines and structures for groups, program norms, and expectations.				
B. Develops cooperative group activities that align with current research and/or program curriculum.				
C. Trains staff on current theories and research to support cooperative learning strategies in program plans and activities.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VI. YOUTH EMPOWERMENT

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Values youth input and provides multiple opportunities to make choices within the program.				
B. Provides multiple leadership roles for children and youth within programming.				
C. Celebrates child/youth successes and invites opportunities to learn from trial and error.				
D. Provides an environment that helps each child/youth know, accept, and take pride in oneself and develop a sense of independence.				
E. Demonstrates knowledge and recognizes adultism in policies, practices, or behaviors.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Shares power and fosters leadership by providing opportunities to serve the community and design youth-driven programming.				
B. Provides support and leadership opportunities that align with developmental needs.				
C. Demonstrates knowledge of youth culture and power dynamics within larger community contexts.				
D. Interrupts overt and internalized adultism within programs or activities.				

Appendix C: Self-Assessment Tool *CONTINUED*

CONTENT AREA VI. YOUTH EMPOWERMENT

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Educates children and youth about their legal rights.				
B. Advocates for strong adult-youth partnerships and the importance of creative expression.				
C. Trains staff on current theories, research, and practices to support youth empowerment, leadership and voice within the program.				
D. Creates organizational policies and protocols that support youth engagement.				
E. Interrupts adultism within the organization and external systems.				



Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VII. OBSERVATION AND ASSESSMENT

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Maintains confidentiality regarding observation and assessment information.				
B. Identifies ways to get to know each individual's strengths, needs, interests, family, and life situation.				
C. Uses various formal and informal, culturally-relevant observation/assessment methods in a non-biased manner.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Communicates observation results and concerns about behavior and environmental factors with authorized individuals.				
B. Engages youth, staff, and families in the ongoing assessment process.				
C. Interprets observation information to develop services, opportunities, and supports for children and youth.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Collaborates with assessment, school, and health care teams for children and youth with special needs.				
B. Trains staff on research-based strategies to support observation and assessment.				
C. Establishes criteria, procedures, and documentation methods for observation, assessment, and accommodation.				



CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-1. Relationships with Families

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Acknowledges and values similarities and differences in the varying cultures and structures of families.				
B. Uses inclusive language that acknowledges all family types/structures, values strengths, and models a family-centered approach.				
C. Works effectively with families from a variety of cultural, linguistic, ethnic, and socio-economic backgrounds.				
D. Communicates with family members about program activities.				
E. Recognizes the impacts of the cultural, linguistic, ethnic, and socio-economic diversity that may exist between the home and program setting.				



CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-1. Relationships with Families

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Builds supportive relationships with families and maintains confidentiality regarding questions, requests, challenges, or personal details except as required by law .				
B. Ensures the diversity of family and community cultures are reflected in all aspects of the program.				
C. Invites families to share skills, and cultural practices by participating in program activities.				
D. Facilitates opportunities for the development of social and support networks between families.				
E. Models a strengths-based, family-centered approach to support healthy relationships of between children and youth and their families.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-1. Relationships with Families

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Evaluates the program to ensure that it values, welcomes, and preserves the cultures, customs, beliefs, and practices of children, youth, and families.				
B. Involves families in program/policy development and evaluation.				
C. Trains staff on current theories and research to understand dynamics within multicultural communities and support engagement with families.				
D. Analyzes the effectiveness of family involvement and advisory groups, and uses data to make program adjustments.				
E. Oversees development of program policies, procedures, and risk management regarding family engagement.				



Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-2. Partnerships with Community

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Shares information about community resources that may offer services and activities to assist children, youth, and families.				
B. Works cooperatively with volunteers and partners so they can effectively support the program.				
C. Creates opportunities for children and youth to learn about and support their communities through activities, service projects, or field trips.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Creates opportunities to engage with, listen to, and receive feedback from community members or partners.				
B. Works with community partners to recruit volunteers or secure resources to support programs and activities.				
C. Participates in community asset mapping and needs assessments.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Expands or builds new relationships with community partners to meet the needs of children, youth, and families.				
B. Builds partnerships or cross-sector collaborations to support children and youth across organizations and institutions within the community.				
C. Develops mentoring and apprenticeship opportunities for children and youth to explore career interests.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-3. Partnerships with Schools

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Maintains collaborative relationships between schools and the program.				
B. Participates in training about literacy, math and science curricula used in program participants' schools.				
C. Assists in developing strategies to infuse learning through activities.				
D. Supports joint events with schools to build relationships and connections among youth, families, schools, and program staff.				
E. Demonstrates knowledge about the policies/practices that guide communication and information sharing between the schools and the program/organization.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Aligns program practices with school policies that reflect the culture of families and their respective programs.				
B. Designs program activities to support and align with Washington State Grade Level Expectations (GLEs).				
C. In school-based programs, facilitates school/program transition activities with school partners.				
D. Develops relationships with school staff to identify potential adaptations to individualize services or align with classroom learning objectives.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA VIII. FAMILIES, COMMUNITIES, AND SCHOOLS

VIII-3. Partnerships with Schools

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Intentionally aligns program objectives with the major goals of school/district academic improvement plans.				
B. Implements grade advancement transition strategies with the school to ensure a successful transition for each student.				
C. Develops a written partnership agreement with the school or district leadership and conducts ongoing evaluation of the effectiveness of the agreement.				
D. In school-based programs, develops a plan for the shared use of resources with the school, and makes recommendations for changes as needed.				

■ CONTENT AREA IX. PROGRAM PLANNING AND DEVELOPMENT

IX-1. Program Planning and Evaluation

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Shares ideas and feedback to support the program staff team in planning activities.				
B. Knows the program's purpose, mission, and policies, and how to access relevant laws related to child and youth.				
C. Selects, uses, and requests appropriate equipment, materials, and resources for program activities.				
D. Explains the relationship between daily practices and the program's philosophy.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA IX. PROGRAM PLANNING AND DEVELOPMENT

IX-1. Program Planning and Evaluation

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Plans family and child/youth orientations and activities.				
B. Uses an anti-bias and anti-racist lens in program design.				
C. Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide a healthy, safe, and effective program.				
D. Involves community stakeholders in program design and planning.				
E. Implements appropriate program evaluation methods, taking into consideration their purposes and limitations.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Uses evaluation data to inform improvements to curriculum framework and approaches for the program.				
B. Facilitates strategic planning and goal-setting activities that involve staff, youth, families, and the community.				
C. Manages program resources effectively and develops risk management strategies to address anticipated challenges.				
D. Implements public relations strategies to promote the program in the community.				

CONTENT AREA IX. PROGRAM PLANNING AND DEVELOPMENT

IX-2. Personnel and Financial Management

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Follows the program's personnel and financial policies and procedures.				
B. Maintains the supplies, materials, and equipment inventories as requested.				
C. Operates within the budget and follows all bookkeeping procedures.				
D. Builds relationships with staff and/or volunteers to strengthen collaboration in support of programs and activities.				
E. Demonstrates understanding of team building processes and opportunities.				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Initiates appropriate problem solving and conflict resolution strategies with staff teams.				
B. Facilitates communication among staff and administrators.				
C. Assists in planning program budgets.				
D. Supervises staff, interns, apprentices, and/or practicum students using anti-bias, anti-racist approaches.				
E. Engages local community partners and businesses to help identify new financial or material resources for the program.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA IX. PROGRAM PLANNING AND DEVELOPMENT

IX-2. Personnel and Financial Management

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Uses a racial equity lens to develop, evaluate, and revise recruitment, hiring, supervision, and recognition practices/policies.				
B. Ensures the budget aligns with the mission, vision and other program goals.				
C. Actively analyzes and maintains the budget to ensure effective use of resources.				
D. Seeks and obtains additional funding opportunities to support and sustain existing and new programs.				
E. Trains and supports managers to implement equitable and high-quality practices for managing personnel and program budgets.				

■ CONTENT AREA X. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-1. Commitment to and Respect for Program and Stakeholders

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Understands that personal behaviors and actions within the work setting reflect on the program.				
B. Dresses in culturally-appropriate clothing that is suitable for engaging in all program activities.				
C. Shows commitment to the program's philosophy and goals.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA X. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-1. Commitment to and Respect for Program and Stakeholders

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Participates in group problem solving and decision-making around program issues.				
B. Seeks out and acts upon feedback from colleagues, families, and child/youth participants.				
C. Maintains age and culturally appropriate boundaries in relationships with staff, participants, and families.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Advances program practices by adopting research and promising practices for children, youth, families, and staff.				
B. Recommends and promotes policies, practices, and funding that recognizes and celebrates staff successes and commitment to children, youth and programs.				

X-2. Ongoing Professional Growth

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Seeks out knowledge to improve professional knowledge, skills and abilities.				
B. Uses feedback to improve professional competence and practice.				
C. Studies and learns from one's own practice and sets goals to increase skills and abilities.				
D. Participates in ongoing professional development through goal-setting, training, and reflective practice.				
E. Builds relationships with peers across youth-serving systems.				

Appendix C: Self-Assessment Tool *CONTINUED*

■ CONTENT AREA X. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-2. Ongoing Professional Growth

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Continuously deepens understanding of different cultural groups in area(s) served.				
B. Engages in continuous learning on anti-bias and anti-racist practices.				
C. Develops and carries out a personal professional development plan aligned with career goals.				
D. Designs staff development opportunities with colleagues.				
E. Attends local, state, or national conferences to continue learning.				

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Mentors and fosters the professional growth of others.				
B. Participates actively in professional associations.				
C. Understands the change process and develops practices to support professional growth.				
D. Models seeking additional knowledge and implementing new approaches related to inclusion, culture, equity, and anti-racism to personally grow and inspire others.				

Appendix C: Self-Assessment Tool *CONTINUED*

CONTENT AREA X. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-3. Leadership and Advocacy

Emerging Practice	Yes	Not Yet	Not Sure	Notes
A. Recognizes leadership styles and behaviors in self and others.				
B. Identifies community needs that affect children and youth.				
C. Uses effective problem-solving skills to support advocacy efforts.				
D. Demonstrates knowledge of advocacy issues				

Establishing Practice	Yes	Not Yet	Not Sure	Notes
A. Models various leadership styles and behaviors.				
B. Promotes best/promising practices in youth development to families, administrators, colleagues, and community members.				
C. Describes legislative processes, including legal and advocacy issues that impact children, youth, and their families.				
D. Explains how government policies affect family and child/youth development.				

CONTENT AREA X. PROFESSIONAL DEVELOPMENT AND LEADERSHIP

X-3. Leadership and Advocacy

Deepening Practice	Yes	Not Yet	Not Sure	Notes
A. Leads and carries out advocacy plan.				
B. Participates in professional associations and/or serves on boards, task forces, or committees.				
C. Advocates for child/youth-adult partnerships.				
D. Advocates for accessible, affordable, safe, and quality programs for children and youth at local and state levels.				
E. Provides strong leadership and visionary direction.				





PART 2: REFLECTION AND GOAL-SETTING

After using the core competencies for self-assessment or with coaching from a supervisor/mentor, set goals for your learning. Goals should be specific with deadlines and a clear way to know you have accomplished them.

<p>In which Content Area(s) do you feel most confident? Why?</p>	
<p>How might you continue to develop mastery in this area?</p>	
<p>In which Content Area do you feel the least confident? Why?</p>	
<p>What might you do to grow in this area?</p>	

Appendix C: Self-Assessment Tool *CONTINUED*

You can use this section to write out professional learning goals based on your self-assessment.

Content Area	What will you do?	Date Due	What will you be able to do when you complete the goal?

Appendix C: Self-Assessment Tool *CONTINUED*

Content Area	What will you do?	Date Due	What will you be able to do when you complete the goal?

Appendix C: Self-Assessment Tool *CONTINUED*

Content Area	What will you do?	Date Due	What will you be able to do when you complete the goal?



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