

**PHILADELPHIA OST STAFF COMPETENCIES - RESEARCH REFERENCES**

<b>COMPETENCY 1: Activities, Content, and Curriculum</b>	<b>Question</b>	<b>Research</b>
<p><b>Indicator A.</b> Understands and integrates specific topics such as the arts, science, literacy, and sports</p>	<p><b>How or why does integrating diverse topics improve programs and/or benefit children and youth?</b></p>	<p><b>Practices to Foster in OST</b>; Child Trends; page 1: <a href="http://www.childtrends.org/Files/Child_Trends-2010_01_28_RB_Practices2Foster.pdf">www.childtrends.org/Files/Child_Trends-2010_01_28_RB_Practices2Foster.pdf</a>  <b>Shared Features of High-Performing After-School Programs</b>; Policy Studies; pages 5-6: <a href="http://www.seidl.org/pubs/fam107/fam107.pdf">www.seidl.org/pubs/fam107/fam107.pdf</a>  <b>Essential Elements of Quality Afterschool Programs</b>; National Dropout Prevention Center; page 7: <a href="http://www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf">www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf</a>  <b>Quality of School-Age Child Care in After-School Settings</b>; Little; page 4: <a href="http://www.researchconnections.org/childcare/resources/12576/pdf;jsessionid=E81E66D32D4E9B9E7CC109203A9BA92C">http://www.researchconnections.org/childcare/resources/12576/pdf;jsessionid=E81E66D32D4E9B9E7CC109203A9BA92C</a></p>
<p><b>Indicator B.</b> Understands and implements specific strategies such as homework help, service learning, and project-based learning</p>	<p><b>How or why does integrating diverse teaching strategies improve programs and/or benefit children and youth?</b></p>	<p><b>Elements of Effective Programs</b>; Center for After School Education; page 1: <a href="http://www.afterschooled.org/quality_building/elements.php">www.afterschooled.org/quality_building/elements.php</a>  <b>Learning By Asking: Investigating Science Through Inquiry</b>; National Partnership for Quality Afterschool Learning; page 1: <a href="http://www.seidl.org/afterschool/afterwords/aug2008/">www.seidl.org/afterschool/afterwords/aug2008/</a></p>
<b>COMPETENCY 2: Child And Adolescent Development And Empowerment</b>	<b>Question</b>	<b>Research</b>
<p><b>Indicator A.</b> Understands child development and developmental stages, and applies this knowledge to programs and participants</p>	<p><b>How or why does understanding and applying child development principles improve programs and/or benefit children?</b></p>	<p><b>Ways to Promote Positive Youth Development in Children and Youth</b>, Child Trends; pages 3-4: <a href="http://www.childtrends.org/Files/Child_Trends-2008_02_27_PositiveYouthDev.pdf">www.childtrends.org/Files/Child_Trends-2008_02_27_PositiveYouthDev.pdf</a>  <b>A Different Kind of Child Development Institution</b>; Halpern; page 202; <a href="http://www.temescalassociates.com/documents/resources/general/HxAfterschool.pdf">www.temescalassociates.com/documents/resources/general/HxAfterschool.pdf</a></p>
<p><b>Indicator B.</b> Understands teenagers, adolescents and positive youth development, and applies this knowledge to programs and participants</p>	<p><b>How or why does understanding and applying youth development principles improve programs and/or benefit children?</b></p>	<p><b>What Works for Older Youth</b>; Child Trends; pages 2-3: <a href="http://www.childtrends.org/Files/Child_Trends-2010_03_09_FS_WWOlderYouth.pdf">www.childtrends.org/Files/Child_Trends-2010_03_09_FS_WWOlderYouth.pdf</a></p>
<p><b>Indicator C.</b> Recognizes the importance of youth leadership and empowerment, and provides climates and activities that cultivate these attributes</p>	<p><b>How or why does understanding and cultivating youth leadership improve programs and/or benefit children and youth?</b></p>	<p><b>Decision-Making/Reasoning Skills</b>; Building Partnerships for Youth; pages 2-3: <a href="http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=decision_making">cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=decision_making</a>  <b>Youth Governance: How and Why It Can Help OST Programs Involve Art-Risk Youth</b>; <a href="http://www.childtrends.org/Files/Child_Trends-2008_06_18_YouthGovernance.pdf">www.childtrends.org/Files/Child_Trends-2008_06_18_YouthGovernance.pdf</a>  <b>Elements of Youth Development Defined</b>; Building Partnerships for Youth; <a href="http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=elementsDefined">cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=elementsDefined</a>  <a href="http://www.childtrends.org/Files/Child_Trends-2008_06_18_YouthGovernance.pdf">4H- Leadership</a></p>

<b>COMPETENCY 3: Caring Relationships And Behavior Guidance</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Recognizes the importance of caring relationships between adults and children and youth	<b>How or why does understanding and cultivating caring relationships improve programs and/or benefit children and youth?</b>	<b>Youth/Adult Partnerships:</b> Building Partnerships for Youth; pages 1-2: <a href="http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=YAparters">http://cals-cf.calsnet.arizona.edu/fcs/bpy/content.cfm?content=YAparters</a> <b>Elements of Effective Programs;</b> Center for After School Education; page 1: <a href="http://www.afterschooled.org/quality_building/elements.php">www.afterschooled.org/quality_building/elements.php</a> <b>Promoting Youth-Adult Collaboration;</b> International Youth Foundation; page 2 and page 5-6: <a href="http://www.youthactionnet.org/marketplace/usercontent/resources/fileresouce_1218211582.pdf">http://www.youthactionnet.org/marketplace/usercontent/resources/fileresouce_1218211582.pdf</a> <b>Connecting with Kids;</b> LEARNS; pages 1-3: <a href="http://www.nationalservicerresources.org/files/legacy/filemanager/download/learns/winter07_tutor_revised_5-08.pdf">http://www.nationalservicerresources.org/files/legacy/filemanager/download/learns/winter07_tutor_revised_5-08.pdf</a>
<b>Indicator B.</b> Develops and maintains supportive and respectful relationships with program participants		
<b>Indicator B.</b> Uses caring relationships to effectively guide and manage behavior	<b>How or why does effective behavior management improve programs and/or benefit children and youth?</b>	<b>Quality Time After School;</b> PPV; page 1: <a href="http://www.ppv.org/ppv/publications/assets/217_publication.pdf">http://www.ppv.org/ppv/publications/assets/217_publication.pdf</a> <b>Assessing Peer Conflict and Aggressive Behavior;</b> Child Trends, page 2: <a href="http://www.childtrends.org/Files/Child_Trends-2009_10_29_RB_AssessingPeer.pdf">http://www.childtrends.org/Files/Child_Trends-2009_10_29_RB_AssessingPeer.pdf</a> <b>After School Programs Behavioral Issues Toolkit;</b> YET; page 1: <a href="http://cyfar.cas.psu.edu/PDFs/Behavioral_Toolkit_YET.pdf">http://cyfar.cas.psu.edu/PDFs/Behavioral_Toolkit_YET.pdf</a>

<b>COMPETENCY 4: Health, Wellness, Safety, and Nutrition</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Understands the importance of physical and emotional wellbeing among children and youth		
<b>Indicator B.</b> Integrates strategies to address the physical and emotional growth of children and youth	<b>How or why does promoting physical and emotional growth improve programs and/or benefit children and youth?</b>	<b>Solving the Problem of Childhood Obesity;</b> White House Task Force; page 3: <a href="http://www.letsmove.gov/tfco_fullreport_may2010.pdf">http://www.letsmove.gov/tfco_fullreport_may2010.pdf</a> <b>Changing Lives, Saving Lives,</b> Healthy Behaviors Initiatives, page 12: <a href="http://www.ccscenter.org/afterschool/documents/StepByStep_Full_LR.pdf">http://www.ccscenter.org/afterschool/documents/StepByStep_Full_LR.pdf</a> <b>Quality of School-Age Child Care in After-School Settings;</b> Little; page 4: <a href="http://www.researchconnections.org/childcare/resources/12576/pdf;jsessionid=E81E66D32D4E9B9E7CC109203A9BA92C">http://www.researchconnections.org/childcare/resources/12576/pdf;jsessionid=E81E66D32D4E9B9E7CC109203A9BA92C</a>
<b>Indicator C.</b> Maintains a physically safe and stimulating environment	<b>How or why does providing a safe environment improve programs and/or benefit children and youth?</b>	<b>What Research Tells Us About Effective OST Programs;</b> University of Wisconsin; page 1: <a href="http://whatworks.uwex.edu/attachment/factsheet_5truancy.pdf">http://whatworks.uwex.edu/attachment/factsheet_5truancy.pdf</a>

<b>COMPETENCY 5: Cultural Competence and Inclusion</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Recognizes the importance of an inclusive and diverse environment	<b>How or why does understanding and embracing inclusion and diversity improve programs and/or benefit children and youth?</b>	<b>Building After-School Systems for Diverse Populations;</b> CBASS; page 1: <a href="http://www.afterschoolsystems.org/section/strategies/initiative3">http://www.afterschoolsystems.org/section/strategies/initiative3</a> <b>Exploring Access and Equity in After-School Programs;</b> FYI; page 1: <a href="http://www.forumforyouthinvestment.org/files/OSTPC4.pdf">http://www.forumforyouthinvestment.org/files/OSTPC4.pdf</a> <b>Afterschool and Students with Special Needs;</b> Afterschool Alliance; page 2: <a href="http://www.afterschoolalliance.org/issue_briefs/issue_needs_1.pdf">http://www.afterschoolalliance.org/issue_briefs/issue_needs_1.pdf</a> <b>Afterschool Programs Level the Playing Field;</b> Afterschool Alliance; page 2: <a href="http://www.afterschoolalliance.org/issue_briefs/issue_disadvantaged_17.pdf">http://www.afterschoolalliance.org/issue_briefs/issue_disadvantaged_17.pdf</a> <b>Putting it All Together;</b> PPV; page 9: <a href="http://www.ppv.org/ppv/publications/assets/234_publication.pdf">http://www.ppv.org/ppv/publications/assets/234_publication.pdf</a>
<b>Indicator B.</b> Recognizes multiple examples of diversity, such as race, gender, and learning ability		
<b>Indicator C.</b> Understands and applies strategies to embrace difference and diversity		

<b>COMPETENCY 6: Engaging Families, Schools, and Communities</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Understands the importance of partnerships and collaboration		
<b>Indicator B.</b> Uses strategies to connect and engage with families, schools, and communities	<b>How or why does communicating effectively with families, schools, and communities improve programs and/or benefit children and youth?</b>	<b>Strengthen Connections Between After-School and After-School Learning;</b> CBASS, page 1: <a href="http://www.afterschoolsystems.org/content/document/detail/1562/">http://www.afterschoolsystems.org/content/document/detail/1562/</a> <b>What Works for Parent Involvement Programs for Children;</b> Child Trends; page 1: <a href="http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWPparentInvolveProg.pdf">http://www.childtrends.org/Files/Child_Trends-2009_12_09_FS_WWPparentInvolveProg.pdf</a> <b>Essential Elements of Quality Afterschool Programs;</b> National Dropout Prevention Center; page 13: <a href="http://www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf">www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf</a> <b>All Together Now: Sharing Responsibility for Whole Child;</b> Communities in Schools; pages 7-8: <a href="http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf">http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf</a> <b>Community Context;</b> Child Trends; page 1: <a href="http://www.childtrends.org/Files/Child_Trends-2009_07_16_PI_ProgramsContext.pdf">http://www.childtrends.org/Files/Child_Trends-2009_07_16_PI_ProgramsContext.pdf</a> <b>The Federal Role in Out-of-School Learning: After-School, Summer Learning, and Family Involvement as Critical Learning Supports;</b> HFRP, page 2: <a href="http://www.hfrp.org/out-of-school-time/publications-resources/the-federal-role-in-out-of-school-learning-after-school-summer-learning-and-family-involvement-as-critical-learning-supports">http://www.hfrp.org/out-of-school-time/publications-resources/the-federal-role-in-out-of-school-learning-after-school-summer-learning-and-family-involvement-as-critical-learning-supports</a> <b>Partnerships for Learning: Promising Practices in Integrating School and OST Program Supports,</b> HFRP, pages 4-5: <a href="http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports">http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports</a> <b>Impacts of Afterschool Programs and Parent involvement on Student Outcomes;</b> SEDL, pages 4-5: <a href="http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_impacts.html">http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_impacts.html</a>

<b>COMPETENCY 7: Professionalism and Professional Development</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Recognizes and accesses career pathways and aspirations	<b>How or why does staff accessing career pathways improve programs and benefit children and youth?</b>	<b>The Human Services Workforce Initiative: Capturing Promising Practices</b> ; Cornerstone For Kids; page 3 and 7: <a href="http://www.cps.ca.gov/workforceplanning/documents/06.06_promising_practices.pdf">http://www.cps.ca.gov/workforceplanning/documents/06.06_promising_practices.pdf</a> <b>Clear Policies for Career Pathways: Lessons Learned</b> ; Next Generation Youth Work Coalition; page 3: <a href="http://www.proyouthworkamerica.org/publications/NextGen_Lessons_Learned.pdf">http://www.proyouthworkamerica.org/publications/NextGen_Lessons_Learned.pdf</a>
<b>Indicator B.</b> Understands the importance of and enhances professional appearance and conduct	<b>How or why does enhancing professional conduct among staff improve programs and benefit children and youth?</b>	<b>Code of Ethics for Youth Work</b> ; Youth Action and Policy Association; page 5: <a href="http://www.youthcoalition.net/documents/sector%20development/Code%20of%20Ethics/Youth%20Work%20Code%20of%20Ethics%20(ACT).pdf">http://www.youthcoalition.net/documents/sector%20development/Code%20of%20Ethics/Youth%20Work%20Code%20of%20Ethics%20(ACT).pdf</a> <b>NAA Code of Ethics</b> ; page 4, page 12-13: <a href="http://www.naaweb.org/resource/resmgr/naacodeofethicsjan09.pdf">http://www.naaweb.org/resource/resmgr/naacodeofethicsjan09.pdf</a>
<b>Indicator C.</b> Designs, implements, and evaluates effective professional development	<b>How or why does implementing effective professional development improve programs and benefit children and youth?</b>	<b>Building PD Systems for the After School Field</b> ; Afterschool Investments; page 4: <a href="http://nccic.acf.hhs.gov/afterschool/pd_systems.pdf">http://nccic.acf.hhs.gov/afterschool/pd_systems.pdf</a> <b>Strengthening The After School Workforce</b> ; CBASS; <a href="http://www.afterschoolsystems.org/content/document/detail/1565/">http://www.afterschoolsystems.org/content/document/detail/1565/</a> <b>Core Competencies For Afterschool Educators</b> ; Mott; page 3: <a href="http://www.afterschoolprofessional.info/images/Mott_CC_web.pdf">http://www.afterschoolprofessional.info/images/Mott_CC_web.pdf</a> <b>The Importance of PD for Youth Workers</b> ; ChildTrends; page 2: <a href="http://www.childtrends.org/Files//Child_Trends-2007_06_15_RB_ProDevel.pdf">http://www.childtrends.org/Files//Child_Trends-2007_06_15_RB_ProDevel.pdf</a>

<b>COMPETENCY 8: Research, Evaluation, and Quality Programming</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Understands the definitions, types, and importance of research and evaluation	<b>How or why does understanding and applying research and evaluation improve programs and benefit children and youth?</b>	<b>Measuring the Success of After-School Programs and Systems</b> ; CBASS; <a href="http://www.afterschoolsystems.org/content/document/detail/1559/">http://www.afterschoolsystems.org/content/document/detail/1559/</a> <b>Essential Elements of Quality Afterschool Programs</b> ; National Dropout Prevention Center; page 6: <a href="http://www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf">www.dropoutprevention.org/pubs/pdfs/Essential_Elements_of_Quality_AfterSchool_Programs.pdf</a> <b>Data-Driven Decision Making in OST Programs</b> ; ChildTrends; page 2: <a href="http://www.childtrends.org/Files/Child_Trends-2009_06_23_RB_Decision-Support.pdf">http://www.childtrends.org/Files/Child_Trends-2009_06_23_RB_Decision-Support.pdf</a> <b>Process Evaluations – A Guide for OST Practitioners</b> ; ChildTrends; page 2: <a href="http://www.childtrends.org/Files//Child_Trends-2008_01_07_%20ProcessEvaluations.pdf">http://www.childtrends.org/Files//Child_Trends-2008_01_07_%20ProcessEvaluations.pdf</a> <b>Supporting Success-Why and How to Improve Quality in AS Programs</b> ; PPV; page 8: <a href="http://www.ppv.org/ppv/publications/assets/227_publication.pdf">http://www.ppv.org/ppv/publications/assets/227_publication.pdf</a> <b>Research Update 3: Highlights from the OST Database</b> ; HFRP; page 3: <a href="http://www.hfrp.org/publications-resources/browse-our-publications/research-update-3-highlights-from-the-out-of-school-time-database">http://www.hfrp.org/publications-resources/browse-our-publications/research-update-3-highlights-from-the-out-of-school-time-database</a>
<b>Indicator B.</b> Uses research and evaluation to design quality programs and improve participant outcomes		

<b>COMPETENCY 9: Program Management and Administration</b>	<b>Question</b>	<b>Research</b>
<b>Indicator A.</b> Understands the complexities of program administration, and effectively manages organizations and/or programs	<b>How or why does effective administration improve programs and benefit children and youth?</b>	<p><b>Shared Features of High Performing After-School Programs;</b> Policy Studies; page 1 and page 16-17: <a href="http://www.sedl.org/pubs/fam107/fam107.pdf">http://www.sedl.org/pubs/fam107/fam107.pdf</a></p> <p><b>What Works: Components of Exemplary After-School Programs;</b> Safe and Smart; page 1-2: <a href="http://www2.ed.gov/pubs/SafeandSmart/chapter2.html">http://www2.ed.gov/pubs/SafeandSmart/chapter2.html</a></p> <p><b>Administrative Management Capacity in OST Programs;</b> Wallace; page 7: <a href="http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/administrative-management-capacity.pdf">http://www.wallacefoundation.org/SiteCollectionDocuments/WF/Knowledge%20Center/Attachments/PDF/administrative-management-capacity.pdf</a></p>
<b>Indicator B.</b> Successfully supervises staff and volunteers	<b>How or why does effective supervision improve programs and benefit children and youth.</b>	<p><b>How Program Administrators Can Support OST Staff;</b> ChildTrends; page 1: <a href="http://www.childtrends.org/Files//Child_Trends-2009_06_23_RB_FaciliteAdmin.pdf">http://www.childtrends.org/Files//Child_Trends-2009_06_23_RB_FaciliteAdmin.pdf</a></p> <p><b>Staffing Practices of High-Quality OST Programs;</b> TASC; pages 17-18: <a href="http://www.tascorp.org/content/document/detail/2649/">http://www.tascorp.org/content/document/detail/2649/</a></p> <p><b>Training and Supervising After-School Staff;</b> TASC; page 1: <a href="http://www.tascorp.org/content/document/detail/1422/">http://www.tascorp.org/content/document/detail/1422/</a></p> <p><b>Practices to Keep in After-School and Youth Programs;</b> YDI; page 7: <a href="http://www.cfisp.org/pdfs/YDISupervision.pdf">http://www.cfisp.org/pdfs/YDISupervision.pdf</a></p>
<b>Indicator C.</b> Understands and adheres to standards, regulations, and legal requirements	<b>How or why does adhering to standards and regulations improve programs and benefit children and youth?</b>	<p><b>Quick Facts on School-Age Care: Trends in Licensing Regulations;</b> Afterschool Investments: <a href="http://nccic.acf.hhs.gov/afterschool/licensing_trends.pdf">http://nccic.acf.hhs.gov/afterschool/licensing_trends.pdf</a></p> <p><b>What Works: Components of Exemplary After-School Programs;</b> Safe and Smart: <a href="http://www2.ed.gov/pubs/SafeandSmart/chapter2.html">http://www2.ed.gov/pubs/SafeandSmart/chapter2.html</a></p>
<b>Indicator D.</b> Understands and uses multiple forms of technology	<b>How or why does using technology improve programs and benefit children and youth?</b>	<p><b>Incorporating Technology into OST Programs;</b> ChildTrends; pages 1-2: <a href="http://www.childtrends.org/Files//Child_Trends-2010_03_01_RB_TechnologyOST.pdf">http://www.childtrends.org/Files//Child_Trends-2010_03_01_RB_TechnologyOST.pdf</a></p> <p><b>Developing an E-Mentoring Initiative;</b> International Youth Foundation; page 1: <a href="http://www.makeaconnectionextranet.org/documents/06-14FieldNotesE-Mentoring.pdf">http://www.makeaconnectionextranet.org/documents/06-14FieldNotesE-Mentoring.pdf</a></p>