San Francisco's Expanded Learning Collaborative

Core Competencies for Out of School Time Staff

Core competencies are the abilities of staff to apply specific knowledge and skills to their professional practice that are likely to produce positive participant outcomes. Several communities have adopted a set of core competencies for afterschool staff to:

- Encourage employers to recruit, hire and promote staff based on mastery of competencies which will increase the field's professionalization efforts and development of career ladders
- Align workforce development, professional development and technical assistance efforts around a central set of competencies

Ultimately, all of the above actions will result in **improving the quality of out of school time programs** and therefore the **positive outcomes for youth participants**.

San Francisco's Expanded Learning Collaborative: *Making the Most of Out of School Time for K-12 Youth* (formerly known as the Afterschool for All Initiative) aims to provide a diversity of quality out of school time learning opportunities for all youth in Kindergarten to 12th grade who want them. Guiding the Expanded Learning Collaborative is the Policy Council, composed of representatives of the school district, city departments, community-based organizations, funders and parents. (For more information about the effort, go to http://sfelc.org.) In fall 2009, the Afterschool for All Advisory Council created a workgroup to identify core competencies of afterschool staff as part of its overall efforts to increase collaboration and efficiently utilize resources to enhance afterschool program quality.

These core competencies build on existing national and local research on core competencies for out of school time staff. The core competencies were **aligned to the sections of the California After-school Program Quality Self-Assessment (QSA) tool** (for more information on this tool go to www.afterschoolnetwork.org/qsatool), which the San Francisco Expanded Learning Collaborative has endorsed as a framework for citywide quality standards. Many **local afterschool stakeholders contributed** to the development of this document, including the 2009-10 Program Quality Work Group, SF Department of Children, Youth and Their Families, Youth Worker Collective, and the 2008-09 Workforce Development Workgroup.

The back of this document lists the two sets of core competencies – one for afterschool line staff and one for afterschool supervisors. **For the full document of core competencies** – which includes example indicators and how they relate to the Quality Self Assessment (QSA) -- **and a complimentary toolkit** (featuring sample job descriptions, resumes, interview questions, development plans that imbed the core competencies), download them at:

http://sfelc.org

Core Competencies for OST Line Staff *(*indicates baseline competencies)*

Policy and Procedures
1) Ensures for the health and safety of participants*
2) Follows safety and emergency procedures*
3) Maintains accurate program records and follows reporting procedures*

Program Goals and Content
4) Deliberately designs and conducts activities that are focused on program goals*
5) Supports a program environment that is learner-centered*
6) *Ability to connect and relate to youth*
7) Promotes a sense of physical and emotional safety*
8) Supports positive relationships between *staff* and program participants*
9) Supports positive relationships between participants*
10) Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community
11) Promotes the meaningful engagement and leadership of the participants
12) Incorporates activities to promote physical health
13) Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap
14) Ability to implement project-based learning

Professionalism
15) Demonstrates positive work and team ethic*
16) Adequately informs, shares information, and collaborates with important adults*
17) Advocates for the participants' needs, providing referral information when appropriate*
18) Respects and honors cultural and human diversity*
19) Strives for self-improvement
20) Communicates effectively with other staff, *stakeholders, and parents*
21) *Ability to effectively support English learners*

Core Competencies for OST Supervisors *(*indicates baseline competencies)*

Policy and Procedures
1s) Maintains accurate program records and follows reporting procedures*
2s) *Ability to establish and implement effective administrative policies and procedures, as appropriate*
3s) *Ability to establish and implement effective financial policies and procedures, as appropriate* *

Staff Support and Program Management
4s) Ability to successfully manage program staff*
5s) Ability to recruit high-quality staff and volunteers*
6s) Ability to engage, and support afterschool staff in implementing program activities to achieve program goals*
7s) *Ability to connect and relate to youth*
8s) Strives for self-improvement
9s) Ability to promote the professional growth and development of program staff

Community and Collaboration
10s) Advocates for the participants' needs, providing referral information when appropriate*
11s) Ability to support long-term sustainability through collaborative relationships and fundraising*
12s) Has a working knowledge of and abilities to use resources within the broader community

Program Design and Improvement
13s) Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community*
14s) Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them
15s) Ability to gather and review data *and conduct evaluations* for timely program improvement

San Francisco Expanded Learning Collaborative
<u>Core Competencies for Out of School time Line Staff</u>

Below the competencies are listed with examples of indicators of staff meeting those competencies. The last row in each table also indicates which element of the California After-school Program Quality Self-Assessment (QSA) tool relates to the competency. (For more information on the QSA tool go to www.afterschoolnetwork.org/qsatool*.) The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.*

<u>Policy and Procedures</u>

Competency 1:	**Ensures for the health and safety of participants** **BASELINE**
Example Indicators:	• Prepares the program space to be free of foreseeable hazards • Intervenes when potentially unsafe situations occur • Can perform basic first aid • Is aware of participants' health and medical needs as appropriate, and adjusts activities as needed
Reflects QSA:	Element 5: Program Environment, Climate, and Safety *(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Identify potential risk factors and takes measures to reduce those risks.")*

Competency 2:	**Follows safety and emergency procedures** **BASELINE**
Example Indicators:	• Can summarize legal responsibilities for reporting requirements for reporting child abuse or when a person may do harm to him or herself or another • Understands when it is appropriate to inform and involve supervisor • Can implement key aspects of site safety plan • Knows health and safety procedures and can share them with other staff, youth, and families
Reflects QSA:	Element 5: Program Environment, Climate, and Safety

Competency 3:	**Maintains accurate program records and follows reporting procedures** **BASELINE**
Example Indicators:	• Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)
Reflects QSA:	Element 2: Program Administration and Finance

<u>Program Goals and Content</u>

Competency 4:	**Deliberately designs and conducts activities that are focused on program goals** **BASELINE**
Example Indicators:	• Articulates program goals and how individual activities support them • Develops lesson plans that state the purpose of the activity as it relates to program goals • Designs and/or adopts existing materials appropriate for background and experience of participants
Reflects QSA:	Element 1: Program Design and Assessment

Competency 5:	**Supports a program environment that is learner-centered** **BASELINE**
Example Indicators:	• Conducts age-appropriate activities and recognizes when an activity is inappropriate and makes necessary adjustments • Conducts activities that are motivating, challenging and engaging • Conducts activities that allow participants to explore their personal interests and learn about their everyday world • Conducts activities that are "hands-on" and project-based • Conducts activities that promote inquiry • Assists participants in the use of technology to demonstrate their knowledge and express their points of view • Accepts mistakes as opportunities for new learning • Engages participants in assessing their own growth and programs • Celebrates the accomplishments of individuals and the larger group • *Assesses participants' progress towards intentional learning objectives*
Reflects QSA:	Element 6: Youth Development

Competency 6:	***Ability to connect and relate to youth*** **BASELINE**
Example Indicators:	• *Demonstrates a sincere desire to work with children and youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Is comfortable with participants and knows who needs extra attention or support (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Presents self in a way that feels approachable to youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Uses knowledge of youth culture to connect with youth in an appropriate way (NOTE: This indicator comes from Kansas and Missouri Core Competencies)*
Reflects QSA:	Element 5: Program Environment, Climate, and Safety and Element 6: Youth Development *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup)*

Competency 7:	**Promotes a sense of physical and emotional safety** **BASELINE**
Example Indicators:	• Promotes positive behavior and discourages inappropriate behavior that can affect the feeling of safety • Enforces program rules fairly and consistently • Teaches and models conflict resolution techniques • *Ability to use good classroom management techniques (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)* • *Intervenes promptly, appropriately and effectively when bullying or teasing happens. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback).*
Reflects QSA:	Element 6: Youth Development

Competency 8:	Supports positive relationships between staff and program participants **BASELINE**
Example Indicators:	• Demonstrates knowledge of what is going on in participants' lives, neighborhoods and schools. • Gives full attention to participants when they are speaking. • When an individual participant is having a problem, staff pay attention and try to assist. • *Communicates high expectations for youth and supports youth as they strive for excellence (NOTE: This indicator was drawn from the QSA language)* • *Articulates and maintains appropriate boundaries (such as roles, responsibilities, relationships and confidentiality) with youth (NOTE: This bullet was prioritized as a competency by the 2008/09 AFA Workforce Workgroup)* • *Works effectively with high-needs populations (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)* • *Deals with challenging behavior and to discipline effectively when needed in an age-appropriate manner (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Respects appropriate boundaries and confidentiality. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 6: Youth Development and Element 5: Program Environment, Climate, and Safety

Competency 9:	Supports positive relationships between participants **BASELINE**
Example Indicators:	• Teaches participants conflict resolution and negotiation strategies and gives opportunities to practice these skills • Incorporates team-building activities • Has knowledge and skills for designing an environment that promotes co-operative learning
Reflects QSA:	Element 6: Youth Development *(Note: the 2008/09 AFA Workforce Workgroup prioritized this related competency, "Demonstrates basic principles of group work and facilitation, cooperative learning, conflict resolution and behavior management"*

Competency 10:	Conducts activities that expand the participants' knowledge and understanding of their own immediate community and the larger global community
Example Indicators:	• Uses community resources to expand participants' knowledge and understanding of their home and larger community • Provides opportunities for participants to interact with community leaders • Encourages community members to share their knowledge and talents with program participants • Provides opportunities for participants in activities to contribute positively to their immediate and/or larger global community
Reflects QSA:	Element 6: Youth Development

Competency 11:	Promotes the meaningful engagement and leadership of the participants
Example Indicators:	- Uses strong facilitation skills to encourage everyone's participation - Engages participants in decision-making and leadership opportunities - Engages participants in opportunities to provide service to others and improve the community *Assigns youth program jobs and responsibilities, such as menu planning and language arts activity development. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback).* *Designs activities that involve youth and gives them opportunities to develop competence and learn independent living skills. (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 6: Youth Development

Competency 12:	Incorporates activities to promote physical health
Example Indicators:	- Promotes an attitude and environment that embraces wellness - Incorporates moderate to vigorous physical activity *(e.g. sports, games, and exercise)* - Conducts activities to expand knowledge and understanding of good nutrition and healthy behavior - Conducts activities that promote healthy choices and the avoidance of risky behaviors - Participates in physical activities to model an active lifestyle for youth participants *Emphasizes character-building components of physical activities (i.e. playing by the rules, treating opponents with respect, learning from mistakes)* *Conducts physical activities that are physically and emotionally safe* *Provides healthy and nutritious snacks that meet participants' dietary needs* *Encourages youth to drink water* *Models healthy eating habits by consuming healthy food and drinks during program hours and encourages youth to do the same* *(Note: Indicators in italics come from QSA language)*
Reflects QSA:	Element 9: Nutrition and Physical Activity

Competency 13:	Incorporates academic content and skill development that contributes to participants' school success and helps address the achievement gap
Example Indicators:	• Communicates with schools to identify the materials and activities that program staff can offer to complement what happens during the school day • Communicates with schools to share information regarding the learning and social needs of participants, effective strategies, and updates regarding participants' progress • Conducts academic activities that are linked to topics in the curriculum frameworks • Demonstrates awareness of local and state curriculum frameworks • Conducts academic activities that incorporate a variety of age-appropriate instructional strategies to help youth build and master key academic skills and content • Conducts activities that promote effective organizational and study skills • Provides support to help participants effectively complete their schoolwork • Assists participants in the use of the Internet as a research tool • Assists participants in the use of technology to demonstrate their knowledge • Communicates frequently with administrators and faculty to ensure alignment of program activities to the school's learning goals and curricula • Uses information about participants' academic and behavioral progress in school to tailor activities (e.g. assessment results, attendance, language fluency, needed accommodations, grades, and homework completion rates) • Works with youth who need intensive academic support individually or in small groups • *Incorporates state content standards (NOTE: This bullet comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 4: Alignment and Linkages with the School Day Element 6: Youth Development

Competency 14:	Ability to design and deliver project-based learning
Example Indicators:	• There is scope and sequence to activities • There is a culminating event • Activities promote mastery of in a skill area • Core skills are practiced and developed • Activities promote critical thinking and self-reflection
Reflects QSA:	Element 6: Youth Development *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup to reflect current developments in practice)*

Professionalism

Competency 15:	**Demonstrates positive work and team ethic** **BASELINE**
Example Indicators:	• Has experience and interest in working with youth • Has knowledge and skill in the program's content areas • Supports colleagues and shares in staff duties • Is punctual and dependable • Participates in required meetings • Dresses appropriately • Respects physical program space, equipment and supplies • Works collaboratively with peers, shares program-related information and shares in collective tasks • Takes initiative to correct immediate problems • gives and receives constructive feedback
Reflects QSA:	*(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Shows concern about the wellbeing of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth.")*

Competency 16:	**Adequately informs, shares information, and collaborates with important adults *and participants*** **BASELINE**
Example Indicators:	• Communicates to important adults *(i.e. parents, caregivers, school and program staff)* about individual participant's strengths, successes, and achievements • Understands and applies guidelines of confidentiality regarding knowledge of participants. • Looks for opportunities for involving families in activities • Fosters good relations between afterschool and school staff through positive interactions (exchanging welcomes, greeting by name, stopping to chat, etc.) • *Communicates information about the program, staff, and how the program can support children's social and academic growth* • *Encourages parents and caregivers to visit the program to participate in activities, or share their thoughts about the program through informal or formal conversations or other means of communication* • *Learns the names of all parents and caregivers and greets them personally Supports and empowers parents and caregivers to play an active role in supporting their children's education* *(Note: Indicators in italics come from QSA language)*
Reflects QSA:	Element 8: Family Involvement

Competency 17:	**Advocates for the participants' needs, providing referral information when appropriate** **BASELINE**
Example Indicators:	• Utilizes good judgment in making decisions when a supervisor needs to be involved in referrals to program participants or their families.
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency 18:	Respects and honors cultural and human diversity. **BASELINE**
Example Indicators:	• Promotes acceptance of and respect for diversity among participants (cultural, religious, gender, appearance, etc.) • Affirms and respects each participant's culture, religion, home language and family values in all verbal and non-verbal exchanges • Uses materials that reflect the language, art, music, stories, and games from various cultural traditions • Provides opportunities for youth to explore, share, and celebrate their heritage and culture with others • Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur • Makes reasonable accommodations to serve youth with learning differences, such as breaking activities into smaller parts, working in smaller groups, and providing extra time to complete tasks • *Can describe own biases* • *Can describe interaction between own cultural values and the cultural values of others* • *Can describe own limitations in understanding and responding to cultural and human differences and seeks assistance when needed* • *Accesses and critically evaluates resources that advance cultural understandings and appreciation of human diversity* *(Note: Indicators in italics come from Association for Child and Youth Care Practice language)*
Reflects QSA:	Element 10: Ability to Promote Diversity, Access, Equity, and Inclusion *(Note: 2008/09 AFA Workforce Workgroup prioritized this related competency, "Acts as a role model for the principles of inclusion and tolerance.")*

Competency 19:	Strives for self-improvement
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • *Identifies barriers to own professional success and ability to access help (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Professional Development

Competency 20:	Communicates effectively with other staff, *stakeholders, parents and participants*
Example Indicators:	• Protects and appreciates the need for confidentiality when appropriate • Participates in program, staff and team meetings • Ability to use email to communicate with program staff and stakeholders
Reflects QSA:	Element 7: Staff Professional Development

Competency 21:	*Ability to effectively support English learners*
Example Indicators:	• *Promotes language development by integrating opportunities to speak, listen, read, and write into all activities in a way that supports English language learners* • *Provides opportunities for English language learners to indentify with and use their home language* • *Plans for and includes both verbal and non-verbal demonstrations of skills with children and youth who may be English language learners using a variety of methods* • *Responds to English language learners' behavior with understanding of their possible meanings, e.g. tries to comfort children and find causes for and solutions to their problems* • *Responds to English language learners' attempts at language by extending their words without correcting them (e.g. if the child says "doggy," say "Yes, the little black dog is wagging his tail")* • *Designs curriculum consistent with current theories of language use and acquisition, including English as a second language* • *Provides or links youth and their families to outside resources (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 10: Effectively Supporting English Learners *(Note: This competency was added from Minnesota Core Competencies language.)*

Core Competencies for Out of School time Supervisors

Below the competencies are listed with examples of indicators of staff meeting those competencies. The last row in each table also indicates which element of the Quality Self Assessment (QSA) tool relates to the competency. The competencies with "BASELINE" have been recommended as baseline competencies. The other competencies are recommended for staff who have mastered the baseline competencies.

In addition to the baseline competencies detailed below, supervisors should meet all of the competencies listed under "line staff."

Policy and Procedures

Competency: 1s	**Maintains accurate program records and follows reporting procedures** **BASELINE**
Example Indicators:	• Keeps accurate program attendance • Follows procedure for reporting incidents, as required by the program policies (e.g., accidents, criminal activity, serious violation of program rules, etc.)
Reflects QSA:	Element 2: Program Administration and Finance

Competency: 2s	***Ability to establish and implement effective administrative policies and procedures, as appropriate*** **BASELINE**
Example Indicators:	• *Recruits, hires and supports staff according to well defined policies and practices that support program goals* • *Has a working knowledge of the program's funding sources an associated reporting requirements* • *Conforms activities to funder-mandated content standards and hours of operations* • *Submits required attendance, evaluation, and expenditure reports accurately and on time* • *Can address and change systematic problems as they arise.(NOTE: This indicator comes from AFA Program Quality Workgroup feedback).*
Reflects QSA:	Element 2: Program Administration and Finance *(Note: This was added from QSA language.)*

Competency: 3s	***Ability to establish and implement effective financial policies and procedures, as appropriate*** **BASELINE**
Example Indicators:	• *Produces and manages annual budgets for program or projects that assure that resources are allocated to meet goals and objectives* • *Accesses resources in a timely way and are able to allocate resources to meet program needs* • *Continuously monitors expenditures and cash flow and takes immediate action to address potential problems* • *Actively pursues new sources of funding and in-kind resources to enhance program sustainability* • *Completes relevant paperwork related to in-kind resources, such as SFUSD snack forms, Summer Lunch Program paperwork, in-kind donation receipts, etc.(NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Can address and change systematic problems as they arise.(NOTE: This indicator comes from AFA Program Quality Workgroup feedback).*
Reflects QSA:	Element 2: Program Administration and Finance *(Note: This was added from QSA language.)*

Staff Support and Program Management

Competency: 4s	Ability to successfully manage program staff **BASELINE**
Example Indicators:	• Clearly communicates verbally and in writing the job expectations for frontline staff and how they are linked to the program's goals • Provides staff with on-going support and direction to assist them in successfully completing their job responsibilities • Creates a positive environment in which the professional development of staff is supported, staff is acknowledged for successes, and feedback is positively delivered and received • Regularly observes staff in action and shares feedback in a constructive and respectful manner • Utilizes a standardized performance review process that includes assessment of individual staff members, shares formal performance review assessments with individual staff members, incorporates staff member's self-assessment using the same standards or matrix, and identifies areas for development and how this will be accomplished • *Effectively addresses disciplinary issues (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Oversees and encourages training and other capacity-building efforts (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 5s	Ability to recruit high-quality staff and volunteers **BASELINE**
Example Indicators:	• Recruits and hires staff based on their experience and interest in working with youth and their knowledge and skill in the program's content areas • Strives to recruit a diverse group of staff who reflect the racial, ethnic, linguistic, gender, family, and community characteristics of participants • Fully orients new staff into the program, including to policies and procedures that affect youth safety or that are required by funders
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 6s	Ability to engage, and support afterschool staff in implementing program activities to achieve program goals **BASELINE**
Example Indicators:	• Provides staff with needed materials, supplies and preparation time • Communicates high expectations for staff and program participants • Provides coaching and mentorship to staff, as appropriate • Leads effective meetings and trainings on select content that models the approach and specific activities and practices staff are expected to use with program participants
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Competency: 7s	*Ability to connect and relate to youth* **BASELINE**
Example Indicators:	• *Is familiar with participants and is aware of who needs extra attention or support (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Presents self in a way that feels approachable to youth (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)* • *Demonstrates knowledge of general trends in participants' lives, neighborhoods and schools (NOTE: This indicator comes from Mott Foundation Core Competencies)* • *Gives full attention to participants when they are addressing the supervisor (NOTE: This indicator comes from Mott Foundation Core Competencies)* • *Uses knowledge of youth culture to connect with youth in an appropriate way (NOTE: This indicator comes from Kansas and Missouri Core Competencies)*
Reflects QSA:	Element 5: Program Environment and Safety *(Note: This competency was developed by the 2009-10 AFA Program Quality Workgroup)*

Competency: 8s	**Strives for self-improvement**
Example Indicators:	• Regularly attends professional workshops, trainings, and conferences to increase competency • Reflects on and evaluates own performance to identify needs for professional growth • Works to apply new learning to everyday work practices • Is open to new ideas and learning opportunities • Is actively expanding personal knowledge and educational opportunities • Ability to use the Internet as a research tool to access field knowledge and locate appropriate resources • *Identifies barriers to own professional success and ability to access help (NOTE: This indicator comes from AFA Program Quality Workgroup feedback)*
Reflects QSA:	Element 7: Staff Recruitment and Professional Development *(Note: This competency was added from the "staff" section)*

Competency: 9s	**Ability to promote the professional growth and development of program staff**
Example Indicators:	• Works together with afterschool staff to develop individual and group learning goals related to the core competencies, and a professional development plan to achieve these goals • Implements the professional development plan and supports the learning goals that will advance the skills of all staff • Provides useful informal and formal feedback to staff related to professional development goals and activities • Continually seeks opportunities and resources that allow self and staff to meet personal and professional growth goals • Works with staff to assess the effectiveness of professional development activities and how they might be improved
Reflects QSA:	Element 7: Staff Recruitment and Professional Development

Community and Collaboration

Competency: 10s	**Advocates for the participants' needs, providing referral information when appropriate** **BASELINE**
Example Indicators:	• Can name key organizations in the community where participants can be referred for special needs (depression, substance abuse, etc.) or know who to go to for help
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency: 11s	**Ability to support long-term sustainability through collaborative relationships and fundraising** **BASELINE**
Example Indicators:	• Collaborates with partners to meet the goals of the program, such as fundraising, administrative support, inclusion of children with special needs or disabilities, and expanding activity options for youth and families • Effectively recruits, engages, and supports community partnerships • Provides regular, genuine opportunities for collaborative partners to provide feedback about the program • Establishes policies and procedures that allow for the effective engagement of partners
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Competency:12s	**Has a working knowledge of and abilities to use resources within the broader community**
Example Indicators:	• Finds the resources to expand the array of opportunities within the program • Enlists the involvement of multiple stakeholders (e.g., parents, community leaders, school leaders, etc.) in program design, implementation and evaluation
Reflects QSA:	Element 3: Community Partnerships and Collaboration

Program Design and Improvement

Competency: 13s	**Ability to design program activities that support program goals and incorporate needs and interests of program participants, their families and the broader community** **BASELINE**
Example Indicators:	• Articulates the link between specific activities and program goals • Articulates a clear scope and sequence of activities that will contribute to the achievement of program goals • Regularly gathers information and feedback from program participants and other stakeholders as to their needs and interests • Can readily demonstrate ways in which the needs and interests of key stakeholders have been incorporated
Reflects QSA:	Element 1: Program Design and Assessment

Competency: 14s	Ability to articulate within the organization and to external stakeholders the program's mission and goals, and how program activities align to them.
Example Indicators:	• Demonstrates awareness of program mission and goals • Communicates program goals and mission and cites examples of how program activities align to them formally and informally with senior management and line-staff, as well as parents, teachers and other stakeholders
Reflects QSA:	Element 1: Program Design and Assessment

Competency: 15s	Ability to gather and review data *and conduct evaluations* for timely program improvement
Example Indicators:	• Uses tools to assess the effectiveness of program activities and program impact • Uses program data to guide staff and others in program improvement • Leads regular staff meetings to review program progress, needs and issues
Reflects QSA:	Element 1: Program Design and Assessment

Acknowledgements

This document resulted from the work of many afterschool stakeholders.