

# Introduction to Skill Standards

**Our future depends  
on a community of well-  
educated, responsible  
citizens—with the  
necessary skills to  
compete effectively in an  
increasingly global  
economy.**

*Phil Condit  
President and CEO, The Boeing Co.*

As the demand for quality education and care of children increases, the qualification gap between current levels of preparation and the need for higher levels of competence to work in the child care professions must be closed.

With the aim of helping to close the qualification gap, a consortium was formed from volunteer members of the Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP) in the fall of 1996.

Federal School to Work grant funds from the State Board for Community and Technical Colleges were awarded to Peninsula College for project management in April 1997. The Consortium of eleven early childhood faculty from nine Washington Community and Technical Colleges began development of skill standards for the Early Childhood Professions. Representatives from businesses, agencies, and organizations that provide direct and support services for children and their families were recruited for collaboration activities. The Career Development sub-committee of the State Child Care Coordinating Committee emphasized the importance of including a school-age care project.

Voluntary Skill Standards are developed using specific research based processes. Research data for the standards is gathered from individuals currently employed in the job identified for the project. The steps to project development are as follows:

- ◆ The first major step is to implement a focus group, utilizing a research model in which panel members must be currently employed as infant-toddler specialists with demonstrated expertise. In two day long focus groups the panel of experts identified major functions and related tasks for their jobs. The resulting **Summary of Critical Work Functions and Key Activities** form the basis of the skill standards document.
- ◆ The second step is to conduct a SCANS survey. SCANS (Secretary's Commission on Achieving Necessary Skills) are foundation abilities required of workers in all occupations at varying levels specific to their jobs.
- ◆ The third step was to develop **Performance Indicators** for each key activity. Performance Indicators provide criteria to assess task performance.
- ◆ The fourth step was to identify the **Technical and Employability knowledge and skills** required to effectively perform each key activity.
- ◆ Fifth, **Scenarios** are developed by School-Age Care Professionals.
- ◆ Finally a survey of the work functions and key activities is sent to Infant and Toddler Specialists for **validation**.

Early childhood skill standards generated for this project are expected to be used as a framework for the development or modification of curriculum and training.

Emerging research in child development and program models for the care and education of children, combined with revisions to program regulations continue to impact the early childhood professions. In order to stay current with changing needs in the early childhood professions, skill standards need to be reevaluated and updated on a regular basis and with the full participation of stakeholders. The process of revising skill standards would utilize some of the same steps used to develop the 2000 skill standards document.

## National Context

**“After school programs are so important. Children’s minds don’t close down at 3:00 p.m. and neither should their schools.”**

*U.S. Secretary of Education,  
Richard Riley*

School-age care is an evolving field, and school-age care programs are more important than ever in today’s economy. According to U.S. Department of Labor Statistics, in 1997, 29.1 million (41%) of U.S. families had children under the age of 14. In more than half of these families, either both parents worked (14.6 million) or the family was headed by a single working woman (4.7 million). In many states, the early care and after-school-hours care system can be confusing for families and is highly fragmented. The problem of finding quality care can be greater as children move from the early-care to the school-age-care system. With national welfare reform, the number of single parents needing child care services, including care for older children outside of formal school hours, continues to increase.

Currently more than five million children are simply left home alone after school. Children left alone for long periods of time become bored, scared, or lonely. This places them at high risk for engaging in or becoming victims of problem behaviors. A quality after-school system provides a safe-haven for children, and facilitates optimal growth and development. Children who participate in after school programs have been found to have fewer school absences, better school performance and work habits, and better conflict management skills. After school programs also provide an important link between parents and schools, provide important support for families, as well as support for a healthy economy.

The National School-Age Care Alliance (NSACA) is the only national organization representing the wide variety of public, private, school and community based providers of before and after school programs. NSACA has over 8,000 members nationwide, with thirty-three affiliate state organizations, and members in every state. NSACA promotes nationwide the availability of affordable, high quality out-of-school-time programs to best meet the needs of children and families. They have created a nationally recognized system of program accreditation. This system includes standards for quality care, and provides training and technical assistance to achieve accreditation. NSACA goals include building a profession that is recognized and defined by a body of knowledge and professional standards for programs and staff.

The federal 1991 Child Care and Development Block Grant program provided legislation which would improve our national system of education and care for children. Since that time, improvement of quality of care has been a focus for a number of states, including Washington, as they individually began to implement career development systems.

In Washington State, School’s Out Consortium (SOC) has been a leader and an active business partner in the development of the school-age specialist skill standards. Since its inception in 1987, School’s Out has been coordinating a variety of events statewide to ensure that Washington’s 5-14 year-olds have quality programs to go to when school is not in session. SOC has hosted hundreds of hours of community workshops for staff who work with children and youth, hosted the NSACA conference, and each year helps to coordinate the statewide conference for school-age professionals. In 1999, School’s Out Consortium promoted school linkages by working directly with school district officials and principals. They helped conduct outreach for the 21<sup>st</sup> Century Community Learning Center Grants, and have participated in the MOST Initiative (Making the Most of Out-of-School Time) since 1995. This project involves the cities of Boston, Chicago and Seattle taking different approaches to meet the needs of their communities around out-of-school time issues. Seattle has focused on professional development, strengthening programs, and tackling the issue of finding better ways to finance the child care system. In addition, School’s Out Consortium works collaboratively with the Washington School-Age Care Alliance (WASACA), the national affiliate organization, to promote this statewide professional membership organization.

National initiatives related to the professional development of caregivers has helped to set the stage for the Early Childhood Skill Standards Project in Washington State. The demand for quality education and care for young children and the demand for adequate compensation for those in the child care profession, depend on closing the qualification gap between the knowledge and skills needed in the child care workforce. The out-of-school-time youth care profession has an important role to play in the building of a career development system in the United States.

# What are Skill Standards?

**Establishing industry-based skill standards is essential: to ensure that employers understand what knowledge and skills are needed for present and future success; to focus the attention of educators and corporate training organizations on industry requirements; and to signal to students and employees what knowledge, skills, and abilities will be valued and rewarded in the workplace.**

*Jon Abeles  
Executive Director, NYNEX University  
Chair, National Advisory Board, NWCET*

Voluntary skill standards establish the agreed-upon, industry-identified knowledge, skills, and abilities required to succeed in the workplace. For skill standards to be effective, they must reflect the consensus of School-Age professionals.

## **Voluntary, industry-based skill standards should be:**

- ◆ Responsive to changing market needs.
- ◆ Free from gender, racial, or other forms of bias.
- ◆ Tied to measurable, competency-based outcomes that can be readily assessed.
- ◆ Inclusive of basic reading, writing, and critical thinking skills.
- ◆ Useful for upgrading employees' skills.
- ◆ Applicable to a wide variety of education and training providers, both work and school based.
- ◆ Based on a relatively simple structure to make the system user-friendly.
- ◆ A cooperative effort among all stakeholders.
- ◆ Developed independently of any single education/training provider or type of education/training provider.

*National Alliance of Business*

Skill standards provide behavioral and measureable benchmarks of skill and performance attainment. Skill standards answer two critical questions:

- ◆ What do School-Age Care Professionals need to know and be able to do to succeed in today's workplace?
- ◆ How do we know when School-Age Care Professionals are performing well?

Without this fundamental information, employers do not know whom to hire or how to evaluate employees; employees and new entrants to the childcare workforce do not know what is expected of them; and educators do not know how to prepare students for the challenges of the workplace.

# Why Skill Standards?

Industrialized nations that have maintained their competitiveness are characterized by a well established skill standards system. The declining economic competitiveness of the United States has caused government policy makers and educators to reevaluate existing approaches and to develop new strategies for workforce development. One of the responses was the enactment of the *Goals 2000: Educate America Act* in 1994. This act established the National Skill Standards Board to provide leadership in the development of voluntary skill standards for the U.S. The *School-to-Work Opportunities Act* (1994) encourages states to develop skill standards and link them to national efforts.

- ◆ Voluntary skill standards provide the framework toward the ultimate goal of worthy wages for the early childhood professions.
- ◆ Voluntary skill standards will facilitate the reform of education to match the curriculum to workplace requirements and to articulate community based training into college credit.

## Who Benefits?

The success of a skill standards development project and its usefulness to the community is dependent on the full participation and commitment of all stakeholders. These benefits can be used as a benchmark for evaluating the effectiveness of collaborative efforts. School-Age care skill standards provide benefits to employers, educators, students, workers, and the government.

### **School-Age Care skill standards will enable employers to:**

- ◆ Establish personnel qualification requirements.
- ◆ Design appropriate educational/training programs and measure their effectiveness.
- ◆ Assess employee skill levels based on the standards.
- ◆ Match employee skills to the work needed.
- ◆ Improve employee satisfaction and morale by clarifying expectations.
- ◆ More easily document employee skills, training needs, and performance quality.

### **School-Age Care skill standards will enable educators to:**

- ◆ Provide effective and relevant career education.
- ◆ Develop benchmarks for the competent student.
- ◆ Communicate what Infant and Toddler Specialists expect of employees.
- ◆ Develop new and evaluate existing curriculum and programs based on industry needs.
- ◆ Improve relationships with local businesses by using a common language.
- ◆ Communicate effectively about education reform to parents, family members, and legislators.

### **School-Age Care skill standards will enable students and workers to:**

- ◆ Determine business' expectations of the skills needed for career entry.
- ◆ Improve mobility and portability of their credentials.
- ◆ Earn higher wages, enjoy employment security, and expand job opportunities.
- ◆ Certify the level of competency gained through experience, school, or self-study.
- ◆ Enhance their current performance.
- ◆ Contribute to the success of their organizations, agencies or businesses.
- ◆ Accurately evaluate their skills against those required for career movement and advancement.

### **School-Age Care skill standards will enable government to:**

- ◆ Assist in the development of a highly skilled, high-quality, and competitive workforce.
- ◆ Evaluate the effectiveness of publicly funded education and training.
- ◆ Increase opportunities for under-represented populations.
- ◆ Provide links with other national efforts, such as school-to-work, vocational and technical education, and job training.
- ◆ Facilitate the collaboration between education and business.
- ◆ Communicate the need and the basis for change to business, education, and the public.

## The Early Childhood Profession Skill Standards Project

The Early Childhood Education Skill Standards Consortium identified skill standards for the School-Age Care Professionals. The development of this project coincided with several Washington State career development initiatives. In 1997 Washington State legislators allocated 1.6 million dollars over two years to:

- ◆ Adopt rules to require initial and annual in-service training for center directors, program supervisors, lead staff, and licensed family child care providers.
- ◆ Establish a state wide approval system and registry to track training completed. (S.T.A.R.S.)
- ◆ Develop outcome based training curricula.
- ◆ Establish a grant and scholarship program to enable providers to complete the required training.

One of the key partners in the skill standards effort is Washington Association of the Education of Young Children (WAEYC) who will administer the State Training and Registry System (S.T.A.R.S.). In Washington State community and technical colleges, community based providers of training, state agencies, community resource and referral agencies, and other community members are pulling together to ensure that this effort is successful. The Early Childhood Skill Standards Project expects to serve as an active partner in this training effort.

### Project Goals

- ◆ Identify skill standards to serve as benchmarks for entry into a broad range of early childhood careers.
- ◆ Distribute the skill standards document and support its use by educators, agencies, businesses, individuals, students, workers, and government agencies.

### Guiding Principles

- ◆ Experienced workers are the experts in their career fields and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful.
- ◆ Businesses, organizations and education must work as partners to ensure the link between the work expectations and the curriculum.
- ◆ Standards must be flexible and portable, and should be updated continuously.
- ◆ School-Age Care skill standards must be voluntary and adaptable to regional and local needs.
- ◆ Skill standards describe the major functions and tasks, as well as the performance criteria, technical knowledge, tools, foundation skills, and attributes needed to perform those functions and tasks well in a variety of work settings.
- ◆ Success of any skill standards project is critically linked to the full participation of all stake holders.



# Description of the Job

## School-Age Care Professional

School-Age Care Professionals work with children ages 5-12 in a variety of settings that serve school-age children. Before and after school-age care is available in family child care homes, profit or non-profit centers sponsored by community organizations and agencies such as YMCA's, YWCA's, public schools, and community centers.

In all of these programs it is the responsibility of the School-Age Care Professional to support the needs of individual children/youth and provide developmentally appropriate and culturally relevant activities. The role of the professional is to prepare the environment as an integral part of planning and implementing curriculum; to build relationships with the child and the child's family members; and to manage operations and community outreach efforts for the program. It is important to have specialized training to effectively work with children/youth in before and after school programs.

# Summary of Critical Work Functions and Key Activities

## School-Age Care Professional

### **A: Ensure a Healthy and Safe Environment**

- A1. Maintain the physical site.
- A2. Develop and implement safety procedures and precautions.
- A3. Inspect, modify and document indoor and outdoor space and equipment to meet safety standards.
- A4. Implement health standards and practices.

### **B: Support Each Child**

- B1. Ensure personal safety for each child.
- B2. Guide and nurture each child's developing cognitive, social and emotional skills.
- B3. Collaborate with others to meet the needs of each child.

### **C: Develop and Implement Program/Curriculum**

- C1. Create a daily schedule that supports the developmental needs of the group.
- C2. Collaborate with children, staff, and community on program planning.
- C3. Plan and implement activities based on the individual and cultural diversity of the group.

### **D: Support Families**

- D1. Build a partnership with families.
- D2. Exchange feedback and information with appropriate family members and guardians.
- D3. Provide families with information, resources and referrals.

### **E: Build Community Support and Resources**

- E1. Increase public awareness of the needs of school-age children and programs.
- E2. Collaborate with site personnel and community based agencies and organizations.
- E3. Maintain current knowledge of the field.

### **F: Develop and Support Staff**

- F1. Recruit, manage and retain staff, substitutes and volunteers.
- F2. Provide orientation, ongoing support and performance reviews for staff.
- F3. Identify and facilitate ongoing professional development for self and staff.

### **G: Manage Program Operations**

- G1. Manage budget and fiscal operations.
- G2. Maintain licensing, accreditation, and/or sponsoring agency standards.
- G3. Maintain accurate and appropriate record keeping systems.

# Validations of All Work Functions

## From Validation Survey Results

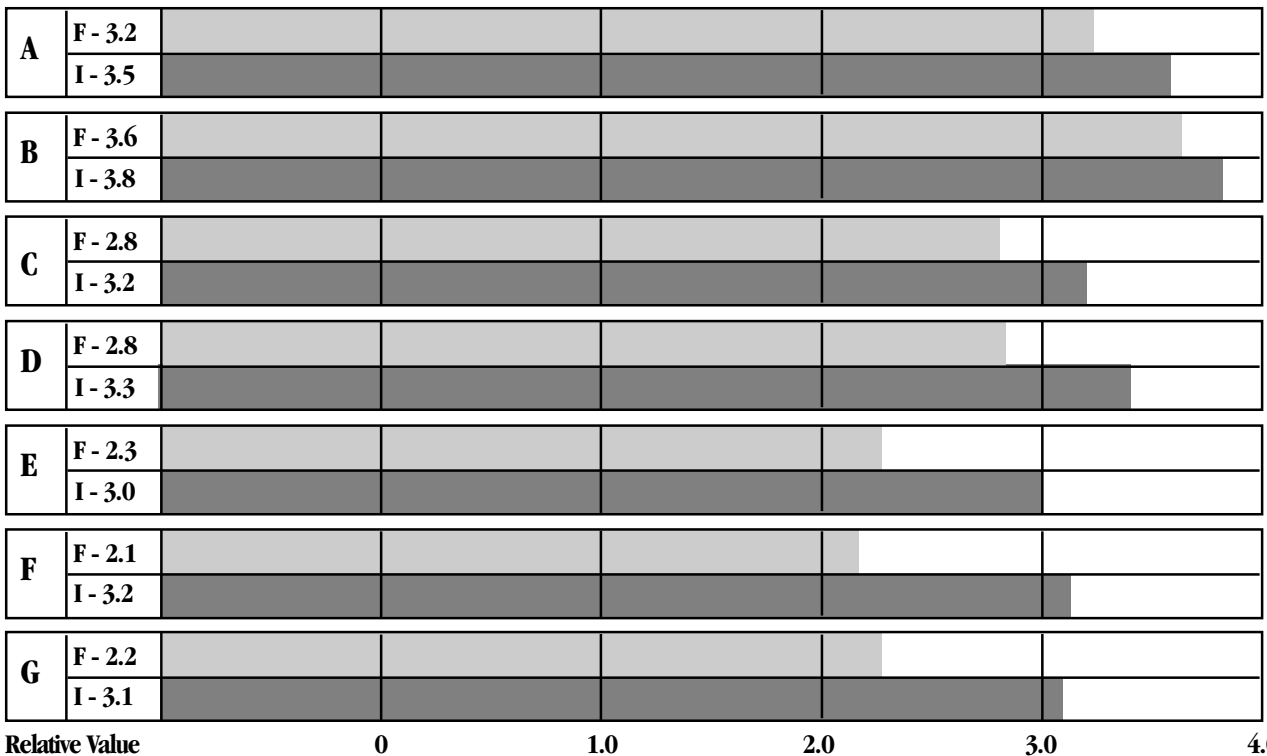
- A. Ensure a Healthy and Safe Environment
- B. Support Each Child
- C. Develop and Implement Program/Curriculum
- D. Support Families
- E. Build Community Support and Resources
- F. Develop and Support Staff
- G. Manage Program Operations

### Level of Frequency – F

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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### Level of Importance – I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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# Validation Survey Data

The job functions and tasks identified during the two focus groups were sessions validated by school-age care professionals. A survey instrument was developed that asked respondents to rate the level of importance and level of frequency for performing each critical work function and key activity.

Level of Importance:

*0 = not important*

*1 = slightly important*

*2 = important*

*3 = very important*

*4 = critical*

Level of Frequency for performing the key activity:

*0 = never or rarely*

*1 = occasionally (less than monthly)*

*2 = somewhat frequent (more than monthly)*

*3 = frequent (at least weekly)*

*4 = very frequent (daily)*

Business partners Washington School's Out Consortium assisted with the distribution of the surveys to school-age professionals across the state of Washington. A total of 69 surveys were returned. (Demographic Profile Data in Appendix E).

## Summary of Demographic Profile in Appendix C

**Total:** 69

**Ages:** 18-24, 18 (26%)  
25-34, 15 (22%)  
35-54, 30 (44%)  
55+, 4 (6%)

**Experience:**

Less than 4 years, 35 (51%)  
4 or more years, 34 (49%)

**Education:**

High school diploma, 8 (12%)  
Less than 45 college credits, 12 (17%)  
More than 45 college credits, but no  
Degree/certificate, 12 (17%)  
2-year college certificate/degree, 13 (19%)  
4-year college degree, 14 (20%)  
College advanced degree, 5 (7%)

# Employability Skills

## Employability Skills

Basic academic and employability skills are foundation skills needed to build more advanced competencies in the workplace. The foundation skills from the U.S. Department of Labor are based on broad workplace categories, known as SCANS (Secretary's Commission on Achieving Necessary Skills). SCANS is comprised of three foundation skill areas and five workplace competencies needed for successful job performance in today's workforce:

### Foundation Skills

*Competent workers in the workplace need:*

- Basic Skills (reading, writing, arithmetic, mathematics, listening, speaking)
- Thinking Skills
- Personal Qualities

### Workplace Competencies

*Effective workers can productively use:*

- Resources
- Interpersonal Skills
- Information
- Systems
- Technology

To determine the foundation skills required for a school-age care professional, the ADVANCE WORKPLACE Standards Skill Inventory from Advance Education Spectrums, Inc., was distributed to school-age professionals who were asked to rate the skills needed on a continuum of one to five levels of ability. Level one is the most basic level of competency and Level five is the highest level of competency for each item. The results of the completed surveys were tallied. The information in the graph on the following pages was created by taking a weighted mean of the profiles across the clusters. This summary information provides a general view of the key foundation skills deemed relevant and necessary for the entry-level school-age professionals.

Sample survey questions  
Adapted from the *Advance Educational Spectrums Job Profiler*

<b>Applies</b> <i>Applies creative thinking</i>	<b>Level I</b> <input type="checkbox"/> ♦ Makes connections between old and new ♦ Recognizes patterns/relationships	<b>Level II</b> <input type="checkbox"/> ♦ Paraphrases/summarizes/generalizes existing ideas ♦ Demonstrates creative thinking process while problem solving ♦ Utilizes brainstorming techniques	<b>Level III</b> <input type="checkbox"/> ♦ Develops creative solutions ♦ Applies creative solutions to new situations	<b>Level IV</b> <input checked="" type="checkbox"/> ♦ Generates unique solutions ♦ Formulates new ideas/plans/approaches ♦ Organizes new processes/procedures	<b>Level V</b> <input type="checkbox"/> ♦ Judges/validates creativity ♦ Actively pursues creative expression
<b>Applies</b> <i>Applies decision making strategies</i>	<b>Level I</b> <input type="checkbox"/> ♦ Understands decision making process ♦ Recalls basic rules/principles ♦ Identifies goals and constraints	<b>Level II</b> <input type="checkbox"/> ♦ Applies rules/principles to situation ♦ Gathers information	<b>Level III</b> <input type="checkbox"/> ♦ Analyzes situation/information ♦ Considers risks/implications ♦ Compiles multiple viewpoints	<b>Level IV</b> <input checked="" type="checkbox"/> ♦ Generates alternative solutions ♦ Evaluates alternative solutions ♦ Formulates plan of action	<b>Level V</b> <input type="checkbox"/> ♦ Judges consistency/precedence ♦ Justifies purpose/result ♦ Sets decision making parameters
<b>Recognizes</b> <i>Recognizes and solves problems</i>	<b>Level I</b> <input type="checkbox"/> ♦ Identifies the problem	<b>Level II</b> <input type="checkbox"/> ♦ Understands the complaint/discrepancy ♦ Appropriately refers complaint/discrepancy	<b>Level III</b> <input type="checkbox"/> ♦ Examines information/data ♦ Analyzes possible causes/reasons ♦ Recommends action plan	<b>Level IV</b> <input checked="" type="checkbox"/> ♦ Generates/evaluates solutions ♦ Devises/implements plan of action	<b>Level V</b> <input type="checkbox"/> ♦ Evaluates/adjusts plan of action ♦ Judges effectiveness/efficiency of solution

# Foundation Skills (SCANS) Profile School-Age Care Professional

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Basic Skills</b> Demonstrates Effective Reading Strategies							<i>Researches to gain knowledge/information; proposes options/solutions based on research; synthesizes information</i>
Demonstrates Effective Writing Strategies							<i>Summarizes/paraphrases information; composes/edits correspondence; creates original documents</i>
Applies Arithmetic Processes							<i>Obtains data; performs measurements; interprets numerical data</i>
Applies Mathematics Processes							<i>Summarizes mathematical data; translates mathematical data; manipulates techniques/formulas/processes; interprets mathematical data; organizes mathematical data; determines variables/constants</i>
Demonstrates Effective Listening Skills							<i>Qualifies information; values differences of opinion; validates freedom of speech</i>
Demonstrates Effective Speaking Skills							<i>Presents complex ideas/information; analyzes group/individual response; poses critical questions</i>
<b>Thinking Skills</b> Applies Creative Thinking/Generates Ideas							<i>Generates unique solutions; formulates new ideas/plans/approaches; organizes new processes/procedures</i>
Applies Decision Making Strategies							<i>Generates alternative solutions; evaluates alternative solutions; formulates plan of action; predicts outcome/result based on experience/prior knowledge</i>
Recognizes and Solves Problems							<i>Evaluates/adjusts plan of action; judges effectiveness/efficiency of solution; examines information/data; analyzes possible causes/reasons; recommends action plan</i>
Demonstrates Visualization							<i>Applies appropriate principles/laws/theories to situations; utilizes previous training/experience to predict outcomes; uses imagination to visualize events/activities; generates operation plan/building plan; creates comprehensive model/situation; mentally pictures familiar activities/outcomes</i>
Knows How to Learn							<i>Analyzes application of learning tools; investigates new learning techniques; manipulates learning tools; formulates/adapts learning strategy; synthesizes multiple learning techniques</i>
Applies Reasoning Skills							<i>Analyzes logic/rule/principle; examine information/data for relevance and accuracy</i>

# Foundation Skills (SCANS) Profile School-Age Care Professional

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Personal Qualities</b> Demonstrates Responsibility							<i>Exhibits commitment to organization; exerts effort and perseverance; ensures work quality</i>
Demonstrates Belief in Self Worth							<i>Accepts responsibility for own behavior; understands own impact on others; demonstrates self confidence, self reliance, and self discipline; actively seeks self improvement opportunities</i>
Demonstrates Sociability in Groups							<i>Demonstrates social awareness/responsibility; values differences of opinion/freedom of speech</i>
Demonstrates Self-Management							<i>Evaluates self continuously; actively seeks self improvement opportunities</i>
Demonstrates Integrity/Honesty							<i>Demonstrates honesty; demonstrates trustworthiness; accepts responsibility for own behavior; justifies ethical decision/course of action; demonstrates social awareness/responsibility</i>
<b>Management of Time and Resources</b> Manages Time							<i>Prioritizes daily tasks; prepares schedule; monitors/adjusts task sequence; prepares and organizes multiple schedules; manages timelines; recommends timeline adjustments</i>
Manages Money							<i>Maintains balanced accounts; reconciles accounts</i>
Manages Materials/Facilities							<i>Identifies future material needs; assesses need/quality/efficiency/safety; coordinates acquisition, storage and distribution</i>
Manages Human Resources							<i>Assesses individual knowledge/skills; determines workload (quality/quantity); monitors performance</i>
<b>Management and Use of Information</b> Acquires/Evaluates Information							<i>Researches additional information sources; creates data gathering processes</i>
Organizes/Maintains Information							<i>Interprets information; applies processes to new information; analyzes organization of information; transfers information between formats</i>
Interprets/Communicates Information							<i>Summarizes/interprets information; analyzes information; designs charts/graphs</i>
Uses Computers to Process Information							<i>Utilizes integrated/multiple software; locates information; retrieves stored information/data</i>

# Foundation Skills (SCANS) Profile School-Age Care Professional

Foundation Skills and Personal Qualities	0	1	2	3	4	5	Critical Competencies
<b>Interpersonal Skills</b> Participates as Team Member							<i>Motivates team members; evaluates team activities</i>
Teaches Others							<i>Develops appropriate training procedures; encourages learner independence</i>
Serves Customers							<i>Obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer; resolves conflict to customer's satisfaction</i>
Exhibits Leadership							<i>Encourages others to adopt new concepts; demonstrates commitment to excellence; leads by example; interprets positions on issues; motivates others to extend their capabilities; displays enthusiasm/positive attitudes; develops minority/majority views</i>
Negotiates Agreements							<i>Analyzes group dynamics; distinguishes between facts and inferences; detects underlying issues</i>
Works with Diversity							<i>Recognizes the value of diversity; encourages/supports individuality; encourages/supports a correct course of action</i>
<b>Understanding and Management of Systems</b> Understands System							<i>Understands system organization/hierarchy; follows processes/procedures; responds to system demand</i>
Monitors/Corrects System Performance							<i>Adjusts system operation; monitors system performance; troubleshoots system malfunction/failure</i>
Improves/Designs Systems							<i>Suggests system modifications/improvements; determines system components to be modified or improved</i>
<b>Use of Technology</b> Selects Appropriate Technology							<i>Understands requirements of the task; understands technological results</i>
Applies Technology to Task							<i>Understands technology applications; follows proper procedures</i>
Maintains/Troubleshoots Technology							<i>Outlines maintenance procedures; follows specified maintenance; identifies symptoms; identifies and corrects malfunctions/failures; troubleshoots failures</i>

## **About the Skill Standards Chart For School-Age Care Professionals**

Each chart contains the following five components:

### **Critical Work Functions**

Critical Work Functions represent the general areas of responsibility for the School-Age Care Professional. The functions tell us what must be done to achieve the core purpose of an occupation. The summary of work functions is on page 8 and the validation of the work functions is depicted in graph form on page 9.

### **Key Activities**

Key Activities are duties related to the functional area of the career cluster and performed by workers in a given occupation.

The introductory page to each job function provides a graph of the results of the validation survey for the level of importance and the frequency for each key activity. Responses from 69 School-Age Care Professionals from across Washington for each task on pages: 16-20(A); 21-24(B); 25-28(C); 29-32(D); 33-35(E); 36-39(F); 40-41(G).

### **Performance Indicators**

Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and tasks. Although work functions and key activities begin to reflect a picture of work requirements in each occupation, the question remains: "How do we know when this task is performed well?" Performance Indicators provide the criteria for assessment.

### **Technical Skills, Knowledge, Abilities, and Tools**

Technical skills, knowledge and abilities are those areas of expertise which our workers must have in order to perform a given occupational task with excellence. The Washington State Core Competency Document for Infant and Toddler Specialists was utilized to identify the knowledge and abilities needed to effectively perform each task.

### **Employability Skills**

Employability Skills are basic academic and personal skills that are needed to build more advanced competencies. Foundation Skills are competencies required by all workers in order to obtain meaningful work and participate in the modern workforce. They are described more fully on page 11 and graphed on pages 12-15.



**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function A: Ensure a Healthy and Safe Environment**

<b>Key Activity</b>	<b>Performance Indicators</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Employability Skills</b> SCANS and Personal Qualities
<b>A1.</b> <b>Maintain the physical site</b>	<ul style="list-style-type: none"> <li>• Space provided is organized to meet the developmental needs of children served.</li> <li>• A regular housekeeping and maintenance schedule for indoors and outdoors is followed.</li> <li>• Equipment and supplies are organized and safely stored near their place of use.</li> <li>• Responsibilities for program set-up and take-down are clearly delegated and consistently followed.</li> <li>• Local ordinances regarding site, structure, location, uses, maintenance and occupancy regulations are regularly followed.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth and development.</li> <li>• Knowledge of space planning and utilization.</li> <li>• Knowledge of licensing standards.</li> <li>• Knowledge of local ordinances.</li> <li>• Ability to maintain daily set-up and clean-up schedule.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyze situations and information.</li> <li>• Ability to generate and evaluate solutions.</li> <li>• Ability to implement a plan of action.</li> <li>• Ability to order and maintain inventory.</li> <li>• Ability to acquire supplies and equipment.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function A: Ensure a Healthy and Safe Environment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A2.</b>  <b>Develop and implement safety procedures and precautions</b></p>	<ul style="list-style-type: none"> <li>• Safety rules for children are based on state licensing standards and NSACA (National School-Age Care Alliance) guidelines.</li> <li>• Rules for safety are reviewed and modified regularly based on developmentally appropriate practices and observations of children’s abilities.</li> <li>• Recommendations for repairs, replacement or modification are based on observation of children’s use and consumer product safety standards.</li> <li>• Emergency numbers for each child are maintained in more than one place, easily transportable, and updated regularly.</li> <li>• Medications are stored and dispensed according to state licensing regulations and procedures.</li> <li>• Constant and safe supervision of children is maintained.</li> <li>• Guidelines for transportation safety are posted and consistently followed.</li> <li>• Established accident/incident forms are routinely used to notify families of injuries.</li> <li>• Emergency plans for weather, earthquake, firearm and hostage situations are developed, practiced and implemented.</li> <li>• Drills are conducted in a calm and efficient manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of NSACA guidelines.</li> <li>• Knowledge of licensing regulations and/or center policies and procedures.</li> <li>• Knowledge of child growth and development.</li> <li>• Ability to recognize and correct safety hazards.</li> <li>• Ability to manage risks by applying appropriate rules and limits indoors and outdoors.</li> <li>• Ability to observe and record child behavior accurately.</li> <li>• Knowledge of emergency procedures for weather, earthquake, firearm and hostage situations.</li> <li>• Ability to develop and implement drills for emergency plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to select/obtain data/information relevant to the task.</li> <li>• Ability to predict outcomes.</li> <li>• Ability to monitor safe and efficient utilization of materials.</li> <li>• Ability to record information accurately./keep accurate records.</li> <li>• Ability to read directions accurately.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function A: Ensure a Healthy and Safe Environment**

Key Activity	Performance Indicators	Technical Knowledge	Employability Skills
	How do we know when the task is performed well?	Skills, Abilities, and Tools	SCANS and Personal Qualities
<p><b>A3.</b>  <b>Inspect, modify and document indoor and outdoor space and equipment to meet safety standards</b></p>	<ul style="list-style-type: none"> <li>• A safety checklist is used to document the inspection and assessment of equipment and environments.</li> <li>• Recommendations for repairs and replacements of unsafe equipment as well as for modifications to environments are routinely made.</li> <li>• Repairs and modifications are followed-up in a timely manner to ensure that they have been completed to meet recognized safety standards.</li> <li>• The site is continuously maintained throughout each day to eliminate safety hazards that arise from routine usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of developmental needs of children.</li> <li>• Knowledge of safety hazards in a school-age care environment.</li> <li>• Ability to recognize/correct safety hazards.</li> <li>• Ability to determine the safety of indoor/outdoor spaces relative to the age/abilities of children using the space.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to select/obtain data/information relevant to the task.</li> <li>• Ability to monitor safe/efficient utilization of materials.</li> <li>• Ability to write simple documents and to record information accurately.</li> <li>• Ability to examine information/data.</li> <li>• Ability to analyze possible causes/reasons.</li> <li>• Ability to devise and implement a plan of action.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function A: Ensure a Healthy and Safe Environment**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>A4. Implement health standards and practices</b></p>	<ul style="list-style-type: none"> <li>• Appropriate practices are applied in emergency or hazardous situations that may require standard first aid and CPR, isolation of blood borne pathogens and application of universal precautions.</li> <li>• Accident report forms are completed accurately and promptly.</li> <li>• Children are routinely taught practices for maintaining health in a developmentally appropriate and culturally relevant manner.</li> <li>• State licensing requirements for handwashing are practiced.</li> <li>• Equipment is sanitized to comply with or exceed state licensing requirements.</li> <li>• Appropriate procedures for prevention of disease transmission are posted and consistently followed.</li> <li>• Nutritionally balanced and culturally relevant snacks and meals are planned and served daily.</li> <li>• Medication needs of children are clearly documented and appropriately administered to children as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of appropriate health appraisal and management procedures.</li> <li>• Ability to recognize and respond to each child's health needs.</li> <li>• Knowledge and ability to perform First Aid, CPR.</li> <li>• Ability to implement sanitation and food handling procedures.</li> <li>• Knowledge of blood borne pathogens.</li> <li>• Ability to apply universal precautions.</li> <li>• Knowledge of USDA nutrition standards.</li> <li>• Ability to provide appropriate food to meet</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply rules and principles to process and procedure.</li> <li>• Ability to follow and implement policies and procedures.</li> <li>• Ability to pay attention to details.</li> <li>• Ability to clearly present basic ideas and information.</li> <li>• Ability to analyze individual and group responses.</li> </ul>



**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function B: Support Each Child**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>B1.</b>  <b>Ensure personal safety for each child in care</b></p>	<ul style="list-style-type: none"> <li>• Children’s physical and emotional safety is consistently supervised.</li> <li>• Interaction with each child consistently exhibits respect for and acceptance of the child and his/her culture.</li> <li>• Children are appropriately encouraged to identify and express their feelings.</li> <li>• Each child is frequently encouraged to choose their own activities and materials.</li> <li>• Children are consistently respected, accepted, and comforted, regardless of challenging behaviors or special needs.</li> <li>• Signs of child abuse/neglect are identified and suspected cases are reported to the appropriate agency according to mandated law.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child development and temperament research.</li> <li>• Knowledge of cultural perspectives about the development of self concept.</li> <li>• Knowledge of signs and symptoms of child abuse/neglect.</li> <li>• Knowledge of mandated reporting procedures for child abuse/neglect.</li> <li>• Ability to teach self protection skills to children.</li> <li>• Ability to develop a relationship with children so that they can rely on the adult for support and guidance.</li> <li>• Ability to use positive methods of guidance that are individually and culturally appropriate.</li> <li>• Ability to respond sensitively to differences in individual children’s learning and personality styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to listen.</li> <li>• Ability to show understanding and empathy for others.</li> <li>• Ability to demonstrate a commitment to provide quality service.</li> <li>• Ability to recognize the value of diversity.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function B: Support Each Child**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>B2.</b>  <b>Guide and nurture each child's developing cognitive, social and emotional skills</b></p>	<ul style="list-style-type: none"> <li>• Conflict resolution and problem solving skills are routinely taught and modeled.</li> <li>• Open-ended questions are frequently used to extend children's thinking and learning processes.</li> <li>• Descriptive statements are routinely used to encourage social learning.</li> <li>• Methods are consistently used which promote self-help skills, cooperation, interdependence and social skills.</li> <li>• A safe and nurturing environment routinely supports developing independence.</li> <li>• A variety of age appropriate activities are available to meet the developmental and cultural needs of each child.</li> <li>• Prejudice, stereotypes and bias are countered with interventions in accordance with Anti-Bias Curriculum guidelines.</li> <li>• Fairness, inclusion, and acceptance of others are consistently observable.</li> <li>• Each child's developmental level, personality characteristics, learning styles, family culture and special needs are routinely acknowledged and reflected in the staff/child interactions and the program environment.</li> <li>• Children's conversations are regularly listened to and used as opportunities to promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child cognitive, social and emotional development.</li> <li>• Knowledge of children's social interactions and group dynamics.</li> <li>• Knowledge of cultural influences on communication styles.</li> <li>• Ability to help children communicate feelings and needs.</li> <li>• Ability to use a variety of positive and age appropriate guidance techniques.</li> <li>• Ability to facilitate the development of children's conflict resolution and problem-solving skills.</li> <li>• Knowledge of anti-bias curriculum and ADA (American Disabilities Act).</li> <li>• Knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development.</li> <li>• Ability to create an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language, socioeconomic and/or cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to research relevant topics.</li> <li>• Ability to encourage/support individuality and learner independence.</li> <li>• Ability to actively participate in discussion.</li> <li>• Ability to analyze group/individual response.</li> <li>• Ability to recognize the value of diversity.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function B: Support Each Child**

<b>Key Activity</b>	<b>Performance Indicators</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Employability Skills</b> SCANS and Personal Qualities
<b>B3.</b> <b>Collaborate with others to meet the needs of each child</b>	<ul style="list-style-type: none"> <li>• Relationships are established with professionals and individuals who support children with special needs</li> <li>• Appropriate enrichment specialists are contracted with to meet the needs of each child.</li> <li>• Appropriate state and local government agencies are contacted as required to meet the needs of each child.</li> <li>• Where applicable, volunteers meet all requirements and/or background checks of the organization and obtain proper training.</li> <li>• Collaborative partnerships are maintained with host/ sponsoring agencies and businesses.</li> <li>• Where applicable, collaborative partnerships are maintained with transportation agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of professionals, individuals and resources that support children with special needs.</li> <li>• Knowledge of enrichment specialists and their sponsoring agencies.</li> <li>• Knowledge of the state and local agencies.</li> <li>• Ability to recruit volunteers and knowledge of volunteer policies and procedures.</li> <li>• Ability to maintain collaborative partnerships with host/sponsoring agencies, businesses and transportation agencies.</li> <li>• Ability to make exceptional effort to meet the needs and resolve conflicts on behalf of families.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to generate and evaluate alternative solutions to situations.</li> <li>• Ability to value differences of opinion.</li> <li>• Ability to be socially aware and responsible.</li> <li>• Ability to follow system processes and procedures.</li> <li>• Ability to monitor staff performance.</li> </ul>



**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function C: Develop and Implement Program/Curriculum**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>C1.</b>  <b>Create a daily schedule that supports the developmental needs of the group</b></p>	<ul style="list-style-type: none"> <li>• A daily schedule is accessible to staff and families.</li> <li>• Daily routines consistently alternate active/quiet times, indoor/outdoor, individual/group, child selected/staff directed activities.</li> <li>• Appropriate notice is given before transitions.</li> <li>• Clean-up time is routinely used for promoting responsibility and learning concepts.</li> <li>• Directions that support routines are clearly and concisely communicated to individuals and to small groups of children.</li> <li>• Schedules are regularly adapted to meet changing needs of children and the program.</li> <li>• Daily curriculum plans include age appropriate activities, such as music and physical education that support brain development.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of age appropriate practices in regard to planning schedules.</li> <li>• Knowledge of child growth and development.</li> <li>• Ability to apply positive guidance techniques.</li> <li>• Ability to effectively schedule developmentally appropriate routines.</li> <li>• Ability to facilitate a smooth transition of children between activities and spaces.</li> <li>• Knowledge of current research on the brain development of children and youth.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to prepare and organize multiple schedules.</li> <li>• Ability to analyze individual and group responses.</li> <li>• Ability to pose critical questions.</li> <li>• Ability to manage timelines.</li> <li>• Ability to recommend timeline adjustments.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function C: Develop and Implement Program/Curriculum**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>C2.</b>  <b>Collaborate with children, staff, and community on program planning</b></p>	<ul style="list-style-type: none"> <li>• Field trips and special events are planned and implemented with children.</li> <li>• Children plan and assist in food preparation activities.</li> <li>• Relationships are established with professionals and individuals who support children with special needs</li> <li>• Appropriate enrichment specialists are contracted with to meet the needs of the program.</li> <li>• Appropriate state and local government agencies and cultural organizations are contacted as required to meet the needs of the program.</li> <li>• Collaborative partnerships and clear communication are maintained with host/ sponsoring agencies and businesses.</li> <li>• Where applicable, collaborative partnerships are maintained with transportation agencies.</li> <li>• Ability to support children in planning and implementing events.</li> <li>• Knowledge of professionals, individuals and resources that support children with special needs.</li> <li>• Knowledge of enrichment specialists and their sponsoring agencies.</li> <li>• Knowledge of state and local agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to support children in planning and implementing events.</li> <li>• Knowledge of professionals, individuals and resources that support children with special needs.</li> <li>• Knowledge of enrichment specialists and their sponsoring agencies.</li> <li>• Knowledge of state and local agencies.</li> <li>• Ability to recruit volunteers and knowledge of volunteer policies and procedures. Ability to maintain collaborative partnerships with host/sponsoring agencies, businesses and transportation agencies.</li> <li>• Ability to assist children in planning and preparing food.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use decision making strategies and follow through on a plan of action.</li> <li>• Ability to qualify information and value differences of opinion.</li> <li>• Ability to exhibit commitment to the organization.</li> <li>• Ability to assess knowledge and skills of children, staff and community participants.</li> <li>• Ability to locate a variety of resources to meet program needs.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function C: Develop and Implement Program/Curriculum**

<b>Key Activity</b>	<b>Performance Indicators</b>	<b>Technical Knowledge</b>	<b>Employability Skills</b>
	How do we know when the task is performed well?	Skills, Abilities, and Tools	SCANS and Personal Qualities
<p><b>C3.</b>  <b>Plan and implement activities based on the individual and cultural diversity of the group</b></p>	<ul style="list-style-type: none"> <li>• The environment is appropriately modified to support the group and the needs of individual children.</li> <li>• Children’s behaviors and actions are regularly observed and documented accurately and objectively.</li> <li>• Multiple concrete approaches to learning experiences that involve all the senses are used.</li> <li>• Individual learning styles and needs are recognized and supported.</li> <li>• Opportunities for children to learn life skills are provided through a variety of activities.</li> <li>• Respect for individual diversity is consistently exhibited.</li> <li>• Curricula is planned with an appropriate developmental perspective to help children learn about similarities and differences.</li> <li>• Fairness, inclusion, and acceptance of others are included in the activities</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth and development.</li> <li>• Ability to use developmentally appropriate practices as a guide to decision-making.</li> <li>• Knowledge of learning theories.</li> <li>• Ability to support young children’s learning styles in all developmental areas.</li> <li>• Ability to respond sensitively to differences in individual children’s learning styles.</li> <li>• Ability to provide a balance of activities that support the many ways that children learn.</li> <li>• Ability to appreciate (value) cultural and individual diversity.</li> <li>• Knowledge of culturally diverse ways of communicating, including verbal and non-verbal interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to observe and document children’s behaviors and actions.</li> <li>• Ability to understand relevant aspects of the learning process.</li> <li>• Ability to identify one’s own learning style.</li> <li>• Ability to encourage and support individuality.</li> <li>• Ability to recognize the value of diversity.</li> <li>• Ability to generate unique and varied ideas/plans/ approaches.</li> </ul>

# Validation of Work Function D: Support Families

D1. Build a partnership with families.

D2. Exchange feedback and information with appropriate family members and guardians.

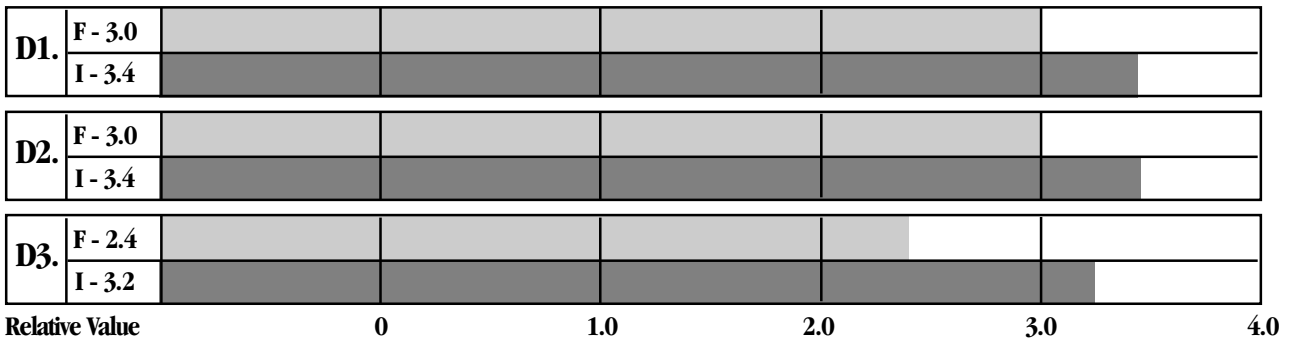
D3. Provide families with information, resources and referrals.

Level of Frequency – F

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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Level of Importance – I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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## OCCUPATION CLUSTER for School-Age Care Professional

### Critical Work Function D: Support Families

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>D1.</b> <b>Build a partnership with families</b></p>	<ul style="list-style-type: none"> <li>• Names of family members/ children are known and consistently used; family members/children are regularly introduced to other families in the program.</li> <li>• Family members are greeted in a positive, personal, and professional manner.</li> <li>• Family members' involvement, participation and visitation are invited/ encouraged in accord with center policy and NSACA standards.</li> <li>• Family members' talents/ resources are frequently utilized in the program.</li> <li>• Informal observations and developmental assessments regarding a child's interests, skills and behaviors are shared in a timely manner and appropriate setting with family members.</li> <li>• Active/reflective listening techniques are consistently used to find common ground to the concerns and requests from family members.</li> <li>• Negotiation and problem solving processes are routinely utilized to build solutions to issues and concerns.</li> <li>• Teachers and family members exchange information informally and on a scheduled basis.</li> <li>• Information is sensitively gathered about the family, culture and child rearing practices.</li> <li>• Home language is consistently recognized, accepted, respected and used as resources allow.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of family dynamics and systems.</li> <li>• Knowledge of child growth and development.</li> <li>• Ability to apply active/ reflective listening techniques.</li> <li>• Ability to apply negotiation and problem solving processes.</li> <li>• Knowledge of family support principles.</li> <li>• Ability to share information with parents in a variety of formats: informal communications, conferences and other means.</li> <li>• Ability to plan and facilitate involvement and recognize contributions of families in all aspects of the program.</li> <li>• Ability to communicate acceptance and the value of cultural diversity.</li> <li>• Knowledge of the impact of personal values on family functioning in cultural and individual diversity.</li> <li>• Knowledge of/and ability to implement the Code of Ethics for School-Age Care.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to respond to verbal and nonverbal communication, interpret and clarify communication, and actively participate in discussion.</li> <li>• Ability to show understanding and empathy for families</li> <li>• Ability to recognize the value of diversity.</li> <li>• Ability to understand/ accept responsibility for own behavior and impact on others, and resolve conflicts.</li> <li>• Ability to display enthusiasm/positive attitude.</li> </ul> <p>Ability to organize activities that promote partnership. activities that promote partnership.</p>

## OCCUPATION CLUSTER for School-Age Care Professional

### Critical Work Function D: Support Families

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>D2.</b>  <b>Exchange feedback and information with appropriate family members and/or guardians.</b></p>	<ul style="list-style-type: none"> <li>• Observations of child’s interests, growth and development are exchanged both formally in conference, and informally in daily conversation.</li> <li>• Families are notified immediately of injuries, health, and safety concerns.</li> <li>• Letters, notes, and other means to inform families of current events and pertinent information are used on a regular basis and translated into home language when possible.</li> <li>• Information shared by family members is kept confidential unless permission is granted by the family or is deemed necessary for health and safety reasons.</li> <li>• Conferences and informal conversations with families avoid discussions about other children/families enrolled in the program.</li> <li>• Active and reflective listening are consistently used in response to the concerns and requests from family members.</li> <li>• Multiple perspectives are supported/valued and are carefully exchanged between families and/or staff.</li> <li>• Information is sensitively communicated to appropriate family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth and development.</li> <li>• Ability to participate in two way communications with families in formal/informal settings.</li> <li>• Ability to respond sensitively to culturally diverse communication.</li> <li>• Ability to observe and assess child development.</li> <li>• Ability to communicate acceptance and the value of cultural diversity.</li> <li>• Knowledge of Code of Ethics for School-Age Care.</li> <li>• Ability to implement ethical standards for school-age care.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to use clear verbal and non-verbal communication skills.</li> <li>• Ability to prepare clear messages.</li> <li>• Ability to summarize/paraphrase information.</li> <li>• Ability to compose and edit correspondence.</li> <li>• Ability to select/obtain data/information relevant to a given task.</li> <li>• Ability to accept constructive criticism.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function D: Support Families**

<b>Key Activity</b>	<b>Performance Indicators</b> How do we know when the task is performed well?	<b>Technical Knowledge</b> Skills, Abilities, and Tools	<b>Employability Skills</b> SCANS and Personal Qualities
<p><b>D3.</b>  <b>Provide families with information, resources and referrals</b></p>	<ul style="list-style-type: none"> <li>• Assessment findings are sensitively communicated to appropriate family members.</li> <li>• Families are regularly referred to local resources and agencies pertinent to emerging interests and needs.</li> <li>• Current resources on child development, family relations, and issues are maintained and accessible.</li> <li>• Pertinent announcements and displays of interest to families are provided and accessible in a variety of formats.</li> <li>• Opportunities for family gatherings are regularly provided in accordance with center policy.</li> <li>• An orientation to the program is offered to newly enrolled families.</li> <li>• Family information meetings are routinely scheduled.</li> <li>• A parent handbook is systematically updated and provided to each family.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of available family resources.</li> <li>• Ability to share information with families.</li> <li>• Ability to include family in assessment and goal setting.</li> <li>• Ability to report assessment findings to families in clear and supportive way.</li> <li>• Ability to make appropriate and timely referrals.</li> <li>• Ability to empower families to utilize resources.</li> <li>• Ability to plan and facilitate family meetings and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret and summarize information.</li> <li>• Ability to present basic information and ideas.</li> <li>• Ability to present complex ideas/information.</li> <li>• Ability to understand system organization/hierarchy.</li> <li>• Ability to follow processes and procedures.</li> </ul>



**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function E: Build Community Support and Resources**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>E1.</b>  <b>Increase public awareness of the needs of school-age children and programs</b></p>	<ul style="list-style-type: none"> <li>• Benefits and components of a quality program are clearly articulated to parents and the general public in accordance with NSACA standards.</li> <li>• Policy and funding issues (local, state, and national) for school-age children and programs are clearly communicated.</li> <li>• Staff, parents and community members are involved in efforts that support funding and policies for programs.</li> <li>• Local, state and national resources are accurately and completely identified and accessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of NSACA standards for quality school-age care.</li> <li>• Knowledge of policy and funding issues at local, state and national levels.</li> <li>• Ability to involve parents, staff and community members.</li> <li>• Ability to utilize the internet and other resources to access local, state and national resources.</li> <li>• Knowledge of school-age local, state, national organizations and agencies.</li> <li>• Knowledge of advocacy issues related to school-age care.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to articulate information about the program.</li> <li>• Ability to examine information/data for relevance and accuracy.</li> <li>• Ability to develop appropriate community education opportunities.</li> <li>• Ability to obtain additional resources to support community awareness.</li> <li>• Ability to demonstrate social awareness.</li> <li>• Ability to exert effort and perseverance.</li> </ul>
<p><b>E2.</b>  <b>Collaborate with site personnel and community based agencies and organizations</b></p>	<ul style="list-style-type: none"> <li>• Meetings about issues and procedures relevant to the program are regularly scheduled for site personnel and are attended with active participation.</li> <li>• Lines of communication for discussing program issues and procedures are clearly and concisely outlined and followed.</li> <li>• Relevant community and site based meetings are identified and attended as appropriate.</li> <li>• Special projects and field trips are planned and clearly scheduled with site personnel and community as appropriate.</li> <li>• Theories, policies and procedures about school-age programs are openly discussed with a willingness to agree or respectfully disagree.</li> <li>• Language in the workplace is routinely monitored for fairness, inclusion, diversity and acceptance of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of school-age care theories, policies and procedures.</li> <li>• Knowledge of lines of communication.</li> <li>• Knowledge of relevant community and site based meetings.</li> <li>• Knowledge of appropriate workplace language.</li> <li>• Ability to conduct and/or participate in meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to respect others' beliefs, values, professional style and cultures.</li> <li>• Ability to actively participate in group discussion, and practice problem-solving skills.</li> <li>• Ability to encourage cooperation, negotiation and teamwork.</li> <li>• Ability to develop and utilize interpersonal communication skills.</li> <li>• Ability to understand and work within organization systems and .to participate effectively in group efforts.</li> <li>• Ability to negotiate a solution to conflicts in professional values or philosophy.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function E: Build Community Support and Resources**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>E3.</b>  <b>Maintain current knowledge of the field</b></p>	<ul style="list-style-type: none"> <li>• If applicable STARS (State Training and Registry System) continuing education requirements are met or, at a minimum, one or more seminar, course, or workshop is attended annually.</li> <li>• Current professional literature is selected and read on a regular basis.</li> <li>• A record of all professional development activities and accomplishments is maintained.</li> <li>• Active membership in local affiliations and/or state and national professional organizations is maintained.</li> <li>• Opportunities are regularly sought to share experiences with colleagues in an open and respectable climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of STARS training requirements and professional development opportunities for school-age care professionals.</li> <li>• Knowledge of professional resources and activities.</li> <li>• Knowledge and ability to research pertinent current issues and trends in school-age care.</li> <li>• Ability to access appropriate professional resources and participate in professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate open-mindedness to new ideas, learning and growth opportunities.</li> <li>• Ability to demonstrate commitment to self improvement.</li> <li>• Ability to actively seek self improvement opportunities.</li> <li>• Ability to select appropriate professional development activities.</li> </ul>

# Validation of Critical Work Function F: Develop and Support Staff

**F1. Recruit, manage and retain staff, substitutes and volunteers.**

**F2. Provide orientation, on-going support and performance reviews for staff.**

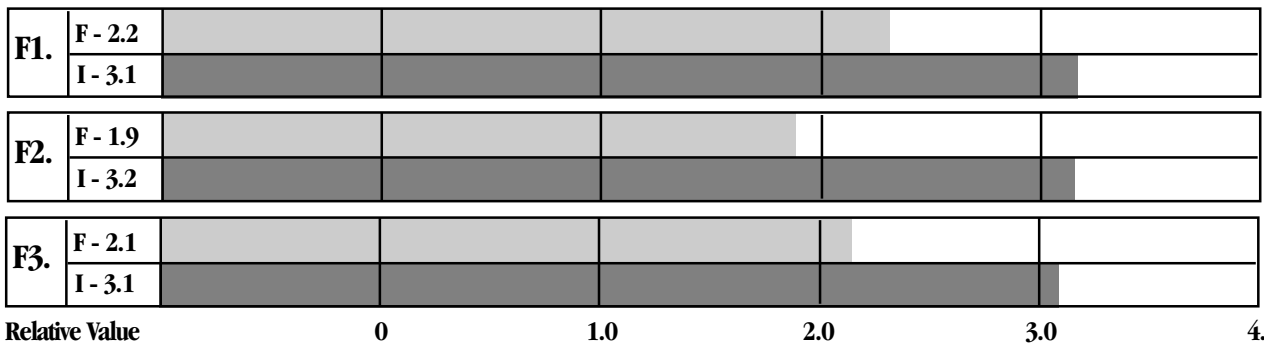
**F3. Identify and facilitate on-going professional development for self and staff.**

**Level of Frequency – F**

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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**Level of Importance – I**

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function F: Develop and Support Staff**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F1.</b>  <b>Recruit, manage and retain staff, substitutes and volunteers</b></p>	<ul style="list-style-type: none"> <li>• Job descriptions accurately reflect the work.</li> <li>• Hiring practices adhere to all state and federal laws and guidelines that apply.</li> <li>• Employment guidelines are clearly written and followed.</li> <li>• Processes are in place to ensure hired staff meet minimum licensing requirements.</li> <li>• Staff wages and benefits are optimally negotiated.</li> <li>• Concerns with a staff member are discussed directly with the person(s) involved.</li> <li>• Issues, rather than personalities, are consistently the focus of problem solving.</li> <li>• Prejudice and bias between staff and families is countered with appropriate intervention.</li> <li>• Internships are provided to substitutes and volunteers as available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of requirements for staff in accordance with licensing or as noted in NSACA standards for quality school-age care.</li> <li>• Knowledge of skills and personal qualities necessary to work with children.</li> <li>• Knowledge of state and federal hiring laws and guidelines.</li> <li>• Ability to create accurate job descriptions.</li> <li>• Ability to orient and train new staff members.</li> <li>• Ability to apply hiring laws and guidelines.</li> <li>• Ability to interview and select appropriate staff.</li> <li>• Knowledge of anti-bias theory and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to pose critical questions.</li> <li>• Ability to analyze individual responses.</li> <li>• Ability to determine workload, both quality and quantity.</li> <li>• Ability to demonstrate social awareness and responsibility.</li> <li>• Ability to analyze group dynamics.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function F: Develop and Support Staff**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F2. Provide orientation, ongoing support and performance reviews for staff</b></p>	<ul style="list-style-type: none"> <li>• Information about opportunities for professional development are regularly provided.</li> <li>• A climate for cooperative staff relationships is developed and consistently maintained.</li> <li>• Employee compliance with current licensing regulations and/or NSACA program standards is consistently maintained.</li> <li>• Resources are routinely provided to support quality job performance.</li> <li>• Performance evaluations are provided on a scheduled basis.</li> <li>• Staff performance is monitored on a routine basis.</li> <li>• A staff handbook is routinely updated for staff use.</li> <li>• New staff members are offered initial orientation, individualized training and mentoring.</li> <li>• Staff has scheduled opportunities to exchange information.</li> <li>• Observations of staff interactions with children are objectively recorded on an on-going basis.</li> <li>• Reflective and supportive feedback, based on observations, is frequently shared with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of professional development opportunities.</li> <li>• Knowledge of current licensing requirements.</li> <li>• Knowledge of performance evaluation procedures.</li> <li>• Knowledge of initial orientation, mentoring and staff development methods.</li> <li>• Knowledge of NSACA standards.</li> <li>• Ability to conduct performance evaluations.</li> <li>• Ability to facilitate and promote staff training activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to develop positive communication channels between staff members.</li> <li>• Ability to engage staff in working toward shared vision.</li> <li>• Ability to encourage and support team members.</li> <li>• Ability to provide constructive feedback and reinforcement.</li> <li>• Ability to utilize teamwork and collaborative decision making strategies.</li> </ul>

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function F: Develop and Support Staff**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<p><b>F3.</b>  <b>Identify and facilitate ongoing professional development for self and staff</b></p>	<ul style="list-style-type: none"> <li>• Staff is informed and encouraged to participate in professional development opportunities according to licensing standards, STARS and/or NSACA standards, center policy and his/her own professional development plan.</li> <li>• Staff is involved in program development and decision-making.</li> <li>• Curriculum ideas, resources and experiences are openly shared.</li> <li>• Time is regularly scheduled to discuss and reflect on school-age care practices and programming.</li> <li>• Multiple perspectives are listened to, respected, and negotiated when conflicts arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child growth and development.</li> <li>• Knowledge of adult learning theories and mentoring methodology.</li> <li>• Knowledge of developmentally appropriate practices.</li> <li>• Knowledge of licensing standards, STARS training requirements, and NSACA standards.</li> <li>• Ability to apply mentoring practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to motivate others to extend their capabilities.</li> <li>• Ability to coach others to apply related concepts.</li> <li>• Ability to provide/accept constructive criticism, feedback and/or reinforcement.</li> <li>• Ability to present complex ideas/information, and pose critical questions.</li> <li>• Ability to listen attentively and to respond to verbal/nonverbal communication.</li> </ul>

# Validation of Critical Work Function G: Manage Program Operations

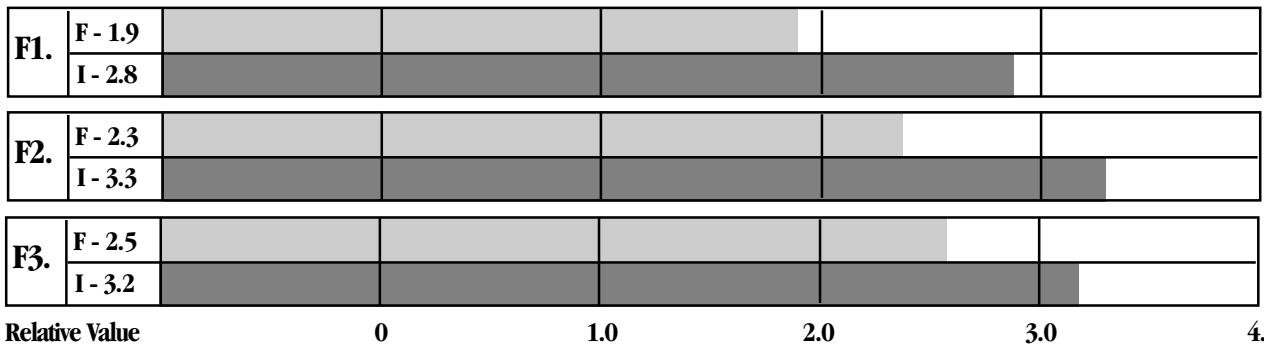
- G1. Manage budget and fiscal operations.
- G2. Maintain licensing, accreditation, and/or sponsoring agency standards.
- G3. Maintain accurate and appropriate record keeping systems.

Level of Frequency – F

	0= Never/Rarely	1= Occasionally	2= Often	3= Frequent	4= Very Frequent
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Level of Importance – I

	0= Not Important	1= Somewhat Important	2= Important	3= Very Important	4= Critical
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Relative Value

0

1.0

2.0

3.0

4.0

**OCCUPATION CLUSTER for School-Age Care Professional**  
**Critical Work Function G: Manage Program Operations**

Key Activity	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, and Tools	Employability Skills SCANS and Personal Qualities
<b>G1. Manage budget and fiscal operations</b>	<ul style="list-style-type: none"> <li>• Tuition fees and budget are established.</li> <li>• Budget records are current and accurate.</li> <li>• Accounts payable and receivable are maintained in a timely manner.</li> <li>• Fundraisers are planned and implemented as needed.</li> <li>• Grant opportunities are identified and developed as needed.</li> <li>• Scholarship funds and subsidies are allocated and documented.</li> <li>• Inventory records for supplies, materials and equipment are clearly maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of basic bookkeeping related to school-age care programs.</li> <li>• Knowledge of sound business management practices for the school-age care industry.</li> <li>• Ability to establish effective record keeping systems for children in care.</li> <li>• Knowledge of grant writing.</li> <li>• Knowledge of fundraising methods.</li> <li>• Ability to implement grants and fundraisers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to organize and interpret mathematical data and information.</li> <li>• Ability to routinely and systematically record information and prepare basic report.</li> <li>• Ability to adhere to cyclic calendar schedules.</li> <li>• Ability to maintain balanced accounts and reconcile accounts.</li> <li>• Ability to examine data for relevance and accuracy.</li> </ul>
<b>G2. Maintain licensing, accreditation, and/or sponsoring agency standards</b>	<ul style="list-style-type: none"> <li>• Operating policies, procedures and contracts comply with current licensing regulations and/or NSACA standards.</li> <li>• The school-age program policies and procedures are in compliance with local, state and federal tax regulations.</li> <li>• Appropriate insurance policies are secured and maintained.</li> <li>• Program policies and procedures are properly monitored and assessed.</li> <li>• Internal financial audits are conducted as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to apply current licensing regulations.</li> <li>• Ability to apply NSACA standards.</li> <li>• Knowledge of local, state and federal tax regulations.</li> <li>• Knowledge of insurance requirements.</li> <li>• Ability to monitor and assess procedures for program operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to read and synthesize information.</li> <li>• Ability to exert effort and perseverance ensure work quality.</li> <li>• Ability to analyze information for relevance and accuracy.</li> <li>• Ability to monitor and trouble shoot system performance and malfunctions.</li> </ul>
<b>G3. Maintain record keeping systems</b>	<ul style="list-style-type: none"> <li>• Record keeping systems are established in accordance with licensing or NSACA standards.</li> <li>• Record keeping system is complete, accurate and appropriate.</li> <li>• Children's records are managed in an efficient and orderly manner.</li> <li>• Confidentiality is consistently maintained.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of child assessment methods and forms.</li> <li>• Knowledge of licensing or NSACA standards.</li> <li>• Knowledge of school-age care record keeping systems.</li> <li>• Knowledge of Code of Ethics for School-Age Care.</li> <li>• Ability to record and maintain assessment records for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to routinely and accurately record information.</li> <li>• Ability to organize and file relevant information.</li> <li>• Ability to create original documents.</li> <li>• Ability to create data gathering processes.</li> <li>• Ability to demonstrate an ethical course of action and decision-making process.</li> </ul>



# SCENARIOS

## School-Age Care Professional

The use of scenarios based on real life work situations provides a powerful context to help School-Age Care Professionals understand and master the necessary knowledge, skills and abilities needed to work with children and their families in education and care settings.

Three school-age care program scenarios demonstrate how skill standards information can be directly applied to real workplace problems:

- ◆ **Scenario 1** — A typical situation that might occur in any school-age care setting on a typical day.
- ◆ **Scenario 2** — A crisis situation that would challenge any school-age care professional to provide an appropriate and timely response.
- ◆ **Scenario 3** — A long-term planning situation.

Using the completed Skill Standards charts, the key activities, knowledge, skills and abilities necessary to approach and successfully resolve the specified work-related challenge are listed.

# Scenario 1

## Typical Job Situation

### *Anhka, School-Age Care Professional*

It's 12:30 and Anhka is outside waiting for the kindergarten bus to drop off Tyson, Jillian, and Erica, who is in a wheelchair. As Tyson and Jillian walk ahead to open the door, Anhka rolls Erica up the ramp onto the front porch. Anhka asks the children, "It's so nice out today, would you like to stay outside to play?" The children respond enthusiastically, and go inside to get a ball, the drum, and a book about insects. Tyson and Erica take turns beating on the drum. Anhka asks them to listen to the different sounds the drum makes when it is hit soft or hard. Jillian wants to play catch just with Anhka, but Anhka suggests that they play "four-way-catch," including Erica and Tyson. Anhka stays in close proximity to Erica to make sure the ball is bounced to her softly.

At 1:15 Anhka says, "It's time for exploring in the park. Let's clean up our toys, and get ready to go!" The children take turns using the bathroom while Anhka gathers the first-aid bag, travel folder, and the sign to post on the door. When Erica says she wants help, Tyson and Jillian take turns helping Anhka push Erica's wheel chair.

By 3:10 they return to start preparing snack for the older children. After a thorough hand washing, Anhka takes milk, whole-wheat bread, ham, and cantaloupe out to the table. At 3:30 they go onto the porch to greet Samantha, Brett, Patrick, and Juan. Anhka reminds the children to use "indoor voices" as they wash hands for snack. Brett, as usual, isn't hungry yet so Anhka puts aside a sandwich and carrots for him to eat later. His family has asked that he be allowed to eat later because he receives medication at school for ADHD that limits his appetite. He can barely sit still to drink his milk with the others, so Anhka has activities out on a table ready for the children to use as soon as they clean up from snack.

After snack it is "choice time." Brett, Jillian, and Patrick head outside with plastic hockey sticks and a wiffle ball. Tyson and Erica are on the porch drumming and listening to music. Fourth graders Samantha and Juan have a school project they've been working on at the "Older Kid's Table." It has larger chairs and some games that Juan and Samantha had the opportunity to order out of a catalogue for the program. Anhka is in the doorway of the porch where she can supervise indoors, and still keep an eye on the hockey players.

After a fun afternoon, Anhka tells the children that in five minutes it will be time to come inside, put away sports equipment, and find a quiet activity until they go home.

## **Critical Work Functions and Key Activities involved in Scenario 1:**

### **A. Ensure a Healthy and Safe Environment**

- A1. Maintain the physical site.
- A2. Develop and implement safety procedures and precautions.
- A4. Implement health standards and practices.

### **B. Support Each Child**

- B1. Ensure personal safety for each child.
- B2. Guide and nurture each child's developing cognitive, social and emotional skills.

### **C. Develop and Implement Program/Curriculum**

- C2. Collaborate with children, staff, and community on program planning.
- C3. Plan and implement activities based on the individual and cultural diversity of the group.

## Scenario 2

### Crisis Management

#### *Tia, School-Age Care Professional*

It is 7:45 a.m., time for Tia to lead all seven children to the recreation room for active play. As the children begin their game of “Steal the Bacon” there is a collision between Sandy and Butch, both age eight. Sandy has accidentally hit Butch’s nose with her head. Butch goes down bleeding and it appears that his nose could be broken.

Tia grabs the recreation room blood borne pathogens kit; quickly pulls on gloves; then applies clean gauze to Butch’s nose with light pressure. She tells Kayla, the oldest child and designated Peer Leader to go get the cordless phone and the Parent Phone List. She tells Toby, another Peer Leader to get the icepack and the big first-aid kit. Tia carefully assists Butch in walking to the wall so he can lean against it to keep his head elevated. She has a rest cot, but the wall is closer, and she knows from her First Aid/CPR class that he should keep his head up.

When Kayla returns, Tia applies the icepack over Butch’s nose, and places a little gauze in each nostril to stop the bleeding. “Call Butch’s mom at her work number and tell her to come and get him. Tell her he’s O.K., but may need to see a doctor,” said Tia to Kayla. “I need everyone to stay here to help me with Butch or do something quiet until he’s O.K.” Tia is careful that no one else comes into contact with the blood, and washes her hands thoroughly after properly disposing of the gloves.

Kayla reports that Butch’s mom is not at work yet. Tia says to leave a message, and that they will have to try another number. She tells Kayla to go get the Family Information File. Tia calls her friend Vernon on his cell phone. He is certified in First Aid/CPR, and has his T.B. test and other training certificates in his staff folder. Vernon is self-employed so he can come right over to help. Tia makes sure Butch isn’t in too much pain, and asks how he is doing every minute or two. She calls three people on Butch’s emergency phone list, but cannot reach anyone. She knows that if she cannot reach anyone after one more try through the list, she will have to call 911 to be on the safe side, as is her written policy.

At 8:00 a.m. Vernon walks in, and the phone rings! It is Butch’s mom, who received the message that Kayla left at her office. Tia explains that Butch is holding up and the bleeding is stopped, but there appears to be swelling that could need attention from a doctor. Tia asks the parent if she wants her to call 911, but the Mother says, “No, I’ll come and get Butch myself.”

Vernon has joined the group of children to make sure they are alright, especially Sandy who is upset that she hurt someone. Tia stays with Butch until he gets picked up, then goes to the staff room to change any clothing with blood on it. She then sanitizes the floor and the “bacon”, as each is spattered with blood. As she is documenting the incident, she gets a call from Butch’s mom who says he does have a broken nose. Tia knows she has to call the Licensor to report that a child sustained a broken bone in care.

She’s glad Vernon can stay awhile until everyone starts feeling better.

## **Critical Work Functions and Key Activities involved in Scenario 2:**

### **A. Ensure a Healthy and Safe Environment**

- A2. Develop and implement safety procedures and precautions.
- A4. Implement health standards and practices.

### **B. Support Each Child**

- B1. Ensure personal safety for each child.

### **C. Develop and Implement Program/Curriculum**

- C1. Create a daily schedule that supports the developmental needs of the group.
- C2. Collaborate with children, staff, and community on program planning.
- C3. Plan and implement activities based on the individual and cultural diversity of the group.

### **D. Support Families**

- D2. Exchange feedback and information with appropriate family members and guardians.

### **E. Build Community Support and Resources**

- E2. Collaborate with site personnel and community based agencies and organizations.

### **E. Develop and Support Staff**

- F2. Provide on-going training support for staff.

## **Scenario 3**

### **Long Term Solutions**

#### ***Janice, School-Age Care Professional***

Janice has been a school-age care professional for 3 years. In the community center where Janice works, there are nine school-age children enrolled and three of the nine are of Japanese heritage. Janice believes in the importance of working with the staff to incorporate cultural backgrounds in learning experiences for the children as well as the families. There are a variety of diversified and culturally different families represented in the community where the program is located. Janice plans multicultural activities throughout the year, and makes sure she and her staff are tuned in to the needs and interest of all the children in care.

Janice drafted a plan for a month long project around the theme of Japanese Culture. On Monday, Janice led a circle time with the children and staff to discuss and plan activities for the project. Parents were also asked to give input. The Japanese parents were especially eager to share their knowledge and experiences around their culture.

The main project was to create an on-site Japanese Culture Center. The finale for the month long project was a field trip to the local Japanese Garden and Cultural center. In creating the on site cultural center the children would be able to relate to and have a broader understanding of what they would see when they visit the community culture center.

With the help of the staff and parents, the children designed a Japanese center which provided music, books, pictures, arts and crafts, games to play and videos to watch. Several parents came to the site to talk about Japanese food and prepare sample foods for the children to taste. A grandmother dressed in traditional Japanese clothing read a story, danced, and taught the children a few Japanese words. The children even had a contest for those who wanted to create the most unique Origami design. All the children visited the center freely, and discussed openly what they were learning.

The on site project and field trip to the cultural center was a total success. Parents and staff were pleased with what the children accomplished and learned. The children were excited and enthused to take on another cultural experience. Janice plans to continue to involve parents, children, staff and community in planning for up-coming activities.

## **Critical Work Functions and Key Activities involved in Scenario 3:**

### **B. Support Each Child**

- B2. Guide and nurture each child's developing cognitive, social and emotional skills.
- B3. Collaborate with others to meet the needs of each child.

### **C. Develop and Implement Program/Curriculum**

- C2. Collaborate with children, staff, and community on program planning.
- C3. Plan and implement activities based on the individual and cultural diversity of the group.

### **D. Support Families**

- D1. Build a partnership with families.
- D2. Exchange feedback and information with appropriate family members and guardians.

### **E. Build Community Resources**

- E2. Collaborate with site personnel and community based agencies and organizations.

### **E. Develop and Support Staff**

- F3. Identify and facilitate on-going professional development for self and staff.



## Skill Standards to Curriculum A Continuous Process

Once the skill standards document is completed, Phase 2 addresses the process of integrating skill standards into curriculum in three steps:

### Step 1: Assessment

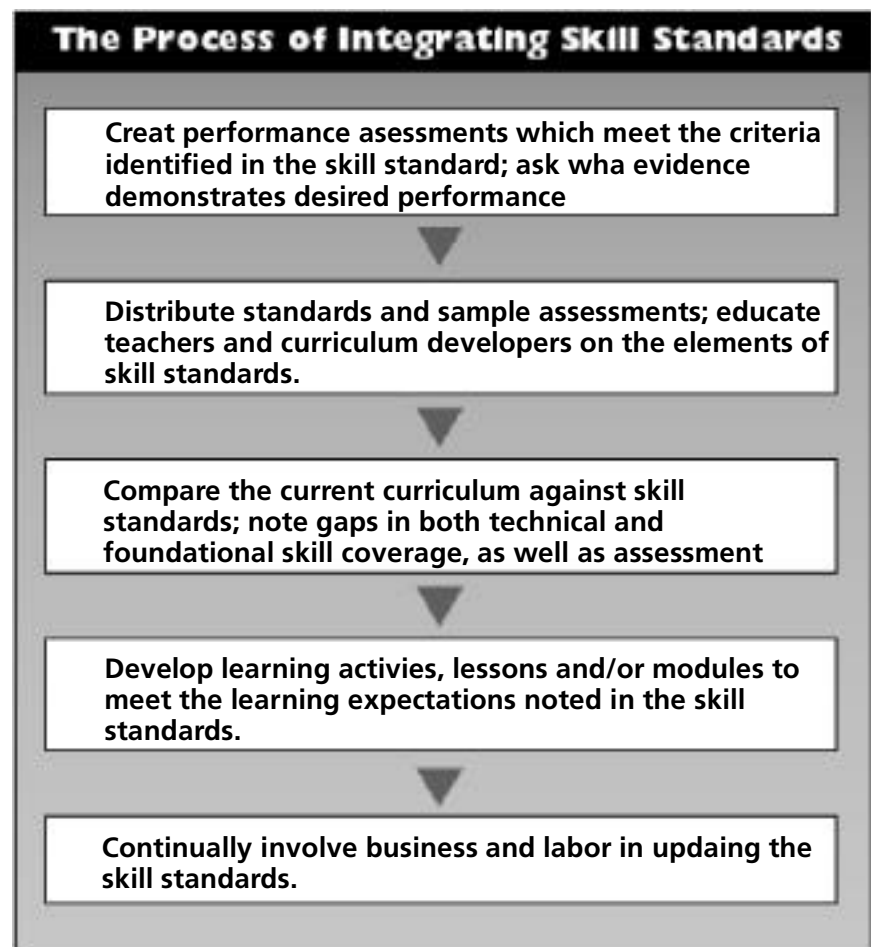
- ◆ A student, trainee, apprentice, prospective worker or worker seeking additional training is assessed to determine present skill level through direct and indirect evidence.
- ◆ Evidence includes products and items produced by the individual being assessed.
- ◆ Assessment results meet the criteria of validity, currency, authenticity and sufficiency.

### Step 2: Curriculum Development

- ◆ Revise existing curriculum to better meet the current and future needs of the early childhood professions.
- ◆ Develop new curriculum and establish new programs based on the competencies.
- ◆ Develop program outcomes for specific academic and training programs, including Tech Prep, 2-year and apprenticeship programs.

### Step 3: Articulation

- ◆ Develop models to support the articulation of program outcomes and competencies between academic and training systems.
- ◆ Establish articulation agreements between existing programs to ensure portability of skills.
- ◆ Connect competencies and Certificates of Competence with benchmark documentation to build national portability systems.



### The Process of Integrating Skill Standards

Figure 2, Adapted from the  
*Skill Standards Guidebook I and II*

## Appendix B

### Early Childhood Education Professional Core Competencies

The Washington State Core Competencies were developed by the Child Care Coordinating Committee's Career Development Subcommittee—1994.

- ◆ **Child Growth, Development and Learning** — To understand the nature of growth and development and the adult's role in supporting a child's development and learning.
- ◆ **Cultural and Individual Diversity** — To understand families as the primary context for children's learning and development, respect diversity in family structures and values, and develop skills in interacting with parents in ways that enhance children's education.
- ◆ **Family Systems** — To maintain an open, friendly and cooperative relationship with each child's family, encouraging family involvement and supporting the child's relationship with his or her family.
- ◆ **Communication** — To communicate effectively with children, parents, other caregivers, and colleagues.
- ◆ **Observation and Assessment** — To develop skills in observation, assessment, documentation and methods of reporting to family members.
- ◆ **Curriculum Development** — To understand that learning experiences are designed to meet the needs of all children, promote creativity, develop awareness of cultural backgrounds and diverse needs, and stimulate learning in all developmental areas.
- ◆ **Environmental Design** — To be able to plan and create an atmosphere, using physical and human elements, which fosters children's involvement and development and promotes children's self-esteem, social interaction and joy of learning.
- ◆ **Child Guidance** — To use organizational and guidance strategies that foster responsibility, autonomy, self-reliance and positive social interactions and to respond to children with respect, acceptance and comfort, acknowledging their individual diversity.
- ◆ **Health, Safety and Nutrition** — To promote good health and nutrition and to provide a safe environment for children.
- ◆ **Professionalism** — To make decisions based on knowledge of theories and best practice, to advocate for quality in programs and schools, and to improve one's competence, both for personal and professional growth.
- ◆ **Administration** — To be able to effectively and efficiently operate a program or school that assures quality services to young children and their families.

**Principles of  
Multicultural  
Programming**

- ◆ Everyone has a culture.
- ◆ Know your own culture first.
- ◆ Provide authentic unbiased images.
- ◆ Foster concrete experiences at the child's and adult's level.
- ◆ Make the cultural climate of the classroom and the home consistent.
- ◆ Support and value the home language.
- ◆ The staff must reflect the families served.
- ◆ Expose the staff and children to a variety of cultures.
- ◆ Examine and challenge institutional and personal bias.
- ◆ All staff must be involved in this effort.

From *Multicultural Principles for Head Start Programs* , U.S. Department of Health and Human Services, Administration for Children, Youth and Families, 1991. Adapted by the Multicultural Infusion Demonstration Network Project for the City of Seattle, Gloria Trinidad, et al.

Gloria Trinidad, Grants and Contract Specialist  
City of Seattle  
Child Human Services Department  
Alaska Building

## **Appendix D**

### **Proposed Code of Ethics for School-age Care From Concordia University, St. Paul, Minnesota, 1999**

#### **Section I: Ethical Responsibilities to Children and Youth**

##### **Principles in regard to children and youth:**

- P-1.1 Be familiar with the emerging base of knowledge about school-age children and youth and demonstrate this knowledge in school-age care.
- P-1.2 Enable children and youth to participate fully in carefully planned environments that are safe and healthy and facilitate individual progress in social, emotional, physical and cognitive development.
- P-1.3 Recognize and accept the uniqueness of each child and youth by respecting race, ethnicity, gender, ability, religion, and socio-economic status.
- P-1.4 Be honest and fair in interactions with each child and youth.

##### **Actions to uphold these principles in regard to children and youth:**

- A-1.1 Plan environments that are free from physical or mental harm.
- A-1.2 Communicate positively with each child and youth to encourage a commitment to learning.
- A-1.3 Promote a sense of well-being for each child and youth through a clearly articulated structure with guidelines and procedures which establishes boundaries and expectations.
- A-1.4 Focus on strengths and resilience within each child and youth to provide balance in a child's day and life.
- A-1.5 Maintain confidentiality of information, though it may be permissible to reveal information to agencies and individuals when a child's or youth's best interest is at stake.
- A-1.6 Advocate for policies, procedures, and laws that promote the well-being of children, youth and their families.
- A-1.7 Provide accurate information to appropriate persons when a child's or youth's well being is in question.
- A-1.8 Report instances of all forms of suspected child abuse as outlined by the laws of the individual states.
- A-1.9 Enforce or negotiate rules that are established by the site in which the program operates, as well as those rules established by the program itself. Natural consequences will guide children's and youth's development of self-control.
- A-1.10 Provide a school-age care environment that is friendly and empowers and celebrates children's and youth's individual gifts and talents.
- A-1.11 Value the child's time in our programs and their needs and ideas will guide the curriculum.
- A-1.12 Allow children to grow and evolve in our programs. Children and youth will have an ever-changing role and purpose within our programs.
- A-1.13 Encourage children and youth to develop social competencies to include but not limited to: decision making skills, interpersonal interactions, cultural interactions, resistance practices, and peaceful conflict resolutions.

## Section II: Ethical Responsibilities to Families

### Principles in regard to families:

- P-2.1 Develop relationships of mutual trust with the families we serve.
- P-2.2 Respect the dignity of each family, recognizing their uniqueness of culture, ethnicity, language, customs, and beliefs.
- P-2.3 Recognize different value systems and respect the rights of families to make decisions for their children.
- P-2.4 Share information with families that demonstrates the child's participation and growth in the school-age program.

### Actions to uphold these principles in regard to families:

- A-2.1 Provide open access to school-age program settings at all times.
- A-2.2 Focus on strengths and assets of each family unit.
- A-2.3 Select honestly and fairly that information about a child's participation in the school-age program that needs to be shared with the family.
- A-2.4 Maintain confidentiality of information, though it may be permissible to reveal information to agencies and individuals when a child's or youth's best interest is at stake.
- A-2.5 Work with conflicting family members without becoming an advocate for any particular person.
- A-2.6 Provide guidance to families in their utilization of resources available in the community.
- A-2.7 Provide activities that honor diversity and build on children's and youth's experiences.

## Section III: Ethical Responsibilities to Colleagues

### Principles in regard to co-workers, employers and employees:

- P-3.1 Respond with honesty, integrity, trust and respect for individual diversity in interpersonal relationships.
- P-3.2 Work collaboratively and cooperatively with others in an atmosphere of trust that encourages the dialog and information exchange that will best serve the needs, safety of children/youth, and improvement of services to children/youth, families, the program, and the field of SAC.
- P-3.3 Provide a nurturing environment through policies and conditions that promotes the development of mutual respect and trust, safeguards individual differences, fosters positive self and professional development, and celebrates the goals and achievements of co-workers.
- P-3.4 Actively support and demonstrate the policies and reputation of the program, except in cases that endanger children/youth or violates laws and regulations designed to protect children/youth.
- P-3.5 Provide insights and information for the continual evaluation and improvement of program or services through the appropriate channels in a committed effort to provide high standard of service in all endeavors.
- P-3.6 Promote individual success through the guidance and mentoring of a supervisor or peer, and applicable training opportunities.
- P-3.7 Work towards retaining a stable workforce through equitable compensation, (salary, benefits, working conditions, and schedules) for those in the field of SAC.

### Actions to uphold these principles in regard to colleagues:

- A-3.1 Address issues of behavioral concerns or disagreements with co-workers in a way that is dignified, honest and respectful.
- A-3.2 Openly share information and resources, and rightfully acknowledge their source with the intent of providing services and information that will best serve children/youth and families.
- A-3.3 Provide a workplace that is safe and emotionally supportive.
- A-3.4 Promote the program through positive dialog and behaviors when authorized.
- A-3.5 Develop a handbook that will address personnel issues in an effort to provide a supportive climate for fulfilling job responsibilities.
- A-3.6 Base staff evaluations and recommendations on objective fact, related directly to employee's performance in regard to children/youth and the program. Decisions regarding the hiring, firing, advancement or professional opportunities, will be non-discriminatory in regards to race, ethnicity, religion, gender, national origin, culture, disability, age or sexual preference.

## **Appendix D**

### **Section IV: Ethical Responsibilities to Community and Society**

#### **Principles in regards to community and society:**

- P-4.1 Provide the community with high-quality services, ensuring that every child and youth has access to programs that are developmentally appropriate.
- P-4.2 Create collaboration and maintain cooperation among agencies that share the responsibility for the general welfare of children/youth and families.
- P-4.3 Strive towards greater social acknowledgement of children's rights, including their right for adequate food, shelter, health care, education and nurturing environments.
- P-4.4 Recognize and support policies and laws that promote the well being of children and families.
- P-4.5 Further the professional development of the field of school-age care.

#### **Actions to uphold these principles in regard to community and society:**

- A-4.1 Provide programs that facilitate the healthy development of each child and youth enrolled in our program.
- A-4.2 Develop programs that meet the needs of the community and families we serve.
- A-4.3 Only hire individuals that are suited for and professionally trained in working with school-age children/youth.
- A-4.4 Only offer services for which we have the competence, qualifications, and resources.
- A-4.5 Collaborate and cooperate with schools, health and social service agencies, community groups, and other professionals that work with children and youth.
- A-4.6 Report unethical practices of any organization to the person responsible for that program and make a report of the violation to the proper authorities when appropriate.
- A-4.7 Become familiar with and uphold the laws and regulations that govern programs serving children and youth.
- A-4.8 Learn how the legislative process works in order to advocate for children/youth and families.
- A-4.9 Establish and/or participate in organizations that further the development of school-age care professionals.

Condensed for School-Age Care Professional  
Skill Standards Book, May, 2000

## Demographic Profile of School-Age Care Professional Survey Respondents

### Respondents: 69 School-Age Care Professionals

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**Gender:** Female 65 (94%)      Male 3 (4%)      No Answer 1 (1%)

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**Race:** Asian 1 (1%)      Hispanic 0      African-American 0

Native American 1 (1%)      White 62 (90%)      No Answer 2 (3%)

---

**Current Age:** [18–24] 18 (26%)      [25–34] 15 (22%)      [35–44] 15 (22%)  
[45–54] 15 (22%)      [55 or older] 4 (6%)      No Answer Given 2 (3%)

---

### How long have you (or did you) worked as a school-age care professional?

[Less than 2 years] 20 (29%)      [2–4 years] 15 (22%)      [4–10 years] 22 (32%)  
[10+ years] 12 (17%)

---

### Type of program in which you work (or worked)?

- For-profit multiage child care center 26 (38%)
  - Non-profit multi-age child care center 30 (43%)
  - Boy and Girls Club 0 (0%)
  - YMCA or YWCA sponsored program 6 (9%)
  - Parks and Recreation sponsored program 4 (6%)
  - Public school sponsored program 13 (19%)
  - No answer given 3 (4%)
- 

### Highest level of education attained:

- Did not complete high school 1 (1%)
- High school diploma or equivalency 8 (12%)
- Some college: less than 45 college credits 12 (17%)
- More than 45 college credits without degree/certification 12 (17%)
- College vocational certificate 4 (6%)
- College 2-year degree 13 (19%)
- College 4-year degree 14 (20%)
- College advanced degree 5 (7%)
- No answer given 0 (0%)

### Major field of study:

Education (*elementary, secondary, other*) 23 (33%)  
Other 16 (23%)

---

### County where you work:

Asotin	3 (4%)	Pacific	1 (1%)
Benton	14 (20%)	Snohomish	4 (6%)
Clallam	3 (4%)	Thurston	1 (1%)
Clark	7 (10%)	Wahkiakum	1 (1%)
Clarkston	1 (1%)	No Answer	5 (7%)
Cowlitz	16 (23%)		
King	13 (19%)		

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**Dr. James Walton**, Dean of Professional and Technical Education

**Barbara Clampett**, ECE Skill Standards Project Manager

### *Early Childhood Education Skill Standards Consortium*

Kathy Bobula, Ph.d.	Clark Community College
Barbara Clampett, M.A.	Peninsula College
Laurie Cornelius, M.A.	Clark Community College
Mary Jo DeYoung, B.A.	Bates Technical College
Leigh Anna Drake, M.Ed.	Spokane Falls Community College
Mary Garguile, M.A.	Olympic College
Judy Konopaski, M.S.	Bellevue Community College
Peg McCormack, M.Ed.	South Seattle Community College
Pat McPherson, M.S.	Lake Washington Technical College
Kathleen Oberg, M.A.	Highline Community College
Gertrude “Toogy” Shepherd	Bellevue Community College

## **Acknowledgements**

### ***Focus Group Participants for School-Age Care Professional February 10, 1999 and March 10, 2000***

Ashley Dahl	Seattle
Mary Francom	WSU-Puyallup
Leeann Grasse	Cathlamet
Linda Haley	Spokane
Jami Sue Hamulik	Mercer
Shawna Murphy	Seattle
Laura Pfandler	Seattle
Suzanne Pry	Port Angeles
Tammy Schimpf	Spokane
Wendy Taylor	Bothell
Nathen Wingar	Renton

#### Focus Group Facilitators

Mary Garguile, February 10, 1999

Terryll Bailey, March 10, 2000

#### Focus Group Technical Support

Peg McCormack, February 10, 1999

Tamra Shore, March 10, 2000

### ***School-Age Care/Early Childhood Education Organizations and Agencies***

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- ◆ Spokane Express Program
- ◆ Volunteers of America/Resource and Referral
- ◆ Washington School-Age Care Alliance
- ◆ WRAP Project! WSU Cooperative Extension in Ephrata, Tri-Cities, and Puyallup
- ◆ Career Development Sub-committee of the State Child Care Coordinating Committee
- ◆ Washington Association for the Education of Young Children (WAEYC) ~

Adga Burchard

- ◆ Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP) ~ Kathleen Oberg and Fran Sherwood, Co-Presidents

### ***Document Technical Writers and Consultants***

Dusty Campbell	South Sound YMCA
Barbara Clampett	Peninsula College
Janet Frieling	School's Out Consortium
Mary Garguile	Olympic College
JoDee Hanson	South Sound YMCA
Shannon Houlihan	South Sound YMCA
Alice Madsen	Highline Community College
Kathleen Oberg	Highline Community College
Marilyn Thomas-Schier	Seattle Central Community College

# Resources

## *School-Age Care Professional*

### *ORGANIZATIONAL RESOURCES*

Children's Defense Fund  
25 E Street NW  
Washington, D.C. 20001  
(202) 628-8787  
<http://www.childrensdefense.org/contacts.html>  
[cdinfo@childrensdefense.org](mailto:cdinfo@childrensdefense.org)

Concordia University  
Concordia School of Human Services & Professional Development  
275 Syndicate Street N.  
St. Paul, MN 55104-5494  
1-800-211-3370 or (651) 641-8897  
<http://www.csp.edu/hspd>  
[gradstudies@luther.csp.edu](mailto:gradstudies@luther.csp.edu)

The National Association for the Education of Young Children (NAEYC)  
1509 16<sup>th</sup> Street NW  
Washington, D.C. 20036  
[http://www.naeyc.org/about/about\\_index.htm](http://www.naeyc.org/about/about_index.htm)  
[naeyc@naeyc.org](mailto:naeyc@naeyc.org)

National Institute on Out-of-School Time (NIOST)  
Center for Research on Women  
Wellesley College  
106 Central Street  
Wellesley, MA 02181  
781-283-2547  
<http://www.wellesley.edu/WCW/CRW/SAC>

The National School-Age Care Alliance (NSACA)  
1137 Washington Street  
Boston, MA 02124  
(617) 298-5012  
<http://www.nsaca.org>  
[staff@nsaca.org](mailto:staff@nsaca.org)

United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202-0498  
1-800-USA-LEARN  
<http://www.ed.gov>  
[CustomerService@inet.ed.gov](mailto:CustomerService@inet.ed.gov)

Washington School-Age Care Alliance (WASACA)  
801 23<sup>rd</sup> Avenue South  
Seattle, WA 98144  
(206) 323-2396

# Resources

## *School-Age Care Professional*

### PROGRAM ADMINISTRATION

*An Adult-Sized Guide to Child-Sized Environments: The Childcare Center Licensing Guidebook.* Office of Child Care Policy, Children's Administration. Washington State: Department of Social & Health Services, 1996.

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# Resources

## *School-Age Care Professional*

### *PROGRAM ACTIVITIES*

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# Resources

## *School-Age Care Professional*

### **PROGRAM ANTI-BIAS**

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