



Achieve Boston SAYD Community Trainer Request for Qualifications:

Achieve Boston is seeking community trainers to participate in the School Age and Youth Development (SAYD) Credential Pilot. Selected trainers will convene and offer trainings for approximately 30 students, covering five different competencies and 45 hours of training. The trainers will then offer these trainings over the course of 18 months starting in January 2007.

Background and Information:

The SAYD is a pilot program designed by Achieve Boston to test a training and credentialing system for after-school and youth workers aspiring to greater leadership in the out-of-school-time (OST) sector. The program includes three credit-bearing college courses specifically designed for rising after-school and youth workers plus forty-five hours of other training. The courses and training are free and constitute a unique opportunity to improve participants' impact on the children, youth, and families that they serve. The SAYD pilot begins in January 2007 and will conclude in June 2008.

The SAYD is designed for after-school and youth workers who are in, or who aspire to, leadership roles within their organizations. Such roles might include lead teacher, program coordinator or senior youth worker. The SAYD is for people who are ready to make a commitment to the fields of after-school and youth work and recognize the value of education and training. It is for organizations that want to cultivate particular staff, reduce the likelihood that they will turnover, and equip them to improve the work of the people around them.

Achieve Boston is a collaboration of nine organizations dedicated to the professional development of after-school and youth workers. For more information about Achieve Boston, please see www.achievetoboston.org

College Courses:

The college courses for SAYD Pilot will cover six competencies and will be offered through 12 months. The three college courses include Childhood Development, Youth Development, and Principles & Practices. The courses will be taught in an engaging, interactive manner that is directly applicable to the OST work with children and youth. Faculty will come from a consortium of higher education institutions organized by the Higher Education Afterschool and Youth Work Roundtable (HEAYR). More information about HEAYR and its members is available at: <http://www.pearweb.org/heayr/>

Community Training Role:

Community based training providers will offer their existing trainings and convene to plan and collaborate on training opportunities to meet the needs of the participants in the 5 targeted competency areas. The Community Training Provider Roundtable will serve this latter function and will be facilitated by Achieve Boston through BOSTnet and The Medical Foundation.

Community Trainers will provide forty-five hours of training to SAYD participants under the following competencies:

<p>SAFETY, HEALTH AND NUTRITION</p> <p>Topics Include</p> <ul style="list-style-type: none"> • Policies, Procedures and Regulations • Health, Nutrition and Physical Activities within the Program • Wellness, mental health, and nutrition/exercise • CPR, first aid crisis management, and universal precautions • Risk Prevention • Worker Safety
<p>CULTURAL COMPETENCE</p> <p>Topics Include</p> <ul style="list-style-type: none"> • Anti-bias and culturally relevant programming • Creating an environment that reflects and honors diversity • “Isms” – racism, sexism, heterosexism, classism, adultism, etc. • Sharing power and inclusive decision making
<p>PROFESSIONALISM</p> <p>Topics Include</p> <ul style="list-style-type: none"> • Professional Conduct • Professional and Personal Development • Core Competencies • Self Awareness • Professional Development Portfolios • Supervision
<p>WORKERS AS COMMUNITY RESOURCES</p> <p>Topics Include</p> <ul style="list-style-type: none"> • Collaboration and Building Partnership • Community Immersion • Advocacy-Public/Legislative • Referrals
<p>BUILDING LEADERSHIP AND ADVOCACY</p> <p>Topics Include</p> <ul style="list-style-type: none"> • Personal leadership and advocacy • Youth empowerment and peer leadership • Involving youth in social justice issues

Each competency is divided up into School Age Child Care and Youth Worker. Under each category (School Age Child Care and Youth Worker) there are different topics and levels (see attachments). For the SAYD Pilot trainers need to focus on **level 2 under School Age Child Care** and **Level 1 for Youth Worker**. Although these are the targeted training levels, trainers should also be able to train at higher levels if participants need or require that level of training.

Selected trainers will work together at a trainer’s roundtable to coordinate and develop trainings under different competencies. The goal is to have three to five trainers per competency and a timeline and schedule for trainings so that students can select trainings that best fit their own schedule. Although most trainings will be offered after December of 2007, trainers should have trainings available starting in January 2007.



Proposal Requirements:

Interested candidates should provide the following information to Achieve Boston no later than Friday, November 3rd. Proposals should not exceed 4 pages in addition to the cover page.

1. Completed Cover Sheet (see attachments)
2. Background and qualifications of trainer/training organization
3. Which of the targeted competency areas does your trainings/background cover?
4. Which competency areas you or your organization would like to cover for the SAYD Pilot and why?
5. Can you accommodate students that need trainings at higher levels under these competency areas? If so, how would you do so?
6. A description of your training style and philosophy.
7. Availability of your trainings (weekends, day, night, etc.).
8. A description of training(s) that fit the competency area(s) that you are applying for.

Proposals should be sent by **4:30 pm Friday, November 3, 2006** to:

Adam Shyevitch
Boston After School & Beyond
89 South Street, Suite 402
Boston, MA 02111

Selection Process and Timeline:

Trainers for the SAYD Pilot will be chosen by Achieve Boston through this Request for Qualifications, which is an open and competitive process. Trainers can be selected to provide trainings under more than one competency if they demonstrate knowledge and mastery of that competency. The timeline is as follows:

- October 25, 2006: Achieve Boston issues Request for Qualifications for Trainers
- November 3, 2006: Proposals are due back to Achieve Boston/Boston Beyond
- November 8 – 10, 2006: SAYD Pilot Trainers are selected
- Week of November 13, 2006: First meeting of Trainer Roundtable
- November – December 2006: Initial trainings and timeline are identified

Compensation:

All SAYD Pilot participants will have \$1000 to spend on 45 hours of training to cover all five competencies. The Pilot Coordinator will determine the amount of hours per competency per student based on student's need and interest. Payment is made in the form of Achieve Boston Vouchers and reimbursed through Achieve Boston/Boston Beyond. Trainer's can choose to offer a training exclusively for SAYD Pilot Participants or to open the training to general after school personnel with preference to SAYD Pilot participants.

Miscellaneous:

Achieve Boston and Boston After School and Beyond reserve the right to reject any and/or all proposals.



Attachments:

1. Proposal Cover Sheet
2. Full description of the 5 Competency Areas covered by Community Training



SAYD Trainer Request For Qualifications Cover Sheet

Contact Person:

Trainer Organization:

Street Address:

City:

State:

Zipcode:

Phone:

Email:

Fax:

Please check the competency area under which you want to offer training for the SAYD Pilot. Please offer a very brief explanation for your choice. If you are interested in more than one competency area, please rank your top three (3) choices with one (1) being the most interested/qualified to three (3) being the least interested/qualified.

<input type="checkbox"/>	SAFETY, HEALTH AND NUTRITION
Why are you interested/qualified to train under this competency?	
<input type="checkbox"/>	CULTURAL COMPETENCE
Why are you interested/qualified to train under this competency?	
<input type="checkbox"/>	PROFESSIONALISM
Why are you interested/qualified to train under this competency?	
<input type="checkbox"/>	WORKERS AS COMMUNITY RESOURCES
Why are you interested/qualified to train under this competency?	
<input type="checkbox"/>	BUILDING LEADERSHIP AND ADVOCACY
Why are you interested/qualified to train under this competency?	



Achieve Boston SAYD Targeted Competency Areas for Training Providers

- **Safety, Health and Nutrition**
- **Cultural Competence**
- **Professionalism**
- **Workers as Community Resources**
- **Building Leadership and Advocacy**

SAFETY, HEALTH AND NUTRITION

Rationale for Staff Working with Children and Youth Aged 5 to 18 Years:

In order for children and youth to thrive, they need a healthy, safe environment and proper nutrition; programs that work with children and youth in the non-school hours can assist families in meeting these needs. Basic health and safety management procedures contribute to the prevention of childhood illnesses, communicable diseases, and accidents. Good nutrition and physical activity is vital personal health and intellectual development of children and youth. In order to ensure the health and safety of all program participants, practitioners must be proficient in CPR and First Aid, understand and adhere to policies and procedures, establish an environment that eliminates health hazards and work to prevent unintentional as well as intentional injuries. Staff with strong crisis intervention skills are also essential to a maintaining safe environment.

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Policies, Procedures and Regulations

Level one

Supervise children and youth in a manner that ensures their safety and is age appropriate
Perform basic first aid*
Follow program’s health and safety policies and procedures
Follow universal precautions to prevent infections (i.e. clean and sanitize regularly, cover open cuts and sores, etc.)
Practice good hygiene; know which situations require hand washing and follow standard hand washing procedure
Assist children and youth to practice good hygiene and perform daily health habits that are developmentally appropriate
Remove or repair any unsafe items in program and report incident to supervisor
Educate children and youth about basic safety procedures
Report any incidents of suspected abuse or neglect to supervisor

Level two

Demonstrate proficiency in First Aid and CPR
Maintain and keep accessible appropriate records and forms to treat children and youth if emergency medical care is necessary
Ensure compliance with program’s health and safety policies and procedures
Maintain up-to-date knowledge about, and implement safe practices in, the prevention of infectious diseases
Execute proper procedures to ensure the safety of children and youth when they are taken off site

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Policies, Procedures and Regulations

Level two (cont.)

Comply with program plan for response to accidents and other emergencies such as fires, evacuations, and weather emergencies, and institute regular emergency preparedness drills (i.e. fire drills)
Understand when health information should be shared with staff and/or families
Understand and comply with internal policies governing the suspension or termination of children and youth who present a health or safety danger to the group substance abuse, sexual behavior, sexual abuse and exploitation, violence, and mental illness
Recognize signs of suspected child abuse or neglect; know and follow program procedures for reporting suspected abuse or neglect

Level three

Develop program guidelines and procedures that help prevent mental, emotional, and physical health hazards, including both intentional and unintentional injuries
Establish risk management policies and procedures and regularly assess the program environment for health and safety risks
Develop procedures to ensure the health and safety of persons with disabilities who are served or employed by the program
Establish procedures to communicate health information related to and/or impacting the staff and program participants
Evaluate program's compliance with health and safety regulations and internal policies
Prepare plans in advance to respond quickly and safely to emergencies, accidents or injuries
Work with building owner/administrator to quickly address any safety concerns, if facility not owned by program

Topic: Health, Nutrition and Physical Activities within the Program

Level one

Know program guidelines for selecting, preparing and serving food
Follow standard sanitary procedures when handling food
Encourage children and youth to engage in regular physical activities

Level two

Demonstrate knowledge of health, nutrition and physical activity needs of children and youth aged 5-14
Follow USDA and other nutritional guidelines in planning meals and snacks
Provide health and nutrition educational information with children and youth in the program
Work with families to identify and meet specific nutritional needs and interests

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Health, Nutrition and Physical Activities within the Program

Level two (cont.)

Recognize and respond to nutritional preferences and values of the cultural communities being served
Provide daily opportunities for physical activity within the program including strategies to help address health issues such as obesity
Provide regular or periodic basic skills instruction in sports and games to help increase participation among children and youth of both genders
Know and respond to the unique health and nutrition issues of children and youth with special needs

Level three

Work with families to develop a plan to meet the health needs of an individual child or youth
Understand each individual's current health needs, and implement procedures to appropriately administer and document the administration of medication
Monitor communications to ensure that only appropriate information about the health of an individual child or youth is being shared
Consult as needed with nutrition and physical development experts to make program and curriculum improvements
Evaluate program policies and procedures regularly to determine if they are supporting children's healthy physical development

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Wellness, mental health, and nutrition/exercise

Level One

Understand the various facets of wellness [physical, social, mental/emotional and spiritual]
Assist youth to build mental health skills (coping, stress management, grief, etc.)

Level Two

Plan and implement programs that foster the various facets of wellness [physical, social, mental/emotional and spiritual] and are culturally and developmentally appropriate
Support staff in building skills needed to implement wellness programs

Level Three

Know and understand national policies and standards as well as their strengths and limitations

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: CPR, first aid crisis management, and universal precautions

Level One

Maintain up-to-date certifications in CPR, first aid, and universal precautions (OSHA)
Know and follow standard practices regarding allergies, medication and care for their agency

Level Two

Know and follow crisis management and safety procedures for agency
Know and implement safety policies and standards

Level Three

Develop written Standard Operating Procedures (S.O.P.) for staff to implement and enforce
--

Topic: Risk Prevention – HIV/AIDS, teen pregnancy, abuse, drugs, alcohol, sex education, etc.

Level One

Understand and utilize risk and protective factors (including awareness of cultural relevance in regards to the population with whom staff are working)
Plan and implement activities that build refusal skills and support protective factors

Level Two

Support and expand youth workers knowledge of internal/external resources and the
Plan programs that address risk factors and increase protective factors (behaviors)
Provide referrals for individuals

Level Three

Mobilize resources (partnerships, grant writing, program referrals) to address risk and protective factors

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Worker Safety

Level One

Know and follow agency's standard operation procedure for safety and which resources to use if problems arise

Level Two

Understand and address worker safety issues within the program

Level Three

Develop written worker safety policies/standards/procedures in accordance with laws/regulations and ensure consistent adherence

CULTURAL COMPETENCE

Rationale for Staff Working with Children and Youth Aged 5 to 18 Years:

Cultural competence has been defined as the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges differences and respects the culture of the person or organization being served. Practitioners working toward cultural competence are aware and respectful of the values, beliefs, traditions, customs, and parenting styles of the children, youth and families being served. Additionally, practitioners must know inclusion principles and techniques and be willing and able to make changes in themselves, the program and/or others as needed. Staff caring for children and youth must always keep in mind the central position they hold in their families and communities and how culture can impact beliefs, behaviors, communication and understanding of various situations.

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level one

Gain self-awareness of how culture impacts your ideas, behavior and communication
Acknowledge and respect the varying structures, cultures and traditions of children and youth’s families
Provide activities that allow children and youth of mixed abilities to interact with each other and explore and celebrate similarities and differences
Provide opportunities for children and youth whose primary language is other than English to read and write in their primary language

Level two

Understand the communities (ethnic and racial composition, economic structures, political forces, assets and risks, etc.) of families served by the program
Use knowledge of cultural communities in the area to inform program planning
Educate children and youth about and value of diversity, including differences in ability, age, class, culture, ethnicity, family composition, gender, language, race, religion, and sexual orientation
Provide opportunities for children and youth to participate in mixed and same-age groups, small and large groups, and groups that are diverse in other ways to help them learn from differences in others
Establish an environment that includes positive images, resources and role models reflecting children and families in the program and those from other backgrounds (i.e. variations of ability, age, class, culture, ethnicity, family composition, gender, language, race, religion, and sexual orientation, etc.)
Create an environment with varied media that encourages children and youth to develop and use communication skills and explore different languages

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level Three

Create an environment that is open to continually gaining knowledge about new cultures and communities and adapting the program to meet cultural needs
Hire staff that reflect the various cultures represented in the community and families served
Establish communication policies to meet needs of all families, including those with low-literacy skills and non-native English speakers, through activities, materials, and program interactions
Respond with positive changes or actions, as needed, to improve relations with the people from different cultures
Know and work with individuals and organizations in the community that have expertise in specific cultures and/or cultural competence

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Anti-bias and culturally relevant programming

Level One

Provide programming that is relevant to the cultural representation of youth and communities
<i>Level Two</i>
Know and utilize anti-bias curricula and resources for program development
Create opportunities for staff and youth to learn and explore other cultures

Level Three

Create and enforce policies and procedures that follow relevant laws and organizational practices related to equity
--

Topic: Creating an environment that reflects and honors diversity

Level One

Create programming that accepts and welcomes diverse populations
Understand and use effective cross-cultural communication techniques

Level Two

Create opportunities for staff and youth to learn and explore other cultures

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Creating an environment that reflects and honors diversity

Level Three

Create policies and procedures that reflect commitment to diversity

Topic: “Isms” – racism, sexism, heterosexism, classism, adultism, etc.

Level One

Provide youth with opportunities to explore oppression and learn about its impact on diverse communities

Educate youth in recognizing and addressing stereotypes

Level Two

Provide leadership to youth and staff in confronting “isms” in their organization and communities

Level Three

Create opportunities to address and explore “isms” for youth, staff and constituencies in the program and in the community

Topic: Sharing power and inclusive decision making

Level one

Utilize practices and activities that build decision making skills in youth

Include youth in decision making

Level Two

Engage youth and staff in adult-youth collaborations

Level Three

Create policies and procedures that ensure youth involvement in agency and community processes

PROFESSIONALISM

Rationale for Staff Working with Children and Youth Aged 5 to 18 Years:

Performing in a professional manner requires dedication to personal growth and learning and consistently acting in a manner that is respectful of and in the best interest of children, youth and families. Professionals carry out planned decisions and actions that are informed by recognized standards and are limited by professional boundaries. Professionalism leads to improved individual performance and higher quality programs that enable children and youth to develop to their full potential. Professional conduct allows practitioners build respect for themselves and the field, in turn creating an avenue for increased recognition and support for school-age care programs and out-of-school time services.

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Professional Conduct

Level one

Maintain a positive and respectful attitude toward working with children and youth
Understand the mission and vision of the program
Understand the expectations and responsibilities of current position
Know and adhere to agency policies and procedures
Strive to interact with others in a way that demonstrates open-mindedness, adaptability, friendliness, and empathy
Staff should maintain respectful and professional demeanor with coworkers at all times and should not argue or flirt with, tease, or ridicule one another in front of children and youth (or parents)
Demonstrate professional work habits including dependability, responsibility, time management, appropriate appearance, and decision-making skills
Be open to new ideas and learning opportunities

Level two

Uphold basic principles of trust, confidentiality, honesty, integrity, and respect in all professional relationships and business practices
Demonstrate an ability to work effectively as part of a team and independently
Know and employ supervision strategies that strengthen and support others
Communicate openly and clearly with the school-age community including children, youth, families, staff, and other community members
Show respect and understanding for children, youth, families, and coworkers of diverse ability, age, class, culture, ethnicity, family composition, gender, language, race, religion, and sexual orientation

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Professional Conduct

Level two (cont.)

Belong to a professional organization related to school-age children
Regularly attend professional workshops, trainings, and conferences to increase competency

Level three

Understand and apply the National Afterschool Association (NAA) professional Code of Ethics
Apply knowledge of child and youth development theory and appropriate practices in program decision-making and planning.
Maintain current knowledge of professional organizations, resources, and issues that impact the field of school-age care
Supervise and plan for professional development of individual staff members
Develop and implement staff and program evaluations to allow for continuous quality improvement
Strive for self-awareness and growth in personal and organizational goal setting and support the same in staff

Topic: Professional and Personal Development

Level one

View oneself as a professional in current role with children
Understand the importance of ongoing professional growth and learning
Actively participate in ongoing evaluation of the program, as appropriate to current role/position

Level two

Engage in regular self-reflection and self-assessment
Strive to meet one's own physical, emotional, social and intellectual needs
Assess one's own professional performance and set individual goals or strategies based on the Core Competencies, the NAA Quality Standards or some other professional measure
Seek professional growth through various channels including attending and facilitating conferences, workshops and courses, participating in mentoring programs, and joining professional organizations

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Topic: Professional and Personal Development

Level three

Design and maintain a professional development and quality improvement plan for the program
Plan and implement a professional growth and self-improvement model available to all staff
Continually seek opportunities and resources that allow self and staff to meet personal and professional growth goals
Keep current on the latest developments in the field, including reading books and articles on child development and best practices in programming for school-age children and youth
Recognize and provide opportunities to address contemporary issues that affect the workplace and the lives of children, youth, and families served by the program (Issues may include current events, politics, violence, oppression, education and career opportunities, and the development of self-image)

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Core Competencies

Level One

Know the core competencies of youth work
<i>Level Two</i>
Support and promote youth workers building and strengthening core competencies
<i>Level Three</i>
Develop a strategy for building agency-wide core competencies

Topic: Self Awareness

Level One

Understand how various aspects of one's identity interacts with identities of young people in program
Know agency standards of personal and professional boundaries

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Self Awareness

Level Two

Educate youth workers to understand and set appropriate personal and professional boundaries

Level Three

Build systems that respects youth and staff boundaries

Topic: Professional Development Portfolios

Level One

Catalogue personal professional development experiences regularly

Level Two

Maintain knowledge of professional development resources for staff

Maintain knowledge of appropriate professional development experiences and needs of staff

Level Three

Advocate for professional development experiences in the field

Topic: Supervision

Level One

Know and use effective youth supervision strategies

Level Two

Know and use supervision strategies for working with adults

Evaluate performance and assist staff in skills improvement

Create environment that promotes open communication, feedback and growth for staff

Level Three

Establish systems that promote transparency, professional development and accountability in supervision

WORKERS AS COMMUNITY RESOURCES

Rationale for Staff Working with Children and Youth Aged 5 to 18 Years:

Recognizing unmet needs and connecting children, youth and families to community services is one the most essential functions a practitioner can provide. Staff must know how to identify community resources and partner with other organizations to most effectively serve those in their programs. The children and youth with whom school-age staff and youth workers interact daily are a product of their family, community and culture. Understanding the context in which families live allows a practitioner to better understand children and youth's behavior and in turn better meet their needs. Guidance and support should be respectful, focus on community assets and empower children, youth and families to act on their own behalf.

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level one

Demonstrate concern for the well-being of children and youth, their families and communities
Know the geographic and cultural communities served by the program
Respect children and youth's roles in larger community
Respond appropriately to family questions and/or refer them to supervisor or suitable services in the community

Level two

Understand the communities (ethnic and racial composition, economic structures, political forces, assets and risks, etc.) of families served by the program
Recognize and bring community assets into the program to benefit the children and youth served
Train staff about community resources and supports for children, youth and families
Promote a sense of community responsibility by providing children and youth opportunities for community involvement and community service

Level three

Develop respectful referral process for connecting families to community resources
Develop cooperative relationships with community agencies that provide resources to children, youth and families
Work collaboratively with community, faith-based and social support systems to better integrate comprehensive services for families
Demonstrate knowledge of specific community members who can share special knowledge and skills with children and youth and engages them in program, as appropriate

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level Three (cont.)

Demonstrate knowledge of community organizing and community building theory and strategies
Assist youth, families or other groups in the process of identifying community needs
Assist youth, families or other groups in advocating for community needs

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Collaboration and Building Partnership

Level one

Maintain partnerships through relationship building correspondence (phone calls, emails, meetings)
Pursue and follow through on collaborations

Level two

Know and utilize community resources
Develop creative and innovative community partnerships

Level three

Demonstrate knowledge of larger context of community history and partnerships
--

Topic: Community Immersion

Level one

Facilitate service learning opportunities to maximize value to youth
Utilize and connect youth to community resources (parks, public spaces, other youth program etc. transportation)

Level two

Know and utilize community resources
Develop networking skills and connect clients to appropriate resources

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Community Immersion

Level three

Follow local issues, trends and emerging opportunities

Develop connections with community resources and service learning opportunities

Topic: Advocacy-Public/Legislative

Level one

Demonstrate knowledge of current public and/or legislative issues that affect population being served

Level two

Build awareness of issues impacting youth and communities

Connect staff and youth to advocacy efforts and the expertise of other advocates

Articulate the importance of advocacy to staff and youth workers

Level three

Create opportunities for staff and youth to give voice to issues

Serve as a spokesperson/voice on issues that are relevant to agency and agencies consistency

Topic: Referrals

Level one

Understand resources and procedures for doing referrals for a diversity of clients

Understand and comply with “mandated reporting” and 51A reports

Level two

Implement agency policy regarding referrals

Build staff skills in recognizing signs of child abuse, neglect, violence and court involvement

Know and comply with appropriate laws and policies regarding youth and referrals (e.g. CHINS)

Maintain awareness of community resources and the process of referrals to service

Topic: Referrals

Level three

Create structures and policies that ensure youth are referred to appropriate service providers

BUILDING LEADERSHIP AND ADVOCACY

Rationale for Staff Working with Children and Youth Aged 5 to 18 Years:

School-age staff and youth workers serve as a connection between families, schools, communities, children, and youth. They can play a natural role as community leaders speaking out on behalf of the importance of quality school-age and youth services and can influence public policy by sharing their expertise. Leadership can also be exhibited by a demonstrated understanding of the program or history of the field, as well as by positive daily interactions with others. As skill levels and knowledge of the field and community grow, practitioners are well positioned to help children, youth, and parents or family members build their own leadership and advocacy skills, by modeling effective advocacy strategies and regularly offering opportunities for children and families to advocate on their own behalf.

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level one

Act as a role model for children and youth in the program
Demonstrate awareness of programs' mission, vision and values
Demonstrate a pro-active stance with regard to the rights, acceptance and inclusion of all children, youth, and families
Advocate for one's own needs as a professional and speak in support of quality school-age programs

Level two

Act as a role model for staff in the program
Initiate group problem-solving skills to resolve issues affecting staff, children, youth, or families in the program
Act as a spokesperson for the program when communicating with the public, schools, and families
Promote the value of and participate in advocacy activities to support school-age programs and families in your community
Provide multiple and varied opportunities for children and families to become involved in advocacy efforts relating to programs and policies that affect their lives
Seek specialized training in legislative, political and/or community advocacy

Level three

Act as a mentor to others
Engage in supervisory, management and planning styles that include and respect staff, families, children and youth
Keep informed of regulatory, legislative, and workforce issues and the ways in which they affect the welfare of children, youth, and families

SCHOOL-AGE COMPETENCY INDICATORS (5-14 YEARS)

Level three (cont.)

Advocate for policies, procedures, funding, and laws that promote quality programs and services for children, youth, and families
Advocate for the out-of-school time profession and workforce supports
Build collaborative relationships individuals, schools, community organizations and other institutions to help meet program goals
Serve on professional boards, committees, task forces, etc.
Host elected or appointed officials, representatives of the media, and other community leaders at the program to educate them about the importance of school-age programs

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Personal leadership and advocacy

Level one

Communicate , represent and describe the field of youth work, the role of staff, and its impact on youth and youth workers
Speak publicly and represent program and agency

Level two

Provide leadership development opportunities and professional development for staff
--

Level three

Create opportunities for staff at varying levels to participate in and lead agency-wide decisions and initiatives
--

Topic: Youth empowerment and peer leadership

Level one

Engage in activities and conduct that builds youths' decision making and communication skills
Provide youth with decision making and leadership opportunities
Understand and promote peer leadership

Level two

Provide training and resources for staff and youth
Create opportunities for youth involvement in agency processes

YOUTH WORKER COMPETENCY INDICATORS (14-18 YEARS)

Topic: Youth empowerment and peer leadership
Level three

Facilitate youth access to leadership opportunities in the agency, board and community

Topic: Involving youth in social justice issues
Level one

Know and address current issues facing youth and the community

Provide exploratory opportunities for youth to learn about social justice

Provide youth with tools and training to organize themselves and/or their communities

Level two

Advise staff and youth in negotiating individual and program stances and action on social justice issues

Level three

Ensure that all youth have access to tools, training and opportunities to address social justice issues

Create policies and procedures that encourage and sustain the involvement of youth in social justice issues