

NYSAN

NEW YORK STATE AFTERSCHOOL NETWORK

GUIDE TO AFTERSCHOOL PROFESSIONAL DEVELOPMENT IN NEW YORK STATE

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Introduction

Afterschool professionals are central to achieving high program quality and, ultimately, to providing successful programs that result in positive outcomes for youth. In November 2005, the Massachusetts After-School Research study reviewed indicators that lead to high-quality programming. The study found that staff quality is the critical component of programs that leads to youth engagement.

Knowing this, the field must provide learning opportunities for afterschool staff that support them in providing high-quality services. Professional development is complex and includes a wide range of research and activities that support professionals in improving their knowledge and skills in both youth development and program management. Understanding professional development is critical for individual professionals who wish to advance their careers and improve their practice, and for policymakers in building a statewide afterschool system. The information below describes the professional development system in New York State, including the following:

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Standard Professional Development Definitions

Certificate Program

A certificate program traditionally refers to a college- or university- based series of coursework that results in the acquisition of a certificate by an individual. This may be for undergraduate- or graduate- level work, and generally provides credits that are transferable and portable.

Out-of-school time certificate programs are available at a variety of schools, including the City University of New York, Arcadia University (on-campus and distance learning), University of California – Irvine, and Johns Hopkins University (on-campus and distance learning).

Employment Incentive Program (EIP)

EIP is a funding program for early care and school-age care professionals overseen by the State University of New York. EIP scholarships fund college tuition, credentials, and non-credit bearing training fees. Training must clearly reflect one or more of the subject areas that are required by the NYS Office of Children and Family Services regulations in order to be eligible. All college courses taken as part of an early childhood or related degree program are eligible for scholarship. A list of training providers who accept EIP payments can be found here:

www.ecetp.pdp.albany.edu/olapps/eipvendorlookup/.

NYS OCFS School-Age Child Care (SACC) Staff Requirements

Any program that is a) not run by a school or school district; b) serving 7 or more children who are age 13 or younger, and c) not a single-purpose program must have a school-age child care (SACC) license. SACC-licensed programs must abide by the State's staff qualifications and training requirements (hours and topics). For a complete listing of these qualifications and training requirements, see *Appendix I*.

Professional Competencies

Competencies describe the requisite skills, abilities, behaviors or knowledge needed by an individual to meet a given standard. A "competent" individual has mastered skills and has the capacity carry out functions related to their work.

Professional Credential

A credential is earned by an individual professional upon completing a process by which they have provided evidence of mastery of skills or development of competencies. Once a professional has met the standard set forth by the issuing agency by training completion and successful observation, a credential is issued that is portable and renewable.

In New York State, AfterSchool Works! New York is the statewide credentialing agency, while the New York City Department of Youth and Community Development also offers a credential to professionals in NYC. More information is provided below.

Standards

A standard is the benchmark for recognizing proficiency, mastery, or quality with respect to observable elements that measure desired outcomes. A person has met or exceeded a standard through demonstration of sufficient proficiency or mastery of the elements of that standard (reflected by competencies, indicators, or other measures).

Distinction Between Individual Professional Development and Program Recognition

An important distinction should be drawn between individual professional development, such as credential and certificate programs, and program-level recognition, including accreditation and quality assessments. A brief overview of the connection between these concepts is provided below.

Individual Professional Development and Program Accreditation

Program accreditation is granted to high-quality programs upon completing a process by which they have met or exceeded program standards. Accreditation is granted to programs, and may be held by a program site or the agency that oversees the program. Though accreditation is granted to programs, not individuals, there are many opportunities for professional development on program quality and promising practices during the accreditation process.

The Council on Accreditation (COA) offers a national accreditation program, and AfterSchool Works! New York is currently piloting a statewide accreditation program (the full program is slated to be launched in September 2010).

Individual Professional Development and Program Quality Assessment

Programs may choose one or more strategies to measure the quality of their program. These strategies often provide an assessment or overview of how the program is performing. While program quality assessment is not a reflection of any individual professional's performance, there are often professional development implications and opportunities. Program directors and managers may use the outcomes of a program quality assessment to create professional development plans (which may include trainings, peer learning, and coaching) to both support staff and improve overall program quality.

Programs can use the NYSAN Quality Self-Assessment (QSA) Tool to assess program quality and create an action plan for quality improvement. The QSA Tool User's Guide incorporates the PASE Professional Development Planning Tool for programs that wish to develop staff members' skills and knowledge as a means to improve program quality. To access the QSA Tool User's Guide and PASE Professional Development Planning Tool, see: www.nysan.org/usersguide.

Formal evaluation efforts and tools can also provide structure for developing a professional development plan. For more information on assessment tools, please see the Forum for Youth Investment's Measuring Youth Outcomes publication: <http://www.forumforyouthinvestment.org/content/measuring-youth-program-quality-guide-assessment-tools-2nd-edition>.

Overview of Three Frameworks for Professional Competencies

As referenced above, competencies describe the requisite skills, abilities, behaviors, or knowledge needed by an individual to meet a given standard. A “competent” individual has mastered skills and has the capacity carry out functions related to their work. Professional competency frameworks aim to provide a complete picture of what an individual professional needs to successfully fulfill their job responsibilities.

The three frameworks presented below show the range of professional competencies that are central to staff success; four competencies are included in all of the models: professionalism, knowledge of child and youth development, ability to create a safe environment, and ability to promote and maintain positive relationships. The competency frameworks may be used by an organization to structure a professional development plan, or by an individual seeking to advance their own practice. They may also be used by public agencies and policymakers to develop infrastructure that supports afterschool professionals.

C.S. Mott Foundation: Core Competencies for Afterschool Educators (national)

According to the C.S. Mott Foundation, "Agreeing on the core competencies staff need to effectively do their jobs is a valuable step in making decisions regarding the design and selection of professional development activities." The C.S. Mott Foundation's framework includes 5 overarching competencies and 18 indicators. The overarching competencies include:

- Ability to relate to and work well with diverse children and youth
- Ability to facilitate participants' learning of new knowledge and skills
- Ability to respectfully engage the important adults in the participants' lives
- Commitment to one's own learning, skill-building, and professionalism on the job
- Ability to effectively carry out program operations and policies to achieve program goals and meet needed requirements.

For more information, please see the C.S. Mott Foundation's core competencies document:

www.afterschoolresources.org/directory/professional_development_a/professional_development/core_competencies_for_afterschool_educators.html.

AfterSchool Works! New York: NYS School-Age Care Credential Competencies (statewide) These competencies are used as a framework for the NYS School-Age Care Credential, earned by professionals to develop their knowledge and skills, and advance professionally by earning this recognition. These competencies are intended for program supervisors and those looking to advance in the field of afterschool. The ASWNY framework includes 14 overarching competency areas and 80 indicators (each with descriptive sub-indicators). The overarching competency areas include:

Professionalism	Creative
Child Development Knowledge	Physical
Safety	Cognitive
Health	Communication
Self	Social
Guidance	Family
Out-of-school environments	Operational Program Management

For more information, please download the SAC Credential manual: <http://www.afterschoolworksny.org/sacc.html>

Overview of Three Frameworks for Professional Competencies (continued)

NYC Department of Youth and Community Development: Core Competencies for Youth Work Professionals (NYC initiative)

These competencies are intended for front-line staff; DYCD has developed a separate set of competencies for supervisors. The DYCD framework includes 8 overarching competencies and 50 indicators. In five of the seven competency areas, DYCD has included seven additional indicators specific to professionals working with middle and high school youth to address the additional skills and knowledge necessary to working with older youth. The overarching competencies include:

- Knowledge of the principles and practices of child and youth development and ability to use this knowledge to achieve the goals of the program.
- Ability to comply with applicable safety and emergency requirements.
- Ability to promote an inclusive, welcoming, and respectful environment that embraces diversity.
- Ability to foster academic and non-academic skills and broaden participant horizons.
- Ability to effectively implement curricula and program activities.
- Ability to promote responsible and healthy decision-making among all participants.
- Ability to develop leadership, team-building, and self-advocacy skills among participants.
- Ability to behave professionally.

For more information, please download the DYCD core competencies document:
www.nyc.gov/html/dycd/html/resources/developing_youth_workers.shtml

Opportunities for Professional Development in New York

City University of New York/Center for Afterschool Excellence Certificate Programs

The Center for After-School Excellence at TASC partners with the City University of New York to offer undergraduate and graduate professional certificates. Afterschool or youth workers earn certificates, and accumulate credits toward their college degrees, by taking a year-long series of courses at one of five CUNY college campuses in New York City. Many afterschool organizations in New York City have committed to give preference in hiring to those who have earned certificates at any of the CUNY colleges. http://www.tascorp.org/section/resources/college_courses

NYC Department of Youth and Community Development Family Development Training Credential

The Family Development Training and Credentialing Program (FDC) is a New York State initiative that provides frontline workers with the skills and competencies they need to empower families. The FDC curriculum, developed by Cornell University, consists of approximately 90 hours of intensive, interactive classroom study that cover the following ten modules: Family Development: A Sustainable Route to Healthy Self Reliance, Worker Self-Empowerment, Building Mutually Respectful Relationships with Families, Communication, Cultural Competence, Ongoing Assessment, Home Visiting, Helping Families Access Specialized Services, Facilitating Family Conferences, Support Group and Community Meetings, and Collaboration.

There is also an additional 10 hours of small group instruction in portfolio development. Each student develops a portfolio that applies FDC concepts to their everyday work experience. With regular attendance, a satisfactory portfolio, and a passing grade on the New York State credential exam, workers can earn a New York State Family Development Credential and college credits. DYCD offers competitive scholarships for frontline and family workers located in any of the 43 Neighborhood Development Areas (NDA's) throughout New York City. Classes are held each spring and fall at City University of New York (CUNY) campuses and off-site campus locations.

www.nyc.gov/html/dycd/html/resources/developing_family_development_training.shtml

New York State School-Age Care Credential

The New York State School-Age Care (SAC) Credential was developed by AfterSchool Works! New York in partnership with NYS Office of Children and Family Services and Cornell University. The SAC Credential consists of competency standards in fourteen skill areas: Professionalism, Child development knowledge, Safety, Health, Self, Guidance, Out-of-school environments, Creative, Physical, Cognitive, Communication, Social, Family, and Operational program management. The SAC Credential program is open to any professional regularly working with school-age children, regardless of the program setting. SAC Credential candidates take a preparatory course that covers the fourteen skill areas, work with a trained Advisor, and are ultimately observed by a trained endorser. A panel convened by AfterSchool Works! New York reviews each candidate and determines if they have developed the competencies necessary to earn the SAC Credential.

www.afterschoolworksny.org/sacc.html

Opportunities for Professional Development in New York

Additional Training Opportunities

Stand-alone workshops, series of trainings, and conferences offer opportunities for professional development and networking around specific topics. The following is a list of resources for identifying additional training opportunities from non-profit organizations and public agencies (though many for-profit organizations also offer trainings in New York State).

To view the websites for these resources, please visit www.nysan.org/section/professional.

- Act 4 Youth Online Trainings
- Annual Statewide Conferences: A number of organizations run afterschool conferences and workshops each year. These organizations include:
 - AfterSchool Works! New York
 - Association of New York State Youth Bureaus
 - New York 21st CCLC Statewide Technical Assistance Center
- Center for Afterschool Education Online Training Calendar
- Child Care Resource and Referral Agencies, which offer no- or low-cost trainings
- New York State Advancing Youth Development Partnership
- New York State Educational Incentive Program, which provides information regarding vendors who provide training to child care professionals
- New York State Office of Children and Family Services Non-Credit Bearing Distance Learning Courses
- NYSAN Regional Networks, which provide local opportunities to their members:
- NYSAN Training and Conference listing
- Partnership for After School Education (PASE) Training Calendar (NYC-based),
- Public Agencies: A number of public agencies provide professional development opportunities to the organizations they fund. These agencies include:
 - NYSED Student Support Services Network (21st CCLC and Extended School Day/School Violence Prevention grantees)
 - NYS Office of Children and Family Services (Advantage After School grantees)
 - NYC Department of Youth and Community Development (Out-of-School Time and Beacon Center grantees)
 - NYC Department of Education (21st CCLC and Extended School Day/School Violence Prevention grantees)
- The After-School Corporation (TASC) Conference Calendar

Resources and Research on Professional and Workforce Development

Resources

- AfterSchool Works! New York, www.afterschoolworksny.org
- Center for After-School Excellence, www.afterschoolexcellence.org
- National AfterSchool Association, naaweb.site-ym.com
- National Institute on Out-of-School Time, www.niost.org
- New York State Afterschool Network, www.nysan.org
- Next Generation Youth Work Coalition, www.nydic.org/nydic/staffing/workforce/nextgen.htm
- Partnership for Afterschool Education, www.pasesetter.org

Key Research

“Building Professional Development Systems for the Afterschool Field.” (2007). *Afterschool Investments*. U.S. Department of Health and Human Services.

Garza, P., Borden, L. M., & Astroth, K. A. “Professional Development for Youth Workers.” (2004). *New Directions for Youth Development*. Jossey-Bass.

“Pathways to Success for Youth: What Counts in After-School, The Massachusetts After-School Research Study.” (2005). United Way of Massachusetts Bay, the Barr Foundation and the Nellie Mae Education Foundation in partnership with the Massachusetts Department of Education and the Massachusetts Office of Child Care Services.

“Room to Grow: Tapping the After-School Workforce Potential.” (2009). The After-School Corporation.

To view the websites for these research sources, please visit www.nysan.org/section/professional.

Appendix I: School-Age Child Care Licensed Programs, Staff Qualifications and Training Requirements

SACC-Licensed Program Staff Qualifications

Options for Fulfilling Staff Requirements	Education	Experience
Program Director (person responsible for program supervision functions)		
Option 1	Associate's degree in child development, elementary education, physical education, recreation or a related field	Two years direct experience working with children under the age of 13 years, including at least one year in a supervisory capacity
Option 2	New York State Children's Program Administrator Credential	Two years direct experience working with children under the age of 13 years, including at least one year in a supervisory capacity
Option 3	New York State School-Age Child Care Credential	Two years direct experience working with children under the age of 13 years, including at least one year in a supervisory capacity
Option 4	Two years of college with 18 credits in the above listed areas of concentration including at least one year in a supervisory capacity	Two years direct experience working with children under the age of 13 years
Head of Group		
Option 1	Associate's degree in child development, recreation or a related field	None required
Option 2	High School diploma or its equivalent	Two years direct experience working with children under 13 years of age
Assistant Head of Group		
Option 1	High School diploma or its equivalent	Substantial experience working with children under 13 years of age

Appendix I: School-Age Child Care Licensed Programs, Staff Qualifications and Training Requirements (continued)

SACC-Licensed Program Required Training Hours and Topics

According to the regulations:

- Each *person responsible for developing, directing, and supervising the daily activity programs* for children (director) must complete a minimum of 30 hours of training every two years. Fifteen hours of such training must be received during the first six months of the program's first year of registration or during the person's first six months of employment by the program.
- Each *employee working an average of 20 or more hours a week* must complete a minimum of 30 hours of training every two years. Fifteen hours of such training must be received during the first six months of the program's first year of registration or during the person's first six months of employment by the program.
- *Employees working an average of fewer than 20 hours a week* must complete a pro-rated portion of training.
- Such training requirements shall also apply to any *volunteer* in such school-age child care programs who has the potential for regular and substantial contact with children.

Training must address the following topics:

- Principles of childhood development, including the appropriate supervision of children, meeting the needs of children enrolled in the program with physical or emotional challenges and behavior management and discipline;
- Nutrition and health needs of children;
- Child day care program development;
- Safety and security procedures, including communication between parents and staff;
- Business record maintenance and management;
- Child abuse and maltreatment identification and prevention;
- Statutes and regulations pertaining to child day care; and
- Statutes and regulations pertaining to child abuse and maltreatment.