CROSSWALK BETWEEN CYPHERWORX OST COURSES AND THE VIRGINIA OUT OF SCHOOL TIME BEST PRACTICES

The intent of this crosswalk is to illustrate which CypherWorx courses touch on, and/or help develop staff skills and knowledge related to the Virginia Out of School Time Best Practices.

High Level Crosswalk between CypherWorx Out of SchoolTime (OST) Courses and the Virginia Out-of-School Time Best Practices LIST OF COURSES

Course 1: Exploring the Continuum of Developmental Tasks of SchoolAge	
Children from 5 to 12 – Implications for Programming	

Course 2: Exploring Four Areas of Development – Implications for Programming

Course 3: Exploring Developmental Needs and Characteristics of Different Age Groups – Implications for Programming

Course 4: Exploring Individual Differences among School--Age Children – Implications for Programming

Course 5: Managing School--Age Children in Groups Course 6: Guiding the Behavior of Individual Children

Course 7: Observation Skills – What's Really Going on Here?

Course 8: Human Relations Skill Development

Course 9: School--Age Care as a Family Service – Part One (Emphasis on Relationship Building)

Course 10: School--Age Care as a Family Service – Part Two (Emphasis on

Planning Opportunities for Family Involvement

Course 11: Building Relationships with School Personnel

Course 12: Growing as a Professional in School--Age Programs

Course 13: Creating and Maintaining Safe School--Age Environments

Course 14: Creating and Maintaining Healthy School--Age Environments

Course 15: Designing Effective Indoor School--Age Play and Learning Environments

Course 16: Developing and Implementing Effective Indoor Interest Areas

Course 17: Developing and Implementing Effective School--Age Outdoor $\,$

Environments and Interest Areas

Course 18: Exploring Effective Schedules, Diverse Activity Formats, Planning Tools, and Staff Roles

Course 19: Involving School--Age Children in Activity Planning and Implementation

Course 20: Developing Activities That Encourage Creativity and Cognitive Development

Course 21: Creating Successful Clubs, Special Events, and Field Trips in School--Age Programs

Course 22: Developing Activities That Support Character Development and Promote Social Interaction

Course 23: Providing Homework Support

Course 24: Helping Children with ADD Succeed in School--Age Programs

Course 25: Focus on Health and Stress Management

Course 26: Human Relations Skill Development: Focus on Leadership Styles and Conflict Management

Course 27: Exploring Ethics in OST: Focus on a Professional Code of Ethics

Course 28: Commitment to Quality in School--Age Programs

Course 29: Making Plans and Carrying Out Policy

Course 30: Creating and Managing Budgets in School--Age Programs

Course 31: The Six "Ps" of Marketing School--Age Programs

Course 32: Current Trends and Issues in Out--of--School Time Programs

Course 33: Youth Development Trends: Focus on Older Youth

Course 34: Creating Community Collaborations

Course 35: Observing Children in School--Age Programs

Course 36: Sharing Information with Parents and Other Professionals

High Level Crosswalk between CypherWorx Out of SchoolTime (OST)
Courses and the Virginia Out-of-School Time Best Practices
CROSSWALK Best Practices: Active & Engaged Learning, Linkages to the
School Day and the Standard of Learning State Standards, Health, Nutrition
and Physical Fitness, Environment (Indoor and Outdoor Space)

VIRGINIA OUT OF SCHOOL BEST PRACTICES	Modules	1 2	3 4	5 6	7 8 9	10	11 12	13	14 15	16	17 18	3 19	20 2	1 22	23 2	24 25	26	27	28 29	30 3	31 32	33 3	4 35	36
Best Practice: Active & Engaged Learning	Wiodules	1 2	5 4	5 0	, 0 3	10	11 12	10	14 10	10 .	17 10	15	20 2	1 22	20 2	2.5	20	27	.0 23	30 3	1 52	55 5	4 55	50
Promotes discovery learning across all programmatic areas		X X	(x x	хх	x		х х	x	хх	х	x	х х		х х			x				х х		х
Supports participants to navigate the learning space independently		x	X X	X >	ζ			x		x x					x x							x		
Provides a wide variety of activities that promote youth choice		x x x	< x ×	X X	(x x		x x					x x			x				x	x	
Involves participants in planning, development and implementation		x x x	< ×	x >	x x	×	x	×	x	x x	x	x	x x		X					x				
Engages participants in project-based, hands-on experiential activities linked to learning			x x	x				×	x	x x	x	x	x x		x x							x		
Develops leadership among and provides leadership opportunities to all participants under the guidance of program staff		x x	(X	X >	x x	x x	x		x	x x	x	x	x x		x x			x				x x		
BEST PRACTICE: Linkages to the School Day and the Standard of Learning State Standards																								
Staff maintains two-way communication with principal, teachers and staff			×	X)	x x	x x	X	X	X	X X	X	X					X	X			X	X	X	X
Provides opportunity for participants to have a voice in programming, structure, approaches to learning		X X X	X X	X)	X	X		X	X	X X	X	X	X	X	X		X	x x		X		X		
Provides participants access to different means of communication			X X	X	x x	X					X	X	x x	X	X		X					X		
Exposes participants to diverse range of perspectives, encourages respect		X X	x x	x	x x	x	X		X	x x	x	x	x x	x	X	x	x	X			X	X		
Offers participants access to materials to support program activities and staff/participants needs		x x x	x x	x >	X	×	x	x x	x	x x	x	x	x x	x	x x	x	x	x x	X	x x	X	x x	X	X
Provides participants opportunities to improve their literacy skills by providing access to developmentally appropriate materia		x x	x x	x x	x	×	x	x x	X	x x	x	x	x x	x	x x	x	x	x x	X	x x	X	x x	x	X
Offers participants opportunity to build content knowledge in wide-variety of subjects: i.e., math, science, social studies		X X	x x	x >	C				x	x x	X	x	x x		x x							X		
BEST PRACTICE: Health, Nutrition and Physical Fitness																								
Promotes positive social-emotional development		X X	< x x	x >	x	х		x x	x	х х	х	x	х х	x	x	x						x		
Promotes character development/healthy choices in response to peer pressure—including pressure to use drugs/alcohol		X X	< x x					x x	x	x x	х	x	x	x	X	x						x		
Allows participants to choose from a variety of physical activities			x x	x					x	x x	x	x	x		x	x							x	
Demonstrates a strong commitment to promoting an active and healthy lifestyle			×					X	x	x x	x	x	x		x	x						x		
Respects and positively promotes developmental and physical growth		x x x	x x	X >	<			X	x	x x	x	x	x	x	x	x						x		
Displays menus publicly if providing meals																								
Provides nutritious options if providing snacks and/or meals																								
BEST PRACTICE: Environment (Indoor and Outdoor Space)																								
Provides physically safe environment where participants can be active/freely express themselves w/o fear of harm			×	X				x x	×	x x	X		X		X	X						X		
Ensures space, equipment, materials meet the needs of participants, staff and curriculum		X X	< x x	X				x x	X	x x	x	x	X		x x	x						X		
Provides developmentally appropriate indoor/outdoor activities		X X	< x x	X				X	X	x x	x	x	X		X	x								
Provides frequent access to outdoor space when available										x	x		x		X	x								
Allows for/supports participant-driven activities in the indoor/outdoor space			x x	x					x	x x	x		x		x	x								
Ensures that program staff are trained/certified in CPR/First Aid															X	x								
Offers supervision of participants at all times during program activities									x	x x			x		X	x							x	
Has emergency procedures in place that are clearly displayed/understood by partcipants and staff								x	X	x x			×		x	x								

High Level Crosswalk between CypherWorx Out of SchoolTime (OST)
Courses and the Virginia Out-of-School Time Best Practices
CROSSWALK Best Practices: Relationships, Culture and Diversity, Staffing,
Volunteers and Professional Development, Leadership and Management

### NACTICES Relationships, Cultures and Professional Development	VIRGINIA OUT OF SCHOOL BEST PRACTICES	Modules 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35
Engages staff, participants, family, community in culturally/linguistically appropriate manner	BEST PRACTICE: Relationships, Culture and Diversity	
	Promotes shared understanding of terms like respect, health, diversity, etc.	
	Engages staff, participants, family, community in culturally/linguistically appropriate manner	
Name Promotes positive social/emotional development	Promotes positive peer interaction	
Makes participants feel emotionally safe (supported Fosters emotionally safe (supported Fosters emotionant) with the promotes diversity	Strengthens conflict resolution skills	
Foster sewironment that promotes diversity Provides opportunities to interact with role models of diverse backgrounds Offers opportunities to interact with role models of diverse backgrounds Offers opportunities to interact with role models of diverse backgrounds Offers opportunities to interact with role models of diverse backgrounds Offers opportunities to interact with role models of diverse backgrounds Offers opportunities to interact with role models of diverse backgrounds Offers opportunities to become globally aware/competent as component of being ready for college/career **N X X X X X X X X X X X X X X X X X X	Promotes positive social/emotional development	x x x x x x x x x x
Provides opportunities to become globally aware/competent as component of being ready for college/career	Makes participants feel emotionally safe/supported	x x x x x x x x x x x x x x x x x x x
	Fosters environment that promotes diversity	
Sest PRACTICE: Staffing, Volunteers and Professional Development	Provides opportunities to interact with role models of diverse backgrounds	x x x x x x x x x x
Promote positive youth development	Offers opportunities to become globally aware/competent as component of being ready for college/career	
Promote positive youth development		
Cease inspiring learning environment	BEST PRACTICE: Staffing, Volunteers and Professional Development	
X X X X X X X X X X X X X X X X X X X	Promote positive youth development	x x x x x x x x x x
Build positive relationships	Create inspiring learning environment	x x x x x x x x x x
X	Connect activities to academics	x x x x x x x x x x
Are highly effective X	Build positive relationships	
Receive training/practice conflict resolution skills Are aware of individual differences of participants/families Displays pickup dropoff procedures Are aware of individual differences of participants family. Are aware of individual differences of participants family. Are aware of individual differences of participants/families Are aware of individual differences of participants family are all and a support of the suppo	Create engaging learning experiences	
Are aware of individual differences of participants/families	Are highly effective	x x x x x x x x x x
BEST PRACTICE: Leadership and Management Articulates program policies/procedures clearly/makes available to participants for review Establishes clear, well-defined channels of communication Has clear mission/vision statement/philosophy Designs program elements to meet needs of participants X X X X X X X X X X X X X X X X X X X	Receive training/practice conflict resolution skills	x x x x x x x x x x x x x x x x x x x
BEST PRACTICE: Leadership and Management Articulates program policies/procedures clearly/makes available to participants for review Establishes clear, well-defined channels of communication Has clear mission/vision statement/philosophy Designs program elements to meet needs of participants Supports health/well being of all participants, family, community Has appropriate insurance to protect staff, participants, etc Displays pickup dropoff procedures	Are aware of individual differences of participants/families	
Articulates program policies/procedures clearly/makes available to participants for review Establishes clear, well-defined channels of communication Has clear mission/vision statement/philosophy Designs program elements to meet needs of participants X X X X X X X X X X X X X X X X X X X	Complete criminal background check/copy kept on file	
Articulates program policies/procedures clearly/makes available to participants for review Establishes clear, well-defined channels of communication Has clear mission/vision statement/philosophy Designs program elements to meet needs of participants X X X X X X X X X X X X X X X X X X X		
Establishes clear, well-defined channels of communication	BEST PRACTICE: Leadership and Management	
Has clear mission/vision statement/philosophy Designs program elements to meet needs of participants X X X X X X X X X X X X X X X X X X X	Articulates program policies/procedures clearly/makes available to participants for review	
Designs program elements to meet needs of participants X X X X X X X X X	Establishes clear, well-defined channels of communication	
Supports health/well being of all participants X X X X X X X X X	Has clear mission/vision statement/philosophy	
Solicits frequent feedback from participants, family, community X X X X X X X X X	Designs program elements to meet needs of participants	x x x x x x x x x x x x x x x x x x x
Has appropriate insurance to protect staff, participants, etc Displays pickup dropoff procedures	Supports health/well being of all participants	
Displays pickup dropoff procedures	Solicits frequent feedback from participants, family, community	
	Has appropriate insurance to protect staff, participants, etc	x x
Displays hours of program operation	Displays pickup dropoff procedures	
	Displays hours of program operation	

High Level Crosswalk between CypherWorx Out of SchoolTime (OST) Courses and the Virginia Out-of-School Time Best Practices CROSSWALK Best Practices: Continuous Improvement

VIRGINIA OUT OF SCHOOL BEST PRACTICES	Modules	1 2	3 4	5 6	7.8	9 1	0 11	1 12	13 1	4 15	16	17	18 19	20	21 2	2 23	24	25 :	26 2	7 28	29	30 3	31 30	33	34	35 36
BEST PRACTICE: Continuous Improvement	modulos				, ,				10, 1		-10		10 1.									-	1 02	-		50 00
Has internal/external evaluation tools in place					x	x x		x		x	x	x x	:	x		x	x	x	x		x	x x	x	x	x x	
Displays mission/vision statement that connects activities to participants					x	x x				x	x	x x					x	x	x	x	x	x x	x		x x	:
Conducts needs assessment of participants		x x	x x	x x	x x			x		x	x	x x	x	x		x	x	x	x	x	x		x	x	x	
Establishes measurable goals/objectives aligned to mission/vision		x x	x x	x x	x x	x x	×	x		x	x	x x	x	x	x	x		x	X	x	x	x x	x	x		
Has system of measurement to assess quality of program		x	X	X	x x	x x	x	X		X		×	x	X	X			x x	X	X	x	x x	X	X	x x	
Has action plan used and followed by staff					x				<	x	x	x x					x	X	X	X	x					
Uses qualitative/quantitative data for decision making/quality improvement		x x	x x	x x	x x	X	x	x	<	X	x	x x		X			x	X	X	X	x	x x	X	X	x x	
Gives participants, staff, etc opportunities to assess the program via annual survey					x	x x							x				x	x	X	X	x	X		X		
Encourages staff to approach professional development as a journey rather than a destination		x x	x x	x x	x x	x x	x	X		x	x	x x	x	X	x x	X		x x	x	X	X		x	X	x x	