HIGH LEVEL CROSSWALK BETWEEN CYPHERWORX OSTPD/CALSAC CDE COURSES AND SCHOOL-AGE CARE ENVIRONMENTAL RATING SCALE (SACERS) ITEMS

The intent of this crosswalk is to illustrate which CypherWorx and CALSAC CDE courses touch on, and/or help develop staff skills and knowledge related to, categories in the School-Age Care Environmental Rating Scale (SACERS) Items.

It is not intended to convey or imply that all aspects of every category are covered or addressed completely.

Please Note that this document is formatted for 8 ½" x 14" paper.

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High Level Crosswalk between CypherWorx School Age Care/Out-of School-Time (OST) Courses and School-Age Care Environmental Rating Scale (SACERS) Items

SACERS Rating Scale Items	CypherWorx OSTPD Courses																																				CALSAC CDE Series Courses																			
	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	36	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Space and Furnishings (1-11)	X			X									X	X	X	X	X																											X												X	
Health and Safety (12-19)						X							X	X				X							X		X														X			X												
Activities (20-27)	X	X	X	X									X	X	X	X	X	X																							X	X			X	X			X			X				
Interactions (28-36)						X												X					X																	X	X	X		X				X						X		X
Program Structure (37-40)					X			X	X	X	X						X	X		X														X							X		X							X						
Staff Development (41-43)							X					X												X	X	X	X	X	X	X		X										X			X		X	X	X					X	X	X
Special Needs and Supplementary Items (44-49)		X	X	X		X																	X														X		X										X							

High Level Crosswalk between CypherWorx School Age Care/Out-of School-Time (OST) Courses and School-Age Care Environmental Rating Scale (SACERS) Items

Key:			

CypherWorx OSTPD			
Course 1	Exploring the Continuum of Developmental Tasks of School Age Children	Course 19	Involving School Age Children in Activity Planning and Implementation
Course 2	Exploring Four Areas of Development	Course 20	Developing Activities that Encourage Creativity and Cognitive Development
Course 3	Exploring Developmental Needs and Characteristics of Different Age Groups	Course 21	Creating Successful Clubs, Special Events, and Field Trips in School Age Programs
Course 4	Exploring Individual Differences among School Age Children	Course 22	Developing Activities that Support Character Development and Promote Social Interaction
Course 5	Managing School-Age Children in Groups	Course 23	Providing Homework Support
Course 6	Guiding the Behavior of Individual Children	Course 24	Helping Children with ADD Succeed in School Age Programs
Course 7	Observation Skills	Course 25	Focus on Health and Stress Management
Course 8	Human Relations Skills	Course 26	Human Relations Skill Development: Focus on Leadership Styles and Conflict Management
Course 9	School Age Care as a Family Service (part 1)	Course 27	Exploring Ethics in OST: Focus on a Professional Code of Ethics
Course 10	School Age Care as a Family Service (part 2)	Course 28	Commitment to Quality in School Age Programs
Course 11	Building Relationships with School Personnel	Course 29	Making Plans and Carrying out Policy
Course 12	Growing as a Professional in School Age Programs	Course 30	Creating and Managing Budgets in School Age Programs
Course 13	Creating and Maintaining Safe School Age Environments	Course 31	The Six "P's" of Marketing School Age Programs
Course 14	Creating and Maintaining Healthy School Age Environments	Course 32	Current Trends and Issues in Out-of-School-Time Programs
Course 15	Designing Effective Indoor School Age Play and Learning Environments	Course 33	Youth Development Trends: Focus on Older Youth
Course 16	Developing and Implementing Effective Indoor Interest Areas	Course 34	Creating Community Collaborations
Course 17	Developing and Implementing Effective School Age Outdoor Environments and Interest Areas	Course 35	Observing Children in School Age Programs
Course 18	Exploring Effective Schedules, Diverse Activity Formats, Planning Tools and Staff Roles	Course 36	Sharing Information with Parents and Other Professionals
CALSAC CDE Series			
Course A	Building Relationships with Children and Youth	Course K	Incentives and Motivation
Course B	Communicating with Families	Course L	Including Children and Youth with Disruptive Behavior
Course C	Creating and Inclusive Program	Course M	Integrating Academics and Enrichment
Course D	Creating Respect and Safety	Course N	Introduction to Evaluation
Course E	Cultural Competence: Identity, Diversity and Engagement	Course O	Knowing Yourself as a Leader
Course F	Developmental Trends 101	Course P	Presentation Methods and Debriefing Activities
Course G	Effective Communication with Children and Youth	Course Q	Shared Space 101
Course H	Elements of Environment	Course R	The Role of Staff in Behavior Guidance
Course I	Exploring Curriculum Activities	Course S	The Role of the Site Leader
Course J	Homework Assistance	Course T	Understanding the Behavior of Children and Youth

Out-of-School Time Professional Development Courses — Texas Post Standards Crosswalk

Standards key (column headers):

- **SAFETY, HEALTH, AND NUTRITION** — 1.1 The program provides consistent supervision of youth to ensure safety; 1.2 The program has guidelines and procedures to identify and respond to potential and unforeseen emergencies and hazards; 1.3 The program's indoor and outdoor space meets the physical, social and emotional needs of youth; 1.4 The program creates and sustains an environment that promotes healthy choices and eating habits.
- **STAFF AND VOLUNTEER MANAGEMENT** — 2.1 The program is guided by clearly written policies and procedures of administration for staff and volunteers; 2.2 Staff recruitment, hiring and retention policies and practices are well defined and support program goals; 2.3 The program provides ongoing professional development and support for staff and volunteers that encourages high quality programs.
- **PROGRAMMING AND ACTIVITIES** — 3.1 Program activities offered demonstrate intentional planning; 3.2 The program implements activities with fidelity and best practices in youth development and instruction; 3.3 The program has measurable goals and objectives which are aligned with the mission of the program and activity of youth, families and staff.
- **DIVERSITY AND INCLUSION IN PROGRAMMING** — 4.1 The policies, practices and philosophy of the program are inclusive and support the diversity of youth, families and staff; 4.2 The program provides culturally diverse activities and the development of positive identities, respect for differences and cross-cultural understanding among youth; 4.3 The program includes strategies for working with youth with varying needs.
- **FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS** — 5.1 The program develops, implements and encourages family engagement within the program; 5.2 The program communicates regularly with families in a supportive manner; 5.3 The program works with community partners to leverage resources and support for the youth and families served.
- **RELATIONSHIPS AND INTERACTIONS** — 6.1 Staff-Youth Interactions: Staff develop positive relationships with youth through caring, supportive and consistent engagement and interactions; 6.2 Youth-Youth Interactions: Youth interact with each other in positive, age-appropriate ways; 6.3 Staff-Staff Interactions: Staff interact with each other in a positive and professional manner; 6.4 Social Environment: The program creates a safe, supportive environment where positive interactions are consistently encouraged.
- **SCHOOL LINKAGES** — 7.1 For School Based Programs: Program and school leadership work to develop strong relationships and effective communication to ensure linkages with program activities and school learning goals and curricula; 7.2 The program is aware of the school day curriculum and state standards when planning and modifying program activities; 7.3 For Community Based Programs: Programs work with local schools to recruit youth and communicate regularly about the needs and trends of the communities served.
- **PROGRAM SUSTAINABILITY, EVALUATION AND AWARENESS** — 8.1 The program has a long-range plan for increasing the program's capacity to support sustainability and growth; 8.2 Program conducts a formative and summative evaluation annually with staff and stakeholders; 8.3 The program has an organized data collection and reporting system; 8.4 The program has an external communications strategy, including raising awareness of the program; 8.5 Financial management policies and practices are well defined and follow required accounting practices of business and non-profit management.

Course	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	6.4	7.1	7.2	7.3	8.1	8.2	8.3	8.4	8.5
Course 1: Exploring the Continuum of Developmental Tasks of School-Age Children from 5 to 12: Implications for Programming	X		X					X	X		X	X	X	X			X	X		X								
Course 2: Exploring Four Areas of School-Age Development: Implications for Programming	X		X					X	X		X	X	X	X	X		X	X		X								
Course 3: Exploring Developmental Needs and Characteristics of Different Age Groups: Implications for Programming	X		X	X				X	X		X	X	X	X	X		X	X		X								
Course 4: Exploring Individual Differences in School-Age Children: Implications for Programming	X	X			X			X	X		X	X	X	X	X	X	X	X	X	X								
Course 5: Guiding School-Age Children in Groups	X		X		X			X	X		X	X	X				X	X	X	X								
Course 6: Guiding the Behavior of Individual Children	X	X	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X								
Course 7: Observation Skills: What's Going on Here?	X	X											X							X								
Course 8: Human Relations Skill Development					X				X					X	X				X						X	X	X	
Course 9: School-Age Care as a Family Service – Part One (Emphasis on Relationship Building)									X		X		X	X	X	X												
Course 10: School-Age Care as a Family Service – Part Two (Emphasis on Planning Opportunities for Family Involvement)								X	X		X		X	X	X	X												
Course 11: Building Relationships with School Personnel																				X		X	X					
Course 12: Growing as a Professional in School-Age Programs							X		X									X										
Course 13: Creating and Maintaining Safe School-Age Environments	X	X			X																							
Course 14: Creating and Maintaining Healthy School-Age Environments	X	X	X	X	X																							
Course 15: Designing Effective Indoor Play and Learning Environments for School-Age Programs	X	X	X		X			X		X			X							X								
Course 16: Developing and Implementing Effective Indoor Interest Areas	X	X	X		X			X	X				X							X								
Course 17: Developing and Implementing Effective Outdoor Environments and Interest Areas	X	X	X		X			X	X				X							X								
Course 18: Exploring Effective Schedules, Diverse Activity Formats, Planning Tools, and Staff Roles			X		X			X	X	X			X						X	X					X			
Course 19: Involving School-Age Children in Activity Planning and Implementation			X		X			X	X			X	X				X	X		X								
Course 20: Developing Activities That Encourage Creativity and Cognitive Development			X		X			X	X	X	X		X			X		X		X								
Course 21: Creating Successful Clubs, Special Events, and Field Trips in School-Age Programs			X		X			X	X	X			X			X		X		X		X						
Course 22: Developing Activities That Support Character Development and Promote Social Interaction			X		X			X	X	X	X		X			X	X	X		X								
Course 23: Providing Homework Support					X			X	X	X			X					X				X						
Course 24: Helping Children with ADD Succeed in School-Age Programs			X		X			X	X	X			X				X	X										
Course 25: Growing as a Professional: Focus on Health and Stress Management							X																					
Course 26: Human Relations Skill Development: Focus on Leadership Styles and Conflict Management					X		X						X				X		X	X					X		X	X
Course 27: Exploring Ethics in School-Age Care: Focus on a Professional Code of Ethics					X		X				X								X	X								
Course 28: Commitment to Quality in School-Age Programs			X	X	X			X	X	X	X					X	X		X	X		X	X	X	X		X	
Course 29: Making Plans and Developing Policies		X	X	X	X			X		X	X					X			X	X		X	X	X	X	X	X	X
Course 30: Creating and Managing Budgets in School-Age Programs					X													X						X	X	X	X	X
Course 31: The Six "P's" of Marketing School-Age Programs					X																			X	X		X	
Course 32: Current Trends and Issues in Out-of-School Time Programs						X					X													X	X			
Course 33: Youth Development Trends: Focus on Older Youth									X		X	X	X				X	X										
Course 34: Creating Community Collaborations	X				X			X			X					X				X								
Course 35: Observing Children in School-Age Programs	X														X					X					X			
Course 36: Sharing Information with Parents and Other Professionals					X						X			X	X	X				X		X	X					

CALSAC Courses

Course	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	6.4	7.1	7.2	7.3	8.1	8.2	8.3	8.4	8.5
Developmental Trends 101								X	X		X	X	X															
Building Relationships With Children & Youth														X			X	X		X								
Effective Communication with Children & Youth											X			X	X						X							
The Elements of the Environment	X	X	X	X					X																			
Shared Space 101	X	X						X	X																			
Understanding the Behavior of Children & Youth									X	X	X	X	X				X	X		X	X	X						
The Role of the Staff in Behavior Guidance	X				X				X								X		X		X							
Including Children and Youth with Disruptive Behaviors	X	X											X				X											
Presentation Methods and Debriefing Activities													X				X											
Introduction to Evaluation																					X			X	X	X		X
Exploring Curriculum Activities								X	X	X	X																	
Integrating Academics and Enrichment										X	X	X	X	X							X	X	X	X	X			
Homework Assistance											X			X	X	X												
The Role of the Site Leader					X	X	X										X							X	X	X	X	X
Incentives and Motivation					X													X		X								
Creating an Inclusive Program								X				X	X								X	X	X	X				
Communicating with Families		X											X	X	X	X											X	
Knowing Yourself as a Leader					X	X	X				X								X									
Creating Respect and Safety	X	X	X	X																X								
Cultural Competence: Identity, Diversity and Engagement									X		X	X		X		X						X	X					