



# New York State School-Age Care Credential

## 2018-2019 Manual

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## Acknowledgements

The New York State School-Age Care Credential was modeled after the U.S. Army School-Age Credential, including training provided by Mary Ellen Pratt. It was initially revised by Sally Crosiar, Curriculum and Training Specialist for Cornell University, and used with the first New York State Candidates to receive the Credential in June of 2000. Guidance for these initial revisions was provided by the Credential Work Team who represented a partnership between the New York State Office of Children and Family Services (OCFS), New York State School-Age Care Coalition (now New York State Network for Youth Success), and Cornell University. Team members included: Mon Cochran, Sally Crosiar, Kim Dunlavey, Linda Goyette, Tim Jahn, Mabel Leon, Susan Ramos, Lynn Siebert, Jill Stewart, Josephine Swanson, Deb Tofinchio-Shave, Sonia Toledo, Angela Warner, and Martha Williams.

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## About New York State Network for Youth Success

The New York State Network for Youth Success (The Network) is the official state affiliate of the National Afterschool Association (NAA) and serves as a non-profit membership association for afterschool professionals in New York State. Through an extensive network of intermediaries, training organizations and child care resource and referral agencies, The Network provides information, training, credentialing and support to afterschool professionals in order to build high-quality, sustainable afterschool programs that meet the needs of children, youth and their families.

Since 2002, The Network has administered the New York State School-Age Care Credential which includes a full distance learning component. In addition, The Network convenes statewide conferences and regional training institutes designed to meet the educational needs of afterschool professionals.

The work of The Network is rooted in the belief that the primary drivers of program quality are the skills, experience and education of staff. Our association includes practitioners, policy makers, researchers, and administrators representing all public, private, faith-based, school-based and community-based sectors. Our members work in School-Age child care programs, 21st Century Community Learning Centers, Boys and Girls Clubs, YMCA's, 4H, Parks and Recreation Departments, and other before school, after school and summer programs.

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## **Chapter One: The Credentialing Process, Eligibility Requirements and Responsibilities of Key Roles**

### Contents Include

- The New York State School-Age Care Credential Process
- Eligibility Requirements and Responsibilities
  - Of the Candidate
  - Of the Advisor
  - Of the Endorser
  - Of the Instructor
- The Credentialing Agency
- The Credential Review Panel

## Preface

The choice to work with school-age children is one of the most important career decisions that one can make. A school-age or afterschool professional is a special person in children's lives as they master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. It is an exciting and challenging responsibility to set up a supportive learning environment for a group of school-age youth, develop a relationship with each one, and meet their needs as individuals and as a group. Children's learning experiences during this period in their lives can increase their self-confidence and success in elementary school.

The number of children in school-age programs has multiplied in recent years. Families place great trust in the staff of these programs, for it is the daily performance of the staff member or provider that determines the quality of the children's before and after school experience. The New York State School-Age Care Credential Competency Standards support quality afterschool programs for school-age children by providing standards for training, evaluation, and recognition of staff members and providers based on their ability to meet the unique needs of this age group.

Applying for the New York State School-Age Care Credential is a big commitment. However, working towards the credential can be a rewarding experience. It offers individuals the opportunity to:

- Evaluate their own work in relation to New York State School-Age Care Competency Standards;
- Get feedback and support from people who have experience working with school-age children and knowledge about school-age services;
- Improve his/her skills in ways that are satisfying for themselves and beneficial for children;
- Earn a professional Credential that is recognized throughout New York State and beyond!

The New York State School-Age Care Credential has been developed to promote quality services to children and families by providing specific standards, training, and evaluation of school-age staff members and providers. It is an opportunity for adults working with school-age children to gain professional recognition for demonstrating competence in their on-the-job skills.

This section presents an overview of the New York State School-Age Care Credential Process and the eligibility requirements and responsibilities of the Candidate, Advisor, and School-Age Care Credential Endorser who all play a part in the Credential Process.

**The New York State School-Age Care Credential Process**

A school-age care professional uses the New York State School-Age Care Credential Process to improve his/her professional knowledge, skills, and standing in the profession. S/he usually attends training sessions, works with an Advisor, documents his/her competence, and then meets with an assigned Credential Endorser. The Advisor and School-Age Care Credential Endorser observe the Candidate and review his/her documentation. The Credential Endorser also interviews the Candidate, and makes a recommendation regarding the Candidate's competence to the Credentialing Agency.

The Credential Endorser recommends either that the Candidate be awarded the New York State School-Age Care Credential or that the Candidate be deferred for additional training and to reapply at a later time when s/he has received that training.

The following chart describes the credentialing process and the responsibilities of the Candidate, Advisor, Endorser, Host Agency, and Credentialing Agency. Each step the Candidate must follow is described in greater detail on the following pages.

## The Credential Process, Roles and Responsibilities Chart

### **Role: Advisor**

#### Responsibilities:

- Observes Candidate's work (minimum of 3 visits)
- Coaches Candidate for Improved Quality
- Observes Candidate's work
- Coaches Candidate for Improved Quality
- Observes Candidate's work
- Completes Observation Instrument, Coaching Meeting Notes, and Summary Form
- Reviews Candidate's written work
- Certifies documentation is complete

### **Role: Credential Candidate**

#### Responsibilities:

- Enrolls in Credential Prep Course offered by Host Agency, or does Independent Study guided by Advisor
- (Optional) Submits for EIP assistance for Credential Prep Course and Credential Assessment Fee of \$1000 (Application timed according to EIP funding cycles)
- Attends and completes 1st half of Credential Prep Course
- Selects Advisor from approved list
- Develops Documentation: Portfolio and Resource File
- Attends and completes 2nd half of Credential Prep Course
- Continues to develop Documentation: Portfolio and Resource File
- Collects Family Questionnaires
- Completes Documentation: Portfolio and Resource File
- Develops short- and long-term goals for professional development
- Submits Endorsement Visit Request Form, Course Application, Advisor Summary, Advisor Observation Tool, Copy of Portfolio, and Resume to Credentialing Agency with Assessment Fee Payment. (Candidate should retain original portfolio and copies of other documentation for the assessment visit.)
- Has Endorsement Visit in which Endorser:
  - Reviews Resource File and any asks questions about Advisor Observation Instrument, and Family Questionnaires
  - Observes Candidate
  - Interviews Candidate
  - Completes Candidate Profile, including 3-Year Professional Development Plan
- Candidate receives Credential, or receives more training
- Candidate renews every three years

### **Role: Host Agency**

#### Responsibilities:

- Registers Course with Credentialing Agency
- Provides approved Advisor list to Candidates
- Assists Candidates to complete EIP applications
- Submits Course Roster
- Trains, coaches, and evaluates Advisors
- Instructs classes
- Participates in scheduled conference calls and meeting with The Network
- Submits quarterly reports
- Creates contracts between their agency and each student

*Refer to Host Agency Agreement for detailed list of responsibilities*

### **Role: Credential Agency**

#### Responsibilities:

- Maintains up-to-date list of Host Agency sponsored Credential Prep Courses
- Promotes Credential
- Matches Candidate with Endorser
- Reviews Endorsement Visit procedures
- Awards Credential, or provides notice that Candidate should receive more training
- Alerts Candidate when renewal is due

### **Role: Endorser**

#### Responsibilities:

- Schedules visit with candidate
- Reviews Portfolio, Resume, Advisor Summary and Advisor Tool before visit
- Performs visit to:
  - ✓ Review documentation
  - ✓ Observe candidate with children
  - ✓ Interview candidate
  - ✓ Complete candidate profile
- Based on findings during site visit, the Endorser provides a recommendation that candidate be awarded the credential or deferred pending additional training.



## The Ten Steps of the Credential Process

### Step 1: Candidate Applies for Credential

If you meet the eligibility requirements for the School-Age Care Credential complete the Credential Application Form available at <http://networkforyouthsuccess.org/credential/distance-learning/course-application/> and submit it to, an approved Host Agency who offers a School-Age Care Credential Preparation Course. You can find an up-to-date listing of such agencies at <http://networkforyouthsuccess.org/credential/credentialing-f-f/host-agencies/>

### Step 2: Candidate Enrolls in School-Age Care Credential Preparation Course and/or Does Independent Study

Because the School-Age Care Credential is based on competence that is observed and documented, there is flexibility regarding how one develops the necessary competence. Enrolling in a School-Age Care Credential Preparation Course (sponsored by an approved Host Agency) is recommended. You may also apply relevant college coursework in your Credential preparation, or do independent study. Independent study is only recommended for those who have completed formal child development study and possess significant experience with school-aged children.

### Step 3: Candidate Finds an Approved Credential Advisor

Host agencies keep a list of qualified Advisors who can guide a Candidate through the Credential Process. This list can also be found at <http://networkforyouthsuccess.org/credential/sac-credential-advisors/>. The Advisor works closely with the Candidate to assess current competence, identify needed training, and coach for continued professional growth. The Advisor observes the Candidate's work at least three times, and holds coaching sessions with the Candidate following each observation. The Advisor also must review your documentation and certify that it is complete before you submit your Endorsement Visit Request.

### Step 4: Candidate Submits Application for Educational Incentive Program (EIP) Funding (Optional)

Scholarship funding to participate in SAC Credential courses may be available through the Educational Incentive Program (EIP). To find out if you are eligible or to apply for a scholarship, please visit [www.ecetp.pdp.albany.edu](http://www.ecetp.pdp.albany.edu). You may also contact EIP at [eip@albany.edu](mailto:eip@albany.edu) or 1-800-295-9616.

### Step 5: Candidate Documents his/her Competence in the Portfolio and Resource File, and Written Knowledge Assessment

The *Portfolio* documents personal and professional information about the Candidate as well as how the Candidate applies child development knowledge to his/her work according to the New York State School-Age Care Credential Competency Standards. The Candidate's short- and long-term goals, copies of Family Questionnaires, and letters of recommendations from two families of children in the Candidate's program are included in the *Portfolio*.

The *Resource File* provides documentation of the requirements that demonstrate the Candidate's proficiency, practice, and relevant certification.

**Step 6: Candidate Submits Assessment Visit Request Form 3.1  
(in Chapter 3) and is Assigned a School-Age Care Credential Endorser**

When a Candidate has completed his/her documentation, s/he may request an Assessment Visit. The Candidate should send a copy of his/her *Portfolio* (with questionnaires, 2 reference letters, and short- and long-term goals) to Network for Youth Success. The Candidate must also send in his/her résumé, their SAC Credential Prep Course Application, the Advisor Observation Instrument and Advisory Summary. (Candidate should retain original *Portfolio* and copies of other documentation for the assessment visit.) At that time, the Credentialing Agency will assign a qualified Endorser who will schedule an Endorsement Visit with the Candidate. **Visits are scheduled September through June. All request for visit forms must be submitted by May 1 to receive a visit before the end of the school year.**

**Step 7: School-Age Care Credential Endorser Conducts Assessment Visit**

The Credential Endorser has a variety of tasks to complete during your Endorsement Visit. The responsibilities of the Credential Endorser include:

- Review the *Resource File* and ask any questions about the Advisor Observation Instrument, Advisor Summary, Family Questionnaires, letters of recommendation and short- and long-term goals.
- Observe the Candidate: during a normal day when the Candidate fulfills a leadership role in working with children.
- Interview the Candidate to discuss competency standards that the Credential Endorser was unable to observe on the day s/he visits the program, to complete a profile of each skill area, and to assess the Candidate's ability to articulate the value, purpose, and process of his/her work in school-age care.

**Step 8: School-Age Care Credential Endorser Recommends  
that the Candidate Receive the Credential or that s/he get more Training**

At the conclusion of the Interview, the Credential Endorser, noting the comments made by the Advisor, completes the Candidate Profile, and makes a recommendation to the Credentialing Agency – either that the Candidate is competent and should receive the Credential, or that the Candidate needs more training and should reapply for the Credential at a time when s/he has received that necessary training.

**Step 9: Credential Review Panel Meets and the  
Credentialing Agency Awards or Does Not Award the Credential**

The Credential Review Panel checks to make sure that the Candidate's Assessment Visit was conducted according to standard procedures and if documentation shows that it was, accepts the recommendation of the Credential Endorser.

**Step 10: Candidate Renews the Credential After Three Years**

A Credential is valid for 3 years from award and / or renewal.

The renewal process involves the following five steps:

1. The Credentialing Agency will send an expiration email to the school-age credentialed staff member three months prior to the expiration of the credential.
2. The Candidate prepares a written “self-appraisal” that includes an update on 50% of the goals on his/her Profile (completed at Endorsement Visit) and must include an update on any Skill Areas in which the Candidate received a “needs more training” assessment.
3. The Candidate develops a Three-Year Professional Development Plan which includes three-year goals for each of the 14 Skill Areas.
4. The Candidate mails a copy of the self-appraisal document, updated résumé and Three-Year Professional Development Plan to the Credentialing Agency with the renewal fee.
5. The Credential Review Panel reviews documentation and awards the renewal, defers for further information, or denies renewal.

**See Chapter 7 for detailed instructions.**

**Primary Roles: Eligibility Requirements and Responsibilities**

The New York State School-Age Care Credential Manual includes specific instructions for the Candidate, Advisor, and Credential Endorser. Each of the individuals fulfilling these roles must meet qualifications so that they will be able to perform their role of assessing and developing the Candidate's competence. The following provides only a general description of each role's responsibilities.

**Candidate Eligibility**

The applicant must meet the following eligibility requirements:

**Current Work**

- Candidate must provide care to school-age children. Staff who work in center-based, school-based, or family or group family day care settings that care for school-age children are eligible.
- Candidate must regularly work directly with school-age children so that Advisor and Credential Endorser will be able to observe his/her interactions with children in a leadership role.

**Education**

- Candidate must have a high school diploma or GED equivalent. Transcripts of relevant coursework should accompany a Candidate's Application for a Credential Program so his/her Advisor can assist him/her in developing an individualized learning plan.

**Experience**

- Must have had, within the past 3 years, at least 480 hours of experience working with school-age children in an organized New York State registered or licensed program.

## Credential Advisor Eligibility Requirements

### Personal Characteristics

- Be familiar with the school-age program and the needs of children and families where the Candidate will be observed.
- Be knowledgeable about New York State School-Age Care regulations and Network for Youth Success Program Accreditation Standards.

### Education

- B.A., B.S., or advanced degree in child development, youth agency administration, recreation, home economics, physical education, elementary education, special education or other related field from an accredited college
- **OR** A.A.S. in a related field
- **OR** Successful completion of the New York State School-Age Care Credential
- **AND** Advisor training provided by credentialing agency

### Professional Experience & Expertise

- Two years of experience in a school-age setting including:
  - One year working directly with children in the same age range as the children in the Candidate's program as a school-age staff, teacher, family child care provider, social worker or similar role; **AND**
  - One year of responsibility for the professional growth of another adult; **AND**
  - One year coaching another adult.
- Knowledge of School-Age Care Credential Competency Standards, credentialing process, New York State OFCS School-Age Child Care Regulations and Network for Youth Success Program Accreditation Standards (knowledge prior to training desirable)
- Membership in the New York State Network for Youth Success
- Experience working with diverse populations
- Strong written, oral, and interpersonal skills
- New York State School-Age Credential Endorser Training, preferred
- New York State Coaching Credential, preferred

### Without Conflict of Interest

- Must not be the relative of a child in the Candidate's care at any time during the credential process.
- Must not be related by blood or marriage or other legal relationship to the Candidate.
- Must not be working with the Candidate in a co-teaching situation (with the same children in the same room).

**Advisor Responsibilities**

- Work with Candidate over a period of at least four months and observe the Candidate at least three times (at least two hours each time), recording observations and giving the Candidate recommendations for growth and determining their competency in each skill area;
- Advise the Candidate about preparation of the *Portfolio* and *Resource File*;
- Review *Portfolio* and *Resource File* and verify the contents;
- Act as Coach and Mentor for the Candidate's Professional Development, assisting the student in creating an action plan for improvement;
- Complete a Summary of Candidate strengths and areas for growth in each skill area;
- Renew advisor certification every three years.

## **Credential Endorser Eligibility Requirements**

### **Education**

- Education related to child development: Bachelor's degree or Associates degree with experience or successful completion of the New York State School-Age Care
- **AND** Credential Endorser training provided by credentialing agency

### **Professional Experience & Expertise**

- New York State SAC Credentialed Professional, preferred
- Experience working with school-age children; in a school-age care program
- Experience supervising staff working with school-age children
- Experience working with diverse populations
- Strong written, oral, and interpersonal skills
- Membership in the New York State Network for Youth Success
- Knowledge of School-Age Care Credential Competency Standards, credentialing process, New York State OFCS School-Age Child Care Regulations and Network for Youth Success Program Accreditation Standards (knowledge prior to training desirable)
- New York State School-Age Advisor Training, preferred
- New York State Training and Technical Assistance Professional Credential (School-Age), preferred
- Free from Conflict of Interest

### **To promote objectivity and credibility, an individual serving as School-Age Care Endorser:**

- Must not be the relative of a child in the Candidate's care
- Must not be related by blood, marriage or other legal relationship to the Candidate
- Must not be employed at the Candidate's Program
- Must not have previous knowledge or pre-conceptions about the Candidate

### **School-Age Care Credential Endorser Responsibilities**

- Serve as the representative of the Credentialing Agency
- Observe the Candidate for a minimum of three hours or the duration of a day's program whichever is longer
- Interview the Candidate following the Observation to learn more about competencies that may not have been demonstrated on a given day and to assess the Candidate's ability to articulate the value, purpose, and process of his/her work in school-age care
- Review the Candidate's *Portfolio*, *Resource File*, and Advisor's Observation Instrument
- Complete Candidate Profile
- Verify that all procedures have been followed and submit completed documentation to the Credentialing Agency within three days of the visit;
- Renew endorser certification every three years.

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**New York State School-Age Care Credentialing Agency**  
**New York State Network for Youth Success****Credentialing Agency Responsibilities**

- Coordinate the entire credentialing process
- Maintain updated School-Age Care Credential materials
- Recruit, train, monitor, schedule, supply and reimburse qualified Endorsers
- Recruit and orient agencies wishing to offer Credential Preparation Courses and advisement to help meet the needs of Credential candidates
- Develop a data base to track candidates throughout the credentialing process
- Convene qualified Credentialing Agency Panel to review and monitor materials and procedures submitted by Credential Endorsers and officially award the credential or recommend additional training
- Supply official notification of credential awards to successful candidates
- Send a renewal announcement to the school-age care credentialed staff member three months prior to the expiration of the credential
- Convene Credential Review Panel to award/deny renewal
- Distribute credentialing materials to qualified and interested candidates, and refer Candidates to Host Agencies offering Credential Preparation Courses

**Credential Instructor Eligibility Requirements****Personal Characteristics**

- Deep understanding of SAC Credential process and standards
- Knowledge of New York State School-Age Care regulations
- Knowledge of New York State Network for Youth Success Program Accreditation Standards

**Education**

- New York State School-Age Care Credential
- **OR** B.A., B.S., or advanced degree in child development, youth agency administration, recreation, home economics, physical education, elementary education, special education or other related field from an accredited college
- **OR** A.A.S. in a related field



**Professional Experience & Expertise**

- Five years of experience in a school-age setting including:
  - **Three years** working directly with school-age children as a school-age care professional, teacher, family child care provider, social worker or similar role; **AND**
  - **Two years** of responsibility for the professional growth of another adult.
- Experience providing training to school-age professionals
- Membership in the New York State Network for Youth Success
- Enrollment in the Aspire Registry
- Experience supervising staff working with school-age children
- Experience working with diverse populations
- Strong written, oral, and interpersonal skills
- New York State School-Age Credential Endorser Training
- New York State School-Age Advisor Training
- New York State Training and Technical Assistance Professional Credential (School-Age) preferred

**Without Conflict of Interest**

- Must not be the relative of any Candidates at any time during the credential process.
- Must not be related by blood or marriage or other legal relationship to the Candidate.

**Instructor Responsibilities**

- Create a course syllabus that includes all 14 skill areas
- Instruct all courses based on accepted syllabus
- Attend **all** Host Agency Phone Calls
- Attend once a year in-person Host Agency Meeting
- Send in quarterly reports and other paperwork including syllabus and resources on time
- Provide updates on candidates at the beginning and end of each course
- Give candidate information about EIP and other scholarship programs
- Explain the credentialing process to the candidate
- Assist the Candidate's in finding an Advisor
- Serve as the representative for the Host Agency
- **Create a contract with the students for services rendered at the beginning of each course as outlined in the Host Agency Partnership Agreement.**
- Provide students with transcripts/certificates with language provided by The Network
- Endorse one candidate per year or as needed

*Résumés for new instructors will be reviewed by a panel of afterschool experts, and contacted by the Network regarding next steps.*

*The Network reserves the right to observe instructors while facilitating the New York State School-Age Care Credential.*

## **Credential Review Panel**

### **Credential Review Panel Responsibilities**

- Meets quarterly and/or subject to need
- Reviews materials submitted by Credential Endorser (a minimum of two reviewers per packet)
- Evaluates materials using checklist
- Determines if materials are complete and standard procedures were followed during the process
- Justifies that documentation exists to honor the Credential Endorser's recommendation to award or not to award the Credential
- Officially awards Credential or renewal to successful candidates
- Notifies candidate in writing if initial credential or renewal materials are incomplete and if additional information or documentation is required
- Manages appeal process with unsuccessful candidates who choose to appeal the School-Age Care Credential Endorser or credentialing panel recommendation
- Reviews Renewal Packets

### **Credential Review Panel Qualifications**

#### **Education**

- New York State School-Age Care Credential OR
- Bachelors or Master's degree in child development or other fields related to school-age care; OR
- A combination of experience and education in fields related to school-age care.

#### **Experience**

- Experience working with school-age children in a structured setting
- Recognized leadership in providing educational and/or professional growth opportunities to school-age care providers
- Knowledge of New York State School-Age Care regulations and Network for Youth Success Program Accreditation Standards

*Note: Credential Review Panel members are appointed by the credentialing agency, New York State Network for Youth Success*

## Chapter Two: Competency Standards

### Contents Include

- Skill Area 1: Professionalism
- Skill Area 2: Child Development
- Skill Area 3: Safety
- Skill Area 4: Health
- Skill Area 5: Self
- Skill Area 6: Guidance
- Skill Area 7: Out-of-School Environments
- Skill Area 8: Creative
- Skill Area 9: Physical
- Skill Area 10: Cognitive
- Skill Area 11: Communication
- Skill Area 12: Social
- Skill Area 13: Families
- Skill Area 14: Operational Program Management

## About the Competency Standards

The New York State School-Age Care Credential Competency Standards are used to evaluate a Candidate's performance with children and families during the School-Age Care Credentialing Process.

- The Competency Standards are divided into **14 Skill Areas**.
- Each Skill Area is explained by a **developmental context**, which generally includes a brief overview of how the Skill Area contributes to positive child development.
- Each Skill Area is further explained by a list of numbered competencies that are followed by bulleted behavioral indicators.

### Competency Standards: Numbered by Skill Area

Numbered  
Competency Standard

1-1 Demonstrates knowledge of regulations that apply to school-age care by:

- Speaking convincingly about the purposes of regulations for safe and high quality care

Bulleted Indicator

**Competency Standards are numbered** by Skill Area and describe competent and skillful behavior.

**Indicators are bulleted** and are intended as examples of how a Candidate might meet the Competency Standard. Most Candidates will meet most – but not necessarily all – of the listed indicators and may also meet the standard in other ways that are not listed.

Candidates are accountable to meet all Competency Standards and should strive to meet most of the indicators.

The New York State School-Age Care Credentialing Process ensures that, before a candidate is awarded the Credential, all

- Competency Standards have been **observed**,
- Competency Standards have been **documented**,
- Or competency Standards have been **articulated** by the Candidate

Competent school-age personnel integrate their work and constantly adapt their skills—always thinking of the development of the whole child. In all Skill Areas, it is important for competent school-age staff members to:

- Individualize their work with each child while meeting the needs of the group
- Promote multiculturalism
- Support families with different languages
- Meet the needs of children with special needs
- And, while demonstrating skills and knowledge, competent school-age staff must also demonstrate personal qualities, such as integrity, flexibility and a positive style of communicating with school-age children and their families

**1. Skill Area: Professionalism**

To maintain a commitment to professionalism

**Developmental Context**

Professionals working with school-age children and their families make decisions based on knowledge of school-age development, appropriate school-age activities, and family life, and demonstrate a commitment towards quality programs for school-age children. The professional school-age staff member continues to set new goals and take advantage of training or educational experiences that will help her/him to grow more competent. Recognizing that the way they relate to one another directly affects the quality of school-age programs and sets an example for children, adults in school-age settings work to resolve issues and problems among themselves cooperatively and respectfully. They also work together to educate the community at large about the needs of school-age children. The staff member should develop relationships with other school-age professionals and establish a network for information and support.

**Competency Standards and Indicators**

- 1-1 Demonstrates knowledge of regulations and Network for Youth Success Standards by:
  - Speaking convincingly about the purposes of regulations for safe and high quality care
- 1-2 Views self as professional in current work with children, families, and other professionals by:
  - Dressing in an appropriate manner
  - Arriving on time – is dependable and reliable
  - Speaking of work in positive terms
  - Maintaining a work environment that is conducive to professional practice
- 1-3 Has and is continually developing competencies in child development, programming, communication skills and other topics related to children by:
  - Regularly attending conferences, workshops, and other professional development opportunities, and has an ongoing professional development plan
  - Belonging to a professional organizations related to school-age children in addition to the New York State Network for Youth Success
  - Reading professional journals, magazines, newsletters, and the like to increase knowledge of current findings, best practices, and other information related to providing high quality care for school-age children
  - Currently registered in the Aspire Registry

## 2. Skill Area: Child Development Knowledge

Candidate demonstrates an understanding of child development ages, stages, and the range of development that may occur within a given age or stage, as well as an ability to apply this understanding in developing program, environment, and activities that meet children's needs.

### Developmental Context

School-Age Care contributes to children's development in ways uniquely different from children's experiences in school or at home. If professional caregivers are to take advantage of developmental opportunities, and provide safe and appropriate care they must understand what children of various ages and developmental stages are like, what they can reasonably be expected to do, and what they need from adult caregivers. Competent child care providers provide inclusive programming for children of all abilities, including those with special needs. It is intended that a candidate demonstrate proficiency with the body of knowledge related to child development in addition to demonstrating its application throughout other functional areas.

### Competency Standards and Indicators

- 2-1 Uses systematic, objective observations to anticipate individual children's needs as well as the needs their developmental stage might predict:
- Recording what children do and say
  - Observing children in different settings and at different times of day, and for different reasons
  - Sharing observation info with child and families when appropriate
  - Conducting observations for different reasons
  - Recording many instances of a child's actions before drawing conclusions
  - Using all opportunities to gather information about children
  - Organizing observations in a systematic way
- 2-2 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively by:
- Responding to children's developmental stages as well as to individual children's development
  - Describing how s/he accommodates the needs of younger children to feel safe and secure
  - Describing how s/he helps older children develop their own sense of identity through greater independence and choice, planning activities for themselves, and the like
  - Programming creatively to engage older children in learning about violence prevention, gender identity, sexuality, and other issues relevant to middle school children

- 2-3 Plans, organizes, and provides programming that meets the developmental needs of children by:
- Planning and adapting a wide range of activities (sports, math, science, drama, art activities, music, etc.) which children of various ages can enjoy and find challenging but not frustrating
  - Organizing a program environment that meets the developmental needs of children
  - Providing sufficient program materials and equipment that are appropriate for the developmental stages of children using them
- 2-4 Includes children of all ability levels, including those with special needs by:
- Providing activities and experiences that include children of all abilities
  - Providing opportunities for children with disabilities to interact with their peers as well as differently-abled children
  - Challenging children with exceptional abilities
  - Using the expertise of parents as a resource for working with children with special needs
  - Using the expertise of teachers, community-based organizations, and psychologists that may include members of the Committee for Special Education at children's schools as a resource for working with children with special needs

### 3. Skill Area: Safety

Candidate provides a safe environment to prevent and reduce injuries.

#### Developmental Context

One of the most essential services for school-age children is to ensure their safety and well-being. Indoor and outdoor areas should be free of dangerous conditions and materials. Adults should teach children about safety and comfort children when hurt. Adults should be attentive and have the skills and knowledge to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur. In a safe environment, children will learn gradually to protect themselves and look out for others.

#### Competency Standards and Indicators

- 3-1 Follows New York State OCFS regulations as well as program policies and procedures designed to keep children safe
- 3-2 Actively works to prevent injuries and harm to children by:
- Conducting safety checks (daily and monthly, indoor and outdoor)
  - Conducting shelter-in-place drills
  - Removing or repairing unsafe items
  - Arranging the program space so there are clear traffic paths and exits
  - Designating separate areas for quiet and active play to avoid congestion and collisions
  - Supervising and interacting with children
  - Arranging the environment so that children are visible to staff
  - Using well-conceived sign-in and sign-out attendance procedures to ensure that children are supervised by staff or authorized family members
  - Maintaining agency awareness of how each child arrives and leaves program (i.e. bus/walking/auto) and safe means for their transport to ensure child safety.
  - Making developmentally appropriate supplies and equipment available to children, and creating boundaries to protect children who may not yet have the skills and judgment to use certain materials or equipment safely
  - Following a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents
  - Maintaining appropriate child-adult ratios and group sizes, intervening immediately when children are involved in unsafe play, and involving children in making the program's safety rules
  - Explaining rules and procedures for sports and games before play begins
- Modeling and reinforcing safety rules with children



3-3 Prepares to act quickly if an accident or injury should occur by:

- Making sure there is an accessible landline telephone in working order
- Keeping safety equipment in good condition
- Maintaining first-aid and safety supplies
- Maintaining up-to-date emergency telephone numbers for all parents
- Posting emergency phone numbers for children's parents, police, fire, ambulance, and poison control next to the telephone
- Conducting fire drills frequently (minimum 1 per month) and using alternate routes to prepare children and staff
- Protecting and reassuring children while conducting an emergency drill according to established procedures
- Using an effective means of communication between and among staff (i.e. intercom, monitors, walkie-talkies, etc.) who are supervising children in different areas of the program such as indoor and outdoor areas
- Obtaining current First Aid training (CPR, AED, First Aid, MAT) to respond to accidents and emergencies
- Developing plans of action to respond to unusual emergencies related to weather, terrorist attacks, etc. - training and practicing such plans to ensure that staff and children are prepared to respond if necessary

3-4 Responds quickly and calmly in event of an emergency, including:

- Explaining and following specific procedures when there is an accident or emergency
- Responding quickly and calmly to children in distress
- Recording injuries, accidents, and illnesses on a form to share with families and program supervisor

**4. Skill Area: Health**

Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

**Developmental Context**

Good health involves sound medical and dental practices and good nutrition as well as positive prevention practices. Adults should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared carefully and served in a relaxed atmosphere. Prompt care should be given to school-age children who are or become ill or hurt. School-age children need a clean environment that is properly lighted, and heated or cooled. Indoor and outdoor areas should be free of materials or conditions that endanger children's health. Care of the child's physical needs communicates positive feelings about his/her value and influences the child's developing identity and feelings of self-worth. Parents and providers should exchange information about children's physical health frequently.

**Competency Standards and Indicators**

- 4-1 Follows New York State OCFS regulations that address health, sanitation, and food handling practices.
- 4-2 Models and teaches habits that promote good health and nutrition by:
  - Actively avoiding use of tobacco, alcohol, and other drugs, soft drinks, or excessive candy while with children
  - Maintaining a positive, relaxed atmosphere to reduce tension and stress
  - Washing hands with soap and running water at the beginning of each day, before and after the administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors.
  - Helping children learn ways to recognize, relieve, and cope with stress
- 4-3 Maintains and makes accessible supplies that help children practice healthy habits:
  - Placing tissues, paper towels, and soap within children's reach
  - Encouraging children to drink lots of water, especially when active or weather is hot
- 4-4 Acts to detect and prevent child maltreatment by:
  - Describing state regulations regarding mandated reporting
  - Describing the signs of possible child maltreatment
  - Demonstrating understanding of the applicable laws and regulations related to reporting child abuse and maltreatment
  - Being alert to changes in children's behavior that may signal abuse or maltreatment
  - Conducting and logging daily health checks

- 4-5 Maintains a high standard of cleanliness and sanitation practices by:
- Checking the facility daily for adequate ventilation and lighting, comfortable room temperature, and good sanitation
  - Directs children to wash their hands with soap and running water at the beginning of each day, before and after the administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors.
  - Cleaning and disinfecting surfaces before and after using for food preparation
  - Following health care plan to disinfect surfaces, toys, and fabrics
- 4-6 Is prepared to deal with medical emergencies or illness by:
- Having medical records accessible for children in case of medical emergencies
  - Having emergency medical plans, permission to treat children
  - Using universal precautions to prevent infections, especially regarding bodily fluids
  - Regularly observing children for signs of illness
- 4-7 Provides healthful, nutritious and pleasant snack and food experiences for children by:
- Providing snacks and meals in accordance with CACFP guidelines
  - Cleaning and disinfecting surfaces before and after using for food preparation or eating area
  - Providing opportunities for children to plan, prepare, and serve meals and snacks
  - Offering self-service snacks so children can determine when, what, and how much to eat
  - Serving relaxed “family-style” meals and encouraging children to try new foods
  - Using a flexible schedule so children can rest, relax, be active, and eat as needed
  - Employing a supportive care giving style that leads to healthy food attitudes
  - Being responsive and firm with children, offering food and activity choices within limits
  - Providing opportunities for children to learn healthy nutrition and active play practices that lead to healthy weight
- 4-8 Provides resources on health and hygiene such as magazines, books, pamphlets, and visiting health professionals

**5. Skill Area: Self**

Candidate provides physical and emotional security for each school-age child and helps each school-age child to know, accept, take pride in him or herself and develop a sense of independence.

**Developmental Context**

All children need a physically and emotionally secure environment that supports their developing self-knowledge, self-control, and self-esteem, and at the same time encourages respect for the feelings and rights of others. Knowing one's self includes knowing about one's body, feelings, and abilities. It also means identifying one's self as a girl or boy and a member of a family and a larger cultural community. Accepting and taking pride in one's self comes from experiencing success and being accepted by others as a unique individual. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their effectiveness in handling increasingly challenging demands in their own ways.

**Competency Standards and Indicators**

5-1 Respects the individuality of children by:

- Showing them in many ways that they are appreciated, valued, and enjoyed
- Encouraging children to show appreciation to adults and other children in the program
- Encouraging children to identify what makes them unique and letting them know their individuality is valued
- Working with colleagues to make sure that each child receives the individual attention s/he needs
- Allows for youth choice during program development
- Allowing children to choose what they want to do and to choose not to participate in an activity

5-2 Helps children identify, plan, and pursue their own interests and talents by:

- Identifying children's interests through observation, surveys, and conversation (formal and informal)
- Using the information to plan activities and provide materials
- Offering a wide variety of activities that do not limit children's options because of individual differences
- Providing children with time and resources needed to pursue their interests or master a skill

- 5-3 Helps children learn about and appreciate and prepare for global orientating/ acceptance to a variety of cultures and ethnic groups, including their own by:
- Practicing including and celebrating diversity, making no biased remarks
  - Actively promoting global awareness through reading, foods, celebrations, arts, etc. beyond a basic curriculum
  - Decorations, art, and wall hangings are reflective of the children in program and diverse cultures
- 5-4 Provides opportunities for children to experience success and then encourages them to see and acknowledge their own progress and successes by:
- Using genuine encouragement and recognition to celebrate children's efforts and accomplishments
  - Helping children gain the skills they need to complete a task and repeatedly experience success so they can overcome fear of failure
  - Letting children know they are cared for by offering a gentle physical or nonverbal contact inviting children to—a hug, a touch, a smile
  - Modeling recognition of personal efforts and accomplishments through self-praise
- 5-5 Encourages children to solve their own problems, intervening only when it seems they cannot find a solution or when someone might get hurt by:
- Helping children deal with setbacks and disappointments by accepting their feelings and failures and responding respectfully with encouragement
  - Listening carefully to children and taking their concerns seriously without interrupting, judging, or giving unasked-for advice
- 5-6 Involves children in activities that help children learn positive social values by:
- Involving children in the program's daily operations and weekly tasks (responsibility)
  - Allowing children to use their growing independence in safe and age-appropriate ways
  - Offering both competitive and cooperative sports and games that help children learn to value fairness, cooperation, and personal growth
  - Providing opportunities for children to develop citizenship and leadership skills

**6. Skill Area: Guidance**

Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.

**Developmental Context**

Knowing what behavior is appropriate or acceptable in a situation is an important skill. Children develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them and when staff and parents' expectations realistically take into account each child's development and needs.

**Competency Standards and Indicators**

6-1 Creates an environment of respect where helping others is encouraged.

- Establishing ground rules with input from the children
- Involving children in setting limits and making rules
- Creating a sense of community through positive communication with children and adults

6-2 Guides children's behavior in positive manner by:

- Relying on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods
- Speaking to children with respect
- Redirecting children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym)
- Having reasonable expectations of behavior based on ages and abilities of the children
- Considering the possible reasons for the child's behavior
- Discussing children's misbehavior in private conversations
- Offering assistance to children who may be exhibiting negative behaviors
- Providing creative outlets for expressing strong feelings
- Stating directions and reminding children of rules in positive terms
- Using genuine, positive praise when children use appropriate behavior

6-3 Uses positive problem solving and problem prevention methods by:

- Allowing children to experience the natural and logical consequences of their behavior (when safe and appropriate to do so)
- Listening to and accepting children's feelings while helping them understand the consequences of expressing those feelings inappropriately
- Modeling appropriate ways to express negative feelings
- Working with parents to help a child with a problem express his/her feelings in acceptable ways
- Talking to children about their day at school, their friends, their concerns, and their feelings
- Arranging the environment to encourage appropriate behavior (for example, creating clear traffic patterns so children don't get in each other's way) and eliminating safety hazards

6-4 Follows a daily schedule that allows children freedom within structure by:

- Allowing children to choose their own activities
- Involving children in planning activities and selecting materials and equipment
- Planning games and activities that encourage cooperation rather than competition

6-5 Helps children develop and practice positive conflict management skills by:

- Teaching children how to use conflict resolution techniques to resolve their differences
- Giving children opportunities to handle their disagreements without adult assistance
- Holding group meetings during which children can raise concerns and grievances and work together to solve problems
- Introducing peer mediation skills to children

6-6 Communicates discipline policies clearly by:

- Knowing and following New York State regulations regarding discipline policies
- Explaining written discipline policies that are shared with parents

**7. Skill Area: Out-of-School Environments**

Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and inspires learning.

**Developmental Context**

Children of all ages learn from their own experience and by imitation. Adults can guide and encourage children's learning by ensuring that the environment is emotionally supportive; invites active exploration, play and movement by children; and supports a broad array of experiences. A reliable routine together with a stimulating choice of materials, activities, and relationships enhances children's learning and development.

**Competency Standards and Indicators**

- 7-1 Separates learning centers so that simultaneous activities of different natures can occur by:  
Creating a variety of well-equipped, inviting, and responsive interest areas
- Offering a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)
  - Rotating interest areas to reflect changing skills and interests
  - Using furniture, tape, or floor covering to define interest area boundaries
  - Locating interest areas so that quiet and noisy activities are separate and children do not get in one another's way
  - Locating interest areas near resources (such as light and water) used in the area
  - Supporting older children as they create spaces designated for their use only
  - Seeking children's ideas and suggestions for arranging the environment
  - Setting up a self-serve, family style snack area
  - Working with children to develop rules and limits related to using the environment
- 7-2 Provides space in which children can enjoy quiet and privacy by:
- Providing a quiet area with adequate lighting where children can do homework
  - Providing appropriate materials (dictionaries, writing supplies, pencil sharpener, etc.) for homework assistance
  - Providing comfortable indoor and outdoor areas where children can enjoy time alone
  - Providing areas that are soft and comfortable for children to sit or lie down



7-3 Provides space for children to engage in active play by:

- Arranging for regular use of indoor and outdoor areas for large muscle play
- Adapting the environment, if necessary, to make it appropriate for children with special needs

7-4 Provides materials which engage children's interests by:

- Providing materials that reflect diversity and show no bias
- Offering a variety of open-ended materials children can use in different ways
- Providing materials that allow children to be successful and provide appropriate challenges to encourage continued growth
- Offering a variety of materials and equipment to meet a wide range of skills
- Providing materials that build on interests children develop outside the program

7-5 Establishes schedules and routines that give children freedom within structure by:

- Providing sufficient time in the schedule for children to carry out their plans and do long-term projects
- Playing different roles, including; leader, observer, listener, facilitator, adult friend, and participant
- Managing transitions to ensure that children do not have to wait with nothing to do
- Observing, talking with, listening to, and surveying children to determine their interests
- Following a schedule that allows children opportunities to choose what they want to do
- Allowing children to meet their personal needs on individual schedules

7-6 Creates a systematic storage plan and area by:

- Storing materials that are used together, near each other
- Displaying materials on labeled shelves/tables so children can choose what they want to do and return items when finished using them
- Including sufficient time for clean up at end of morning, afternoon, and full-day sessions to return materials to their storage area
- Using portable items such as baskets and carts to arrange materials in shared space
- Involving children in setting up and dismantling the environment in shared space
- Providing sufficient space for children to safely store their belongings and long-term projects or works in progress

7-7 Demonstrates an ability to articulate and advocate for positive spaces for children in school-age care by:

- Coordinating with other programs that share space (school, child care center, etc.)
- Negotiating for adequate storage and access to space for active play, quiet and comfortable time, food preparation, etc.

**8. Skill Area: Creative**

Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.

**Developmental Context**

All school-age children are imaginative and have creative potential. They need opportunities to develop and express these capacities. Creative play serves many purposes for children in their cognitive, social, physical, and emotional development. Adults should support the development of children's creative impulses by respecting creative play and by providing a wide variety of activities and materials that encourage spontaneous expression and expand children's imaginations.

**Competency Standards and Indicators**

8-1 Models and offers enthusiastic leadership for creative thinking and projects by:

- Sharing his/her interests, taking risks, and solving problems
- Involving community resources and volunteers to expose children to a variety of creative processes as well as the cultural diversity of the community
- Demonstrating what it looks like to take risks, learn from mistakes, and try again
- Encouraging children to take risks, learn from their mistakes, and try again
- Valuing the characteristics that make each child a unique individual
- Accepting and valuing each child's unique creative expression and encouraging children to express their ideas and feelings
- Helping children try out many new experiences in a spirit of discovery and curiosity

8-2 Creates an environment that encourages children's creativity by:

- Arranging the environment so children can spread out, explore, and be messy
- Surrounding children with examples of creative work
- Providing a variety of open-ended materials with which children (of various developmental stages) can do many things
- Offering materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips
- Storing materials and equipment where children can easily select, replace, and care for them without adult assistance
- Providing sufficient storage space for projects and creations which cannot be completed in one day (or negotiating for such space if program area is in a school or otherwise shared with another agency)
- Allowing creations to stay in place for several days so children can continue using them and possibly expand them

8-3 Provides sufficient time in the daily schedule for children to make plans and carry them out

- Following a daily schedule that includes blocks of time when children are free to organize their own games and activities without adult involvement

8-4 Introduces new, creative processes, ideas, and activities to children by:

- Providing sensory experiences
- Extending children's dramatic play, introducing prop boxes
- Planning a variety of cultural activities that introduce children to the arts, such as drama, dance, music, literature, film, painting, drawing, and sculpture
- Selecting activities that encourage more creativity than coloring books, prepackaged craft projects, and dittos
- Allowing children to develop and carry out their own plans

8-5 Encourages children to develop their creative abilities by:

- Helping children learn to use both convergent (to reach a single correct solution) and divergent processes (to reach as many different solutions as possible) to stimulate creative thinking
- Asking a variety of developmentally appropriate questions that encourage children to think about things in new ways
- Helping children understand that it takes hard work and practice to develop their talents
- Helping children develop specific skills they can use in their creative work
- Responding to children's ideas for projects and activities

**9. Skill Area: Physical**

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.

**Developmental Context**

Physical development is an essential part of the total development of school-age children. Developing physically includes using large and small muscles, coordinating movements, and using the senses. Large-motor development includes strengthening and coordinating the muscles and nervous system controlling large motions using the arms, legs, torso, and or whole body. Small-motor development involves the ability to control and coordinate small, specialized motions using the eyes, mouth, hands, and feet. Adults should provide material, equipment, and daily opportunities for indoor and outdoor activities that encourage this development and recognize and respect the wide differences in developmental stages in addition to individual rates of physical development.

**Competency Standards and Indicators**

9-1 Provides a variety of materials, equipment, and activities that:

- Challenge a wide range of physical capabilities
- Accommodate different fine and gross motor skills
- Children can explore on their own with follow-up from staff
- Allow all children to develop and maintain physical fitness
- Encourage active play at least thirty minutes of a child's recommended sixty minutes per day
- Allow children to engage in relaxing activities (artwork, puzzles, Legos or blocks)

9-2 Provides space and time for children to engage in active play every day

9-3 Provides leadership and enthusiasm that encourages children's physical activity by:

- Observing and recording information about each child's physical strengths, interests, and needs
- Introducing children to a variety of games and activities that encourage physical development and cooperation
- Encouraging children to keep track of their own progress rather than comparing themselves to others
- Encouraging children when they are learning new skills and providing assistance upon request
- Suggesting ways children can coordinate movement of their large and small muscles
- Helping children develop an awareness of rhythm so they can coordinate their movements
- Encouraging children to make up and organize their own games
- Encouraging children to use their large muscles in daily routines
- Introducing new games and activities regularly so children learn different ways to use their muscles

9-4 Provides developmentally appropriate activities by:

- Planning and implementing increasingly difficult activities in which small and large muscles are used
- Offering children opportunities to learn real skills as well as to explore materials on their own
- Providing alternatives so that children of different ages, sizes, and skills, can all find ways to engage safely in active play and in activities that promote fine motor development
- Planning and implementing increasingly difficult activities in which large muscles are used and that promote development of physical skills used in sports and games
- Makes sure that children take breaks from vigorous activity and drink plenty of water to prevent dehydration
- Water pitchers and/or water fountains are made available throughout the entire day. (Including but not limited to gym, outdoor, enrichment, and relaxation time)

**10. Skill Area: Cognitive**

Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of school-age children.

**Developmental Context**

Exploring and trying to understand the world is natural and necessary for school-age children's cognitive or intellectual development. As school-age children learn and grow their thinking capacities expand and become more flexible. Fun activities – some that engage children in a process and others that encourage them to produce a product – help build children's thinking capacity. Adults should support and guide this process by responding to children's questions with information and enthusiasm and by using family routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, art, and science. Cognitive growth also requires healthy development in other areas: consistent physical growth, secure emotional behavior, and positive social interaction.

**Competency Standards and Indicators**

10-1 Creates an environment where learning means fun by:

- Organizing fun activities – some that engage children in a process and others that encourage them to develop a product – in a wide variety of topical areas including reading, writing, the arts, and science
- Offering children opportunities to experience, do, and explore

10-2 Encourages children to be in charge of their own learning by:

- Offering children space and time to develop and carry out their plans
- Providing opportunities for project-based learning
- Providing open-ended materials which children can explore and use in many different ways
- Soliciting, accepting, and respecting children's ideas, suggestions, and solutions
- Following a schedule that allows children to choose what they want to do and provides enough time for long-term projects (especially for older children)

10-3 Encourages children to develop their inter- and intra-personal intelligences (knowing themselves and others) by:

- Encouraging children to make decisions and solve problems on their own, without adult assistance (gradually giving children more freedom to do this as they demonstrate their decision-making and problem solving skills)
- Involving children (especially older children or those who have long-term experience in the program) in planning and evaluating the program's routines and activities
- Involving children in setting rules/expectations and establishing procedures for the program's operations
- Allowing children plenty of time to talk to each other and to the staff
- Providing opportunities for children to demonstrate their growing cognitive skills and apply them to new situations

10-4 Taps into children's desire to explore adult skills to make and produce things by:

- Supplying materials that allow children to pursue and develop new skills and special talents
- Providing opportunities for children to have hands-on experiences, to learn by doing. For example, sculpture, photography, dance, drama, etc.
- Providing opportunities for children (especially children aged 8 and up) to participate in and learn about their community

10-5 Helps children develop their language skills by:

- Offering a wide range of books and magazines that reflect children's diverse interests (and meets children's diverse reading abilities)
- Asks questions to stimulate children's thinking (recall, problem solving with one right answer, and problem solving with many right answers)
- Asks "what if" questions to help children predict consequences and understand cause and effect
- Asks questions to help children learn to make judgments (favorites, highlights, etc)
- Talking to and questioning children about what they are observing and learning, regardless of their developmental stages but tailoring their questions to be neither too challenging or too easy for children's cognitive development

10-6 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills by:

- Offering a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills
- Encouraging learning and academic self-discipline as part of, but not the only element of the daily routine
- Determining the needs and opinions of children, program staff, families, and school staff in deciding whether homework help will be provided and, if so, the type of homework help that can be offered
- Designating a homework area that includes ruler, scissors, paper, markers, crayons and responding to children's requests for assistance

10-7 Helps children develop curiosity about science and the natural world by:

- Creating discovery boxes on topics such as magnetism, static electricity, solar energy, and weather
- Providing materials that help children learn to classify, sequence, and understand cause and effect
- Planning a variety of activities that allow children to explore natural science and the outdoor environment

10-8 Exposes children to experiences involving new information, ideas, and concepts (appropriate to their stage of development.) by:

- Sharing own special skills and talents to share with children
- Reaching out to community resources to expose children to meaningful new experiences



**11. Skill Area: Communication**

Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

**Developmental Context**

Communication between people can take many forms, including spoken words or sounds, gestures, eye and body movements, and touch. Children need to understand verbal and nonverbal means of communicating thoughts, feelings, and ideas. Adults can help school-age children develop their communication skills by encouraging communication and providing ample opportunity for children to listen, interact, and express themselves freely with other children and adults.

**Competency Standards and Indicators**

11-1 Models positive communication skills in interactions with staff members, parents, and children

- Listening attentively to what children have to say and showing respect for their ideas
- Accepting children's use of slang and popular expressions while serving as a model for standard use of language
- Using the different languages spoken by children and their families as a sign of respect and to enrich the program's language environment

11-2 Provides materials that encourage language development activities by:

- Providing props, costumes, and other materials that encourage dramatic play, making up skits, and puppetry
- Providing (or arranging for use of) multimedia equipment children can use to record their storytelling, plays, skits, music, and other creations
- Stocking an area with reading and writing materials that encourage literacy such as pens, pencils, paper, bookbinding materials, and a computer, if available
- Offering materials and activities that respond to children's individual and developmental skills and interests.
- Providing materials, time, and space for children to create their own games and activities
- Including reading and writing materials in all interest areas (for example, pencils and paper in the science and nature area so children can record the results of their experiments)
- Including books, magazines, and reference materials in the quiet area in response to children's interests (and reading abilities that) and exposes them to new ideas and topics
- Encouraging children to read and write for pleasure, not because they must complete assigned work
- Monitoring communication technology for appropriate usage

- 11-3 Builds opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking by:
- Using knowledge of developmental stages to promote communication; using printing or cursive writing on signs, bulletin boards, multimedia, and other written materials based on the age of the children who use the area
  - Keeping in touch with the school attended by children in the school-age program to find out what materials and activities the program could offer to build on or enrich the experiences offered in school
  - Using group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions
  - Planning trips and special activities to expand children's language skills and interests
  - Teaching children communication skills they can use throughout their lives
  - Arranging the environment so there are places where children can work, play, and talk in small groups
  - Helping children plan and implement special interest clubs that use or explore communication skills, for example, publishing a newspaper, planting a garden, discussing favorite books, or learning about television production
  - Helping children find the words to express their ideas and feelings
- 11-4 Asks open-ended questions to encourage children to think and express their ideas
- 11-5 Observes children's nonverbal cues (for example, body language, dramatic play, drawings, stories) and uses the cues to ask questions about their ideas and feelings
- 11-6 Introduces complex communication skills such as assertiveness, conflict resolution, and refusal skills as children develop and demonstrate a grasp of more basic skills
- Helping children express their feelings and discuss problems verbally rather than using aggression to solve a problem
  - Reminding children to review the rules before beginning a game or sport so that all players can agree on how to play the game and keep score
  - Introducing children to brainstorming as a problem-solving tool

**12. Skill Area: Social Positive Classroom Community**

Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults, and teaches skills that will prepare children to protect themselves from issues such as violence, exploitation, use of alcohol, tobacco and other drugs, premature sexual experiences, and bullying.

**Developmental Context**

Children need to develop social skills that help them work and play cooperatively and productively with other children and adults. To do this, children need to feel secure themselves, value other people, and enjoy positive social interaction. Valuing diversity is a social skill that staff must model for children as well as seek out opportunities to help children increase their own sense of belonging and better understand and accept the diversity in the world around them. In today's world, children must also learn skills to protect themselves from harm due to violence, rape, exploitation, use of alcohol, tobacco and other drugs, and premature sexual experiences. As children grow, they need opportunities to explore positive social values, their own gender identities, career options, and resources that reside in their communities.

**Competency Standards and Indicators**

12-1 Models positive ways to interact with other people of all ages by:

- Identifying their own feelings, when appropriate, to model acceptable ways to express feelings

12-2 Employs observation skills to understand the social needs of each child by:

- Observing and listening to learn how each child relates to others in the program
- Observing and assisting children who have difficulty being accepted by their peers

12-3 Helps children develop and practice the skills to get along with others (cooperate, share, compromise, empathize) by:

- Accepting children's feelings while helping them learn to control their actions
- Encouraging children to value what makes each person a unique individual
- Setting up an area that encourages children to socialize (soft furniture, music, magazines, and books)
- Providing enough time in the schedule for self-selected activities so children can socialize
- Providing books (appropriate for a variety of reading abilities and levels) that help children deal with their feelings about friendship, conflicts, ethnic diversity, and similar topics
- Providing a variety of props and prop boxes that encourage children to explore their social world through dramatic play

12-4 Helps children develop conflict management/problem solving skills by:

- Teaching children how to use conflict resolution techniques to resolve their differences
- Using group meetings to solve problems that involve all the children
- Including discussion about ways to avoid and prevent violence

12-5 Builds a sense of community among children and staff by:

- Planning multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor
- Encouraging children to help each other
- Accepting children's need to establish their own identities as they use slang and create a culture separate from adults
- Involving children in establishing rules that encourage use of social and emotional skills
- Providing opportunities for children to belong to groups
- Addressing bullying and teasing situations immediately
- Allowing all students to express themselves without fear of social repercussions, acceptance of all individuals is taught

12-6 Helps children feel part of the larger community by:

- Offering opportunities for children to be involved in the community
- Inviting community members to share their special knowledge and skills with the children
- Creating opportunities for children to become aware of community resources including those for victims of violence—before they may need them

**13. Skill Area: Families**

Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, and supports the school-age child's relationships with his/her family.

**Developmental Context**

Today's families take many different forms. Each family has primary responsibility for its own children, and parents, grandparents, aunts, uncles, or others may take on the primary care-giving role. For that reason, the terms family and parents are used interchangeably to refer to the caregiver(s) of the family's choice. The family and the school-age staff member become partners who communicate respectfully and openly for the mutual benefit of the children, the family, and the staff member. Staff members also recognize that parenthood and care giving is a developmental process, and can support family members in this role.

**Competency Standards and Indicators**

13-1 Demonstrates understanding that it is important to establish a relationship with children's parents/families as they are the primary caretaker of their child and the most important individual in a child's life by:

- Demonstrating respect for families and their input
- Encouraging families to visit the program at any time
- Being inclusive of all diversity in family make-up and culture
- Maintaining confidentiality about all children and families
- Learning the names of family members and something about them to build trust and rapport

13-2 Develops a system of regular communication with parents and families by:

- Holding parent-staff conferences, when appropriate, to share information about each child's progress and to make plans for the future
- Using a variety of communication strategies to inform parents and families about the program
- Recognizing that parental/family involvement is not restricted to formal meetings, but happens at every point of interaction
- Sharing interesting, positive information about each child's day
- Asking families to share information about their child's interests (at intake and periodically updating) and using this information to individualize the program
- Giving families information about their child's routines; for example, that the child didn't eat a snack
- Holding regularly scheduled parent meetings and informal family events at times that are convenient for most family members

- 13-3 Providing information on the program and program activities as they relate to the developmental stages of children by:
- Providing an orientation for new parents/families so they can get to know staff and learn what children do each day
  - Sharing professional information about herself/himself with families to help them feel comfortable with the person who is caring for their child and professional background (ex: staff bio board)
- 13-4 Encourages parent/family involvement in working with children in the program by:
- Offering a variety of ways to participate in the program to accommodate parents' and families' varied schedules, skills, and interests
  - Letting families know their contributions are appreciated
  - Involving families often in making decisions about their child's activities at the program
  - Suggesting ways to create consistency at home and during program
- 13-5 Works constructively with parents to resolve behavior issues by:
- Meeting with parents privately when there is an issue or problem with a child's behavior, avoiding sharing negative information in front of other staff, parents, or children
  - Responding to families' questions, and waiting to be asked before offering advice
  - Helping parents and families develop their own strategies for handling difficult behavior
  - Working with parents and families to develop a team approach and strategies to work effectively with the child
- 13-6 Serves as a resource to families by:
- Surveying families' needs and interests and provides appropriate workshops and resources
  - Recognizing when parents and families are under stress and offers additional support
  - Providing information and support during transitions (divorce, family blending, immigration, homelessness, death, relocation, family illness)
  - Notifying a supervisor when it seems that families need professional help

**14. Skill Area: Operational Program Management**

Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.

**Developmental Context**

Running an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the program, families and children; can make plans based on those needs; and can keep accurate records of needs, plans, and practices. Such an approach should be applied to keeping records of attendance, health status, and required forms. It should include specific plans for meeting the needs of children and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussions.

**Competency Standards and Indicators**

14-1 Engages parents and families in developing program for children by:

- Asking parents and families for information about their children's interests and activities
- Sharing observation information with families, acting as partners in children's growth and development
- Using parent/family surveys and open-ended questionnaires to collect information about children and to evaluate the program
- Involving Parent Advisory groups to provide direction for the program

14-2 Works with staff to ensure program excellence by:

- Participating in regular staff meetings to plan and evaluate the program
- Conducting periodic observations of staff members (if in a supervisory role)
- Discussing children's observation records with colleagues when planning for individuals and for the group
- Appreciating and using the strengths of other team members
- Meeting and talking with colleagues and the supervisor to provide input on program issues
- Providing substitute staff with adequate information about the program

14-3 Develops a responsive high quality program by:

- Using the New York State Accreditation Self-Study tool to evaluate program (if in a supervisory role)
- Creating an action plan (including action steps and timelines) to improve program quality (if in a supervisory role)
- Involving children in planning and evaluating the program
- Changing aspects of the program to address individual cultures, interests, needs, and abilities
- Coordinating with appropriate resources (within the program as well as in the community)
- Conducting periodic surveys to identify children's interests and to encourage them to evaluate the program
- Identifying shared interests and helping children form clubs to explore them
- Using creative thinking skills in planning and problem-solving skills

14-4 Demonstrates understanding of program policies by:

- Stating program policies and procedures and/or knowing where to find them
- Following the program's system for accurate and timely record keeping
- Answering parents' and families' questions about program policies and procedures; refers to the supervisor when appropriate
- Reviewing program policies before starting a new task

14-5 Manages business operations by:

- Completing management tasks according to a schedule
- Developing a contract with parents/families so that responsibility of the program and of the parents/families is clearly defined
- Administering program, budget, and personnel appropriate to staff position
- Giving input to supervisors regarding policies and procedures



## Chapter Three: Candidate Instructions

### Contents Include

- Introduction
- Learning to be a Fully Competent School-Age Provider
- Documenting Your Learning
- Preparing for Your Endorsement Visit Where You Will Demonstrate Your Learning
- About the School-Age Care Credential Preparation Course
- Working with an Advisor
- Candidate Checklist
- 3.1 Assessment Visit Request Form

## Introduction

Congratulations! You are about to begin the process to receive a New York State School-Age Care Credential. The School-Age Care Credential identifies individuals who have the necessary skills and knowledge to work competently with school-age children in a registered group setting, whether in a center program, family, or group family child care. The New York State School-Age Care Credential is awarded to competent school-age professionals who complete the credentialing process and demonstrate knowledge of child development and their ability to meet the needs of children and parents through the programs they provide.

While the New York State School-Age Care Credential is modeled after the Child Development Associate Credential CDA and the Army School-Age Care Credential, it is unique in that:

- The New York State School-Age Care Credential is competency-based. That means that demonstrating and applying knowledge is given greater consideration than simple knowledge on its own.
- Assessing a Candidate's competence is based on a well-rounded picture of the Candidate's performance in the following ways:
  - The Candidate is observed – at least three times by an Advisor and once by the Credential Endorser.
  - The Candidate documents his/her competence:
    - *Portfolio*
    - *Resource File*
    - Collection of Family Questionnaires
  - The Candidate articulates and speaks convincingly about the value, purpose, and process of his/her work in an interview with the Credential Endorser.

The credentialing process is intended to be a rewarding experience which gives you an opportunity to assess your own work, identify what you do well, and plan how you can learn more.

For most Candidates, receiving the Credential involves three tasks:

- Learning to be a fully competent school-age care provider (addressed in this chapter)
- Documenting what you have learned (addressed in Chapter 4 of this Manual)
- Demonstrating your ability to apply the learning while working with children (Observed by Advisor and Endorser. Refer to the Observation Instruments in Chapters 5 and 6 to understand what your Advisor and Endorser will be looking for when they observe.)

**A checklist on page 56 summarizes the activities you must complete in order to receive the School-Age Care Credential.**

If you have questions after reading these materials, contact your local Host Agency, Advisor, or New York State Network for Youth Success at 518.694.0660 or [erin@networkforyouthsuccess.org](mailto:erin@networkforyouthsuccess.org).

## About the School-Age Care Credential Preparation Course

While learning to be a skilled school-age care or afterschool professional occurs in many ways, most candidates find that enrolling in a credential preparation course to be the most effective approach to acquiring the full breadth of knowledge and expertise necessary to be a competent professional.

School-Age Care Credential Preparation Courses are offered regularly by approved Host Agencies of The Network. In addition, The Network offers a [Distance Learning](#) option of the course.

To find out more about Host Agencies in your area and to obtain an up to date listing of course offerings, go to <http://networkforyouthsuccess.org/credential/credentialing-f-f/host-agencies/>.

Although courses may differ, you can generally expect that:

- Classes will be held once weekly, meeting for three hours, for 20-25 weeks;
- Class sessions will be interactive and rely on sharing between students;
- Classes will help you prepare your *Portfolio* and *Resource File* that is required to earn your credential;
- You will learn practical and helpful information that you can immediately apply to your work in School-Age Care;
- Classes will build on Advisor observations and coaching sessions.

## Working with an Advisor to Guide Your Professional Development

The role of an Advisor in the credential process is to serve as a coach and mentor in your professional development. Your Advisor can help you assess and build on your strengths as well as identify areas in which you need to grow.

### An Advisor must do the following:

- Observe your work with children at least three times (2 hours)
- Discuss what s/he saw with you and coach you about ways to improve your program's ability to meet the needs of children and families (develop an action plan)
- Review your *Portfolio* and *Resource File* and coach you regarding content and quality
- Help you develop short- and long-term SMART goals for your professional development

Your Advisor is a key player in your quest to earn your credential. Your Host Agency will provide a list of trained and approved Advisors and/or assign an Advisor to you.

### Preparing for Observations

You are responsible for scheduling times when your Advisor can observe you **while you work with children and parents**. Even if you are in a supervisory capacity and do not normally work directly with children, you still need to be observed working directly with children.

- Your Advisor must observe you on at least three occasions specifically using the School-Age Credential Observation Instrument.
- Advisor observations must be at least three weeks apart, with the same group of children, and in the same program the Credential Endorser will observe.
- Alert your Program Director prior to scheduling observations so that s/he knows there will be someone visiting your program.
- All Advisor observations must be completed before you send in the Assessment Visit Request Form.

### Observation Guidelines

You might be a little nervous during the observations. This is normal. Follow these guidelines to smooth the observation process.

- Try to proceed in a way that lets the person observing you see a typical day.
- Expect the children to wonder what is happening. Tell them beforehand that someone is coming to watch their activities and that the person will write things down to remember what happens.
- Schedule a time for the observer to come and expect him/her at that time.
- The observer should get a good picture of your normal routine, and will therefore try to keep out of your way once the observation begins.
- An observation session will probably take at least one to one-and-one-half hours.
- Each observer has forms on which to record the observations, but many Advisors make notes on a pad of paper and transfer them to the report forms later.

### What You Should Expect from Your Advisor

In addition to making observations, your Advisor is there to help you in a variety of ways including:

- Observe and assess your work in relation to the New York State School-Age Care Competency Standards
- Perform coaching meetings with you to provide guidance on how you can improve your performance
- Review your *Portfolio* and *Resource File* for completion, and give you suggestions in their preparation
- Make recommendations on the Observation Instrument regarding areas for growth and development in each skill area

**What the Candidate Will Need**

- Introduction and Eligibility Requirements
- Competency Standards
- Candidate Instructions
- Endorsement Visit Request Form
- Documenting Competencies
  - *Portfolio* Preparation
  - *Portfolio* Templates and Samples
  - Family Questionnaires
  - Professional Development Goal -Setting
  - *Resource File* Preparation

**What the Advisor Will Need**

All of the above plus:

- Advisor Instructions
- Advisor Observation Instrument (5.1)
- Advisor Summary Form (5.2)

## Candidate Checklist

- Enroll in a Credential Preparation Course
- Read Chapter 5: Advisor Instructions to gain a deeper understanding of who you should request to be your Advisor.
- Request a Network for Youth Success approved Advisor. For a list of approved advisors ask your host agency or go to [www.networkforyouthsuccess.org](http://www.networkforyouthsuccess.org).
- Meet with your Advisor to:
  - Discuss his/her major responsibilities and provide a copy of Chapters 1, 4, and 5 to your Advisor
  - Discuss and schedule observations and follow-up coaching sessions with your Advisor.
  - Discuss Advisor observations as noted on his/her Observation Instrument (Form 5.1), discuss Advisor recommendations regarding program improvement, implement as many recommendations as is possible.
  - Ask your Advisor to review each *Portfolio* entry and request his/her feedback and assistance.
  - Discuss the *Resource File*, getting feedback and assistance from your Advisor.
  - Discuss the Family Questionnaires and how they will be distributed and collected. *Candidates are asked to distribute 25 Family Questionnaires (unless the number of children/families with whom the Candidate works is less than 25.) While the Candidate will make every attempt to encourage high return, you should expect to tally a minimum of 10 Family Questionnaires or 25% of those distributed whichever number is higher.*
- Complete your *Portfolio*, making sure it meets the requirements (as discussed in Chapter 4) and deliver to your Advisor for his/her review.
- Complete your *Resource File*, making sure it meets the requirements (as discussed in Chapter 4) and deliver to your Advisor for his/her review.
- When your Advisor has completed his/her observations and certified that your *Portfolio* and *Resource File* are finished, fill out Form 3.1: Assessment Visit Request Form.
- Prepare to articulate and speak convincingly about your learning and the value, purpose, and process of your school-age work in your interview with the Credential Endorser.
- Ask the Advisor to sign the Assessment Visit Request Form, then mail it with your résumé, the advisor summary, advisor observation tool, your SAC credential prep course application, a copy of your *Portfolio* and the assessment fee of \$1,000.00 to the Credentialing Agency, as indicated on the form.
- Retain your original *Portfolio* and copies of your family questionnaires, SAC preparatory course application, short- and long-term goals, reference letters, résumé, advisor summary, and advisor observation tool for your endorsement visit.
- Notify the Credentialing Agency immediately if there is a change in your email address or telephone number.
- Alert your supervisor when your Assessment Visit will take place, and schedule time and a place free from distraction to meet with the Endorser prior to and following his/her observation.

## The Assessment Visit

### What to Expect from the Endorser

The School-Age Care Credential Endorser is assigned to Candidates on the basis of geography, availability, and lack of potential conflict of interest. They are usually School-Age Care professionals who have been managers or directors. The School-Age Care Credential Endorsers have been specially trained to observe and interview Candidates. Once assigned, the Credential Endorser will:

- Contact you to schedule an appropriate time to visit.
- Respond to your questions about your Assessment Visit.
- Review your *Portfolio* and *Resource File* and ask any questions. Observe and record information about your behavior in relation to the Competency Standards of the 14 skill areas. You are responsible for running a full, typical program when the School-Age Care Credential Endorser visits. You are not expected to stage a “show” or a series of special lessons. The observer should be able to see evidence of competence related to most Skill Areas in your conversation with children and families, activities, routines, use of materials, handling of spontaneous events, and so forth. The Endorser will not get involved in any activities during the observation session.
- Conduct a “clean-up” interview to discuss competency standards s/he may have been unable to observe on the particular day of your Assessment Visit.
- Conduct your assessment interview according to standard procedures, sharing his/her observation notes, recording an overview of your skills and short- and long-term goals for each skill area. The assessment interview generally takes between 1.5-3 hours. This interview is your opportunity to demonstrate and articulate your competency. Being able to convincingly state the value of school-age care for children, families, and the community is a hallmark of a School-Age Care Professional. The purpose of the interview is for the Credential Endorser to assess your ability to articulate what you do, why you do it, and why it matters in the lives of children, families, and the community.

### What to Bring to Your Assessment Visit

- Your completed *Portfolio*, including: autobiography, program description, 3 entries per skill area, short- and long-term goals for each skill area, Family Questionnaires, 2 letters of recommendation from families, résumé
- Your completed *Resource File*
- Your Advisor’s Documentation:
  - Advisor Observation Instrument (copy)
  - Advisor Summary Form (copy)

**Ready for your Assessment?**

The following items must be completed:

<b>Complete and mail to Network for Youth Success</b>	
<b>What needs to be submitted?</b>	<b>How can I submit?</b>
<input type="checkbox"/> Request for visit form, signed by all parties	Email
<input type="checkbox"/> SAC Credential Prep Course Application	Email
<input type="checkbox"/> Résumé	Email
<input type="checkbox"/> 5.1 Advisor's Observation Instrument	Email
<input type="checkbox"/> 5.2 Advisor Summary	Email
<input type="checkbox"/> A copy of your <i>Portfolio</i> with the following items:	Email
• Family Questionnaires	Email
• Short- and Long-Term Goals	Email
• Two letters of Recommendation	Email
<input type="checkbox"/> \$1,000 assessment fee (EIP Voucher or Check made payable to Network for Youth Success)	<b>MUST Mail original to: Network for Youth Success 415 River Street, 2<sup>nd</sup> Floor Troy, NY 12180</b>
<b><u>IMPORTANT</u></b> <ul style="list-style-type: none"> <li>➤ All documents which are emailed must be in a .pdf format.</li> <li>➤ Files should be emailed to <a href="mailto:erin@networkforyouthsuccess.org">erin@networkforyouthsuccess.org</a>.</li> <li>➤ Please email all items at the same time, with the subject heading: SAC Credential Request and your name.</li> </ul>	
<b>Complete and have available on the day of your endorsement visit:</b>	
<input type="checkbox"/> <i>Portfolio</i>	
<input type="checkbox"/> <i>Resource File</i>	

Retain your original *Portfolio* and copies of your family questionnaires, SAC preparatory course application, short- and long-term goals, reference letters, résumé, advisor summary, and advisor observation tool for your endorsement visit.



New York State School-Age Care Credential  
3.1 Request for Visit Form

Submit this form, \$1000 Assessment fee (EIP Voucher or check payable to Network for Youth Success), SAC Credential Prep Course Application, résumé, Copy of *Portfolio* (with reference letters, family questionnaires, short- and long-term goals), Advisor Observation Instrument and Advisor Summary to:  
Network for Youth Success, 415 River Street, 2nd Floor, Troy, NY 12180.

Contact Information	Requirements	Signature Verifying Readiness
Candidate Name:	<ul style="list-style-type: none"> <li>• <i>Resource File</i> and <i>Portfolio</i> including:</li> <li>• Family Questionnaires,</li> <li>• 2 letters of reference,</li> <li>• Short- and long-term goals for 14 skill areas and</li> <li>• Résumé</li> <li>• All entries are dated within 12 months prior to this request for visit</li> </ul>	I verify that I have completed all SAC Credential Requirements as identified in the column to the left and that I am ready to be assessed for the New York State School-Age Care Credential. All work submitted is my own. Date: _____
Home Address:		
Work Address		
Best phone:		
Email address		
<b>All visits take place during the school-year. This form must be postmarked by November 1 to guarantee a visit before the end of the year and by May 1st to guarantee a visit before the end of the school year.</b> My program ends on (date) _____		I verify that the candidate has completed the SAC Credential Preparatory Program. Host Agency: _____
Days and times I am <b>NOT</b> available for the Assessment Visit:		
Advisor Name:	<ul style="list-style-type: none"> <li>• Review and approve Candidate <i>Portfolio</i> and <i>Resource File</i> including all items listed above</li> <li>• 3 Advisor Observations (at least 3 weeks apart) of the Candidate working with the same general group of children to be seen by the Endorser and completed form 5.1 Observation Instrument documenting what I saw</li> <li>• Completed Advisor Summary Form 5.2</li> </ul>	I verify that the candidate and I have fulfilled all SAC Credential requirements as identified in the column to the left and that she/he is ready to be successful during his/her assessment visit.  Signature: _____ Date: _____
Best Address:		
Best Phone:		
Email Address:		
Program Director Name:	Program Phone:	I authorize a visit from the SAC Credential Endorser on a date to be arranged with the candidate and that space will be provided for the endorser prior to and following our program hours. I understand that the Credential process evaluates the competence of the candidate and not our overall program. Signature: _____ Date: _____
Program Address	Program Website:	

## Chapter Four: Documenting Competencies

### Contents Include

- *Portfolio* Preparation
- *Portfolio* Templates and Samples
- New York State School-Age Care Credential *Portfolio* Template
- Sample *Portfolio* Entry
- Family Questionnaires
- Professional Development Goal Setting
- 4.4 Short-and Long-Term Goals Worksheet
- *Resource File*
- *Resource File* Requirements

## ***Portfolio Preparation***

The *Portfolio* is a written document in which you present information about your work in relation to the Competency Standards of the SAC Credential's 14 Skill Areas.

### **The *Portfolio* has a few important purposes:**

- The process of preparing the *Portfolio* helps you evaluate your own work and organize your knowledge and understanding about school-age children.
- The *Portfolio* gives the School-Age Care Credential Endorser information about the Candidate and how s/he works with children.
- Your *Portfolio* also becomes a professional record, useful for job interviews, planning and recording professional growth, and acting as a collection of your knowledge, attitudes, abilities, and skills.

You will demonstrate your work with children and their families when your Advisor and the Credential Endorser observe you on the job. The information you present in your *Portfolio* and how you choose to present what you've learned during your Interview can help the School-Age Care Credential Endorser understand you better personally and professionally.

Your *Portfolio* MUST include the following:

- An autobiographical statement
- A description of your program
- Three journal entries for each of the 14 Skill Areas
- Short-and long-term professional development goals for each of the 14 Skill Areas
- Collected and completed Family Questionnaires
- Two letters of recommendation from families of children in your program that speak to your professionalism.
- An up-to-date résumé

When we speak of children's development, we often say that the process of creating something is just as important as the product they create. This also applies to the process of preparing your *Portfolio*. As you complete this task, you will organize your thoughts about your work, what you know, and what you want to learn. Compiling your *Portfolio* requires you to ask – about specific aspects of your work:

- What you do and when you do it
- How you do it,
- Why it is important to you as a professional
- Why it is appropriate to the developmental level of the children

You will answer these questions in each *Portfolio* entry as you organize your knowledge and understanding of your work in relation to the 14 Skill Areas of the Competency Standards.

You can prepare your *Portfolio* in stages over several weeks or several months. The style and presentation of *Portfolios* are as different as the individuals who compile them. *Portfolios* must meet basic content requirements by addressing the above questions, but they may be prepared in a variety of styles.

- Some include photographs of activities.
- Some provide samples of materials the children have made.
- Some are exclusively written descriptions with no illustrations or samples.

### **How Your *Portfolio* is Evaluated**

Generally, the content of the *Portfolio* is more important than the appearance, grammar, or writing ability. However, the ability to express oneself in writing is yet another hallmark of professionalism. Therefore, the School-Age Care Credential Endorser and Advisor will use the following criteria to evaluate your *Portfolio*.

### **Autobiographical Statement**

- Approximately 300 words in length
- Describes Candidates past, their reasons for working in school-age care
- Few or no spelling, typing, or grammatical errors

### **Program Description**

- Approximately 300 words in length
- Goals and philosophy of program are included
- Description of children including special needs and abilities, ages, languages spoken, cultural backgrounds, etc.
- Description of weekly activity schedule
- Few or no spelling, typing, or grammatical errors

### **Skill Areas**

- Skill areas are clearly divided, in order, and labeled for easy reference
- There are three entries for each skill area clearly labeled, numbered and dated within the same school year as request form was submitted
- Each Skill area entry clearly explains:
  - What was/is done and when specifically it was/is done
  - How it was/is done
  - Why is it important to the candidate as a professional
  - Why is it appropriate to the developmental of school-age children
- Each entry is original, with no duplication between entry and *Resource File* items
- Entries are concise, limited to one page or less
- Entries have few or no spelling or grammatical errors
- Any photos or artwork added to the *Portfolio* is an enhancement and adds to the understanding of the documentation
- Short- and Long-term goals for each of the 14 Skill Areas are included
- Letters of recommendation from 2 families of children in your program are included
- Current résumé is included

## ***Portfolio Tips***

### **Style:**

- Use the template and do not remove the bolded questions. This template can be found at [www.networkforyouthsuccess.org](http://www.networkforyouthsuccess.org).
- Use complete sentences when answering the questions in the template.
- Label each entry with your name, date the entry was written, and what the entry is – (Autobiography, Program Description, Skill Area Entry #1, etc.)
- Use one consistent 12-point font on all entries. Choose a font that is easy to read quickly.
- Use spell-check and grammar-check features in your word processing program. Ask someone to proof-read your work to catch issues that spell-check or grammar-check might miss.
- Make all entries easy to read quickly.
- Separate each skill area with dividers
- Make your *Portfolio*'s style an expression of your professionalism.

### ***Portfolio Journal Entry Content:***

- Choose ONE specific topic to write about – ONE way you meet a selected Competency Standard.
- Label your entry as shown above AND add the numbered Competency Standard statement about which you are documenting your competence at the top of the page.
- Answer the key questions about that ONE specific topic using one or two sentences for each of the following questions:
  - **What you did and When you did it**
  - **How you did it**
  - **Why it was important to you as a professional**
  - **Why it was important to the children's development** (This paragraph demonstrates your knowledge and understanding of child development which is an important element of professionalism.)
  - An **example** of how what you did affected one child or group of children
- Record the Competency Standard and the topic for each entry on the *Portfolio* Entry Outline Form (in this chapter) so that you can avoid repeating any topics.

**Autobiography Template**

Use the topics below as an outline for your Autobiography. Write one or two sentences about each topic, in paragraph style. See the Sample Autobiography on the following page. Note labeling format at the top of the Sample Autobiography page.

My family and how I was raised...

My schooling and educational experience...

My career before working in school-age / afterschool...

What led me to school-age / afterschool...

Where and how I learned how to work effectively with children...

What is most rewarding about my current work...

My future career goals...

## Autobiography Sample

Sally Crosiar  
NYS SAC Credential  
*Portfolio* Autobiography  
May 27, 2009



I grew up on a farm in Illinois, the youngest of four. As the youngest, I got lots of attention – when my siblings were home. Because they were all older, and we lived in the country, I also spent a lot of time entertaining myself.

When I got off the school bus, my mother was usually home. I'd change into play clothes, and then play outside, read, or watch television – unless I was assigned chores.

I went to small grade and high schools and large colleges. My undergraduate degree is home economics and my master's is Health/Fitness Management.

After college I lived in Kansas, Washington, DC, and New York State where I worked as 4-H Agent in Ontario County for 12 years, managing the county 4-H Camp and working with teens.

I have also worked with BOCES, Finger Lakes Community College, and Cornell Cooperative Extension statewide – writing in health, nutrition, and school-age care curricula. For the last 16 years, I have combined part-time work with my own business speaking and writing about a wide variety of health topics. All my work experiences taught me the theory and practice of working with children.

In 1999, I represented Cornell in a partnership with OCFS and NYSSACC to develop the NYS SAC Credential modeled after the US Army's SAC Credential. Working with amazing SAC professionals, I became the principal author and editor of our New York State SAC Credential.

I first taught the SAC Credential Prep Course in 2006, when NYSSACC hired me to develop a Distance Learning course. As of January, 2007, we graduated 1 distance learning class, and offer a semester I class on Tuesdays and a semester II class on Wednesdays. This semester for the first time, I also teach a face-to-face class.

Teaching SAC professionals and helping them gain confidence is very rewarding. Many SAC staff lack confidence and fear formal schooling, so I enjoy helping them recognize their competence and the important service they offer to children and families.

My goal is to see the SAC Credential go national.



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**Program Description Template**

Use the topics below as an outline for your Program Description. Write one or two sentences about each topic, in paragraph style. See the Sample Program Description on the following page. Note labeling format at top of Sample Program Description.

Name of Program

Program Operated by Whom? Who oversees the program's quality?

Program Philosophy – What are you trying to achieve for and with children

Program Goals – philosophy stated in measurable terms

How many children do you serve?

Where do these children live, go to school, etc?

What are the children's cultural and ethnic backgrounds?

What needs do your population of children have? What children have extra-special needs? What are those needs? How do you meet them?

What do you do with the children? Describe a typical day. Describe a typical week.



**Program Description Sample**

John Doe  
NYS SAC Credential  
*Portfolio* Program Description  
May 27, 2009

I work for the ABC Child Care Center in Rochester, New York. ABC is a community based organization funded by the United Way, the Rochester City School District, and the Rochester Area Foundation. Our school-age child care unit is overseen by our Director of Family Services. ABC Child Care is currently in the process of seeking New York State Accreditation for our school-age program.

The ABC Child Care mission is to contribute daily to the physical, emotional, social, and cognitive development of the children we serve in a safe, family-friendly environment. Specific program goals for our School-Age Program include:

Provide a safe and enriching environment for children during after-school and vacation times.

Offer homework assistance for students in grades K-6

Provide daily active play opportunities that combat childhood obesity (as per our grant from the Rochester Area Foundation) including swimming, soccer, dance, yoga, martial arts, and free play

Provide program planning opportunities for children in the School-Age Program through the ABC School-Agers Council

We are licensed to serve 75 children, currently have 68 enrolled, with an average daily attendance of 53.

Our children live primarily in the North Clinton Avenue neighborhood of Rochester. Seventy percent of the children live with their families in public housing, 20% live in privately rented housing, and 10% of our families own their own homes. All of our children attend School #8.

Eighty-five percent of our children are African-American, 10% are Hispanic, and 5% are either of European- or Asian-American descent. Two of our children have been diagnosed with autism and fourteen with ADD or ADHD. In addition to these special needs, virtually all our children exhibit needs associated with poverty.

The children are escorted from school at 3PM daily. We offer a healthy snack and unstructured active play until 3:30. From 3:30 till 4, children can get homework assistance or they can choose from up to five structured active or quiet play choices. Choices are repeated from 4-5. From 5-5:30, children have unstructured quiet time when they can read, play board games, or use manipulatives. At 5:30, we serve dinner which is provided through FoodLink. Children are bussed home at 6PM.

**Portfolio Entry Template**

Use the questions below as an outline for each *Portfolio* entry. Write one or two sentences about each question, in paragraph style. See the Sample *Portfolio* Entry on the following page. Use the following labeling format for each entry.

Name

New York State SAC Credential

*Portfolio* Entry #(1, 2, or 3), Skill Area #

Date Written

Competency Standard (Type in the Numbered Competency Standard Statement. Do not include bulleted indicators.)

**What did you do? When did you do it?**

Examples:

- I held a parent open house on October 1, 2009...
- I set up three new learning centers on November 12, 2009...
- I lead a new game with children every Friday ...
- I observe children... two per week beginning in September and again in May
- I add new prop boxes ... every month...

**How did you do it? Explain the steps and process you used.****Why was doing this important to you as a professional?**

Write your own ideas, philosophy, or rationale for your behavior. Examples:

- I notice that the children are more cooperative when...
- I feel better knowing the children are safe when...
- I care about how parents and school staff perceive the quality of interaction among our children.

**Why was it important to the development of the children in your program?**

Describe how the activity you have chosen to write about relates to the developmental level of the children. Why is this activity appropriate for school-age children in general or for a particular school-age child?

**Give an example about how this activity helped a particular child or group of children develop.**

***Portfolio Entry Sample (Using the Template)***

John Doe

NYS SAC Credential

*Portfolio* Entry 1, Skill Area 1

May 27, 2009

Competency Standard 1-3: has and is continually developing competencies in child development, programming, communication skills, and other topics related to children.

**What did you do? When did you do it?**

I read Extended Notes every month when I receive it in the mail.

**How did you do it? Explain the steps and process you used.**

School-Age Notes is a newsletter that was recommended in my SAC Credential Preparation Course, and I have found it to be very useful in planning for my program so I went to [www.extendednotes.com](http://www.extendednotes.com) and took out a subscription.

**Why was doing this important to you as a professional?**

I find Extended Notes to be a resource that gives me ideas of what to do with children and it enhances the quality of the program. For instance, in the May issue, there was a description of a wonderful science project about magnets that I introduced to the children in my program.

**Why was it important to the development of the children in your program?**

The activity helped to reinforce learning that the 3rd graders were having in school. The hands-on approach of the science experiment allowed children to try several different ways to work with the magnets until they really understood how they work.

**Give examples about how this helped children develop.**

Sherise, a 3rd grade girl who has a slight learning disability, was able to grasp the concept of magnetism and did a special report for her classroom. She was thrilled when her teacher gave her an A on her report.

**Portfolio Journal Entry Outline**

Use the outline form below to record the competency standards and corresponding topics about which you want to write and to help you avoid duplicating topics. Your *Portfolio* should contain 42 different snapshots of how you meet the Competency Standards of the New York State School-Age Care Credential.

<b>Skill Area</b>	<b>Competency Standard</b> Choose standards that are not always observable – or that you do particularly well	<b>Portfolio Entry Topic</b> How I Meet this standard
Skill Area 1 Professionalism	1-____	1
	1-____	2
	1-____	3
Skill Area 2 Child Development	2-____	1
	2-____	2
	2-____	3
Skill Area 3 Safety	3-____	1
	3-____	2
	3-____	3
Skill Area 4 Health	4-____	1
	4-____	2
	4-____	3
Skill Area 5 Self	5-____	1
	5-____	2
	5-____	3
Skill Area 6 Guidance	6-____	1
	6-____	2
	6-____	3
Skill Area 7 Out of School Environments	7-____	1
	7-____	2
	7-____	3

Skill Area	Numbered Competency Standard Choose standards that are not always going to be observable – or that you do particularly well	<i>Portfolio Journal Topic:</i> How I Meet this standard
Skill Area 8 Creative	8-___	1
	8-___	2
	8-___	3
Skill Area 9 Physical	9-___	1
	9-___	2
	9-___	3
Skill Area 10 Cognitive	10-___	1
	10-___	2
	10-___	3
Skill Area 11 Communication	11-___	1
	11-___	2
	11-___	3
Skill Area 12 Social	12-___	1
	12-___	2
	12-___	3
Skill Area 13 Families	13-___	1
	13-___	2
	13-___	3
Skill Area 14 Program Operational Management	14-___	1
	14-___	2
	14-___	3

## Family Questionnaires

Getting feedback from the families you serve is very useful for professionals. Feedback tells you what you're doing well to meet their needs. And it gives you their ideas, suggestions, hopes, and dreams about what might be improved.

In preparation for the Credential, distribute the questionnaire on the following page to as many families as possible. Distribute at least 25 Family Questionnaires (unless the number of children/families with whom you work is less than 25.) **You MUST use the questionnaire provided.**

Make it simple for families to complete and return the questionnaire. Put out a collection envelope near your sign-in/sign-out sheet, remind families, and provide extra copies for people who may lose the first questionnaire you distribute.

**Your *Portfolio* should include at least 10 Family Questionnaires or 25% of the questionnaires you distributed - whichever number is higher.**

## School-Age Care Credential Family Questionnaire

Dear Family,

I am currently pursuing my New York State School-Age Care Credential and I need your feedback to understand how I can serve you and your child (ren) better. Your feedback as well as that of child would be very helpful so that I can better understand what I do well and in what areas I need to improve.

Please take a few moments to respond to the following questions and return the questionnaire to the envelope by our sign-in and out sheet.

Thank you in advance for your time.

Sincerely,

### Questions for the Participating Child

Does your child like coming to the program?

What does s/he like best?

Does your child feel like s/he has a say in how s/he spends time at the program?

What does your child wish s/he could change about the program?

### Questions for Parents / Guardians

How well do I respond to your child as an individual?

How well do I keep you informed about the program schedule, activities, staff changes and decisions?

How well do I keep you informed about how your child is doing in the program?

Do you feel that I am truly interested in your child and yourself and that I am available to discuss your concerns?

Is there anything you would like me to do differently as I work with you or your child?

## Professional Development Goal-Setting

Professional development is an ongoing process that continues long after you have earned your School-Age Care Credential. Developing short- and long-term SMART goals is part of your professional development process and a requirement for earning and maintaining your SAC Credential.

Your Advisor, Credential Preparation Course Instructor, the Credential Endorser, or families might suggest ideas for your professional growth. Combine their thoughts with your own to devise a 3-year plan to add to your knowledge and skills in each of the 14 skill areas of the Credential.

Choose **short-term** goals that you really need to accomplish quickly – or relatively simple goals that you can easily accomplish within a six-month time period.

**Long-term goals** are generally more complex and may require you to seek more training, funding, or resources than you currently have – and may take up to three years to accomplish.

**Effective goals – whether they are short- or long-term in nature – have certain things in common. Craft your goals carefully and state them so they meet the SMART criteria below:**

- **Specific** – say exactly what you’re going to do and how you’ll do it.
- **Measurable** – use precise language, avoiding comparative words like some, more, occasionally, etc. Use numbers, for example to say how many prop boxes you’ll create in a year, and then you’ll be able to measure whether or not you achieved your goal at the end of that year.
- **Achievable** – make your goals realistic and something you will be able to accomplish, regardless of other people or circumstances. When a goal is complex, break it down into bite-sized pieces that will be doable in your busy life. You can – though you are not required to – use a short-term goal to move you closer to achieving a long-term goal.
- **Relevant** – regardless of what you’re Advisor, Instructor, or Endorser want you to do, you won’t be motivated to achieve a goal unless you really want to. So choose goals that you really care about, goals that excite and motivate you.
- **Timely** – a goal without a deadline is really just a wish. For every goal, state when you will complete it, or if it’s something you’ll do periodically, be specific about how many times or how often you’ll do it and when you will begin. For instance, “Create 1 prop box per quarter, beginning September, 2012.”



Stating your goals in SMART language helps you actually achieve more of what you want to achieve. Use the attached goal template to draft your goals, and include a “Short- and Long-Term Goals” section in your *Portfolio*.

Your Advisor will help you refine your goals so that they are specific, focused, measurable, achievable, relevant, and timely. Your assigned School-Age Care Credential Endorser will review your goals as well, and may make suggestions to make them more concrete and more achievable.

The goals that you set now will be the basis for renewing the Credential three years after you earn it. To renew your Credential, you will be required to:

- Provide an update at least 50% of goals (first renewal goals will be from your Credential Endorser Interview; subsequent renewal goals will be from the previous renewal *Portfolio*)
- Provide an update report about any skill areas that received any 'needs more training' votes from Advisor or Credential Endorser
- Create short- and long-term goals for 14 Skill Areas for the next three years
- For more specific instructions on renewal, See Chapter 7

**4.4 Short-and Long-Term Goals Worksheet**

Candidate Name \_\_\_\_\_

Skill Area	What I'll do and How I'll do it	When I'll do it
<b>Professionalism:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term Within 6 months		
Long-Term Within 3 years		
<b>Child Development:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Safety:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Health:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Self:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Guidance:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Out of School Environments:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		
<b>Creative:</b>	Specific, Measurable, Achievable, Relevant, Timely	
Short-Term		
Long-Term		

**4.4 Short-and Long-Term Goals Worksheet, Page 2**

Candidate Name \_\_\_\_\_

Skill Area	What I'll do and How I'll do it	When I'll do it
<b>Physical: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Cognitive: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Communication: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Social: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Families: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Program Operational Management: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Portfolio: Specific, Measurable, Achievable, Relevant, Timely</b>		
Long-Term		
<b>Resource File: Specific, Measurable, Achievable, Relevant, Timely</b>		
Long-Term		

## ***Resource File***

### **Preparation**

The *Resource File* is a collection of materials school-age professionals might use in their work with children and families. Preparing your *Resource File* provides important experience in locating resources and articulating your own philosophy of your work with school-age children. The collection is a working resource—one that should be useful to you as a school-age staff member throughout your career. The information contained in your *Resource File* should serve as reference material on a regular basis.

- Arrange your *Resource File* material in a binder with dividers separating each one.
- Make it professional-looking, manageable in size, and legible.
- Make it easy to add or delete items.
- Remember the *Resource File* is meant to grow as you further your career. For example, while the Credential requirement is to include 2 performing art activities, you will continue to develop many more throughout your career. Your final *Resource File* may represent years of work and be kept in multiple notebooks or boxes.
- Include all the required items. Organize these items by number.
- Make your materials current.
- The information must be collected within 12 months of the date you submit your Endorsement Visit Request Form.
- If regulations, policies, or key personnel change (and these changes affect the accuracy of your *Resource File*) after you complete the *Resource File* but before your Endorsement Visit, update your *Resource File* to reflect this new information.
- Do not duplicate any entries in your *Portfolio*.

You may not, for example, include your handling of head injury procedures as both the *Resource File* and as an entry in your *Portfolio*. You may list items in your *Resource File* which you also refer to in your *Portfolio*. For example, listing 2 nutritional cooking activities as a requirement for the *Resource File* does not prohibit you from creating a *Portfolio* entry explaining how you are competent in the Creative Skill Area because you understand the value of, and provide children with, musical experiences.

- Make sure that everything you include (books, activities, forms, etc.) in the *Resource File* are items that you have used directly with children and families.
- Make sure that these items are appropriate for your school-agers and their families.

**Sources of Information that will be Helpful in Preparing Your *Resource File***

- Your program's policies and procedures. For instance, each child-care program should have procedures covering topics such as child abuse/neglect reporting procedures and procedures to follow when a child is injured. DO NOT include the program's written procedures as your item. DO write a paragraph in your own words on how you would handle a situation using those procedures as a guide.
- Your local Cornell Cooperative Extension Office – for information on children's nutritional needs, programming ideas for school-agers, and information on quality child care.
- Other youth serving agencies. Search the internet, utilize your local community college, and personal referrals to locate agencies that may provide programming assistance, information on children, and/or potential places to refer families who need help with a specific situation.
- Other child care professionals. Ask your program director to help you build a network of other professionals, including regional staff of the New York State Office of Family and Children's Services. <http://ocfs.ny.gov/main/>
- Your Instructor or Professor. As s/he provides coursework, s/he may also help you gather materials related to children's activities.
- Resource Lending Libraries. Public libraries, resources at Child Care Coordinating Councils, and other types of lending libraries are often a great source of information.
- The school district's Special Needs Resource Team - for information concerning children with special needs.
- Your own creativity and resourcefulness. Stretch yourself to find new sources of information, community resources, and activities to engage children.
- [NetworkForYouthSuccess.org](http://NetworkForYouthSuccess.org)
- <https://www.facebook.com/NetworkforYouthSuccess/>

**Resource File Requirements**

	<b>No.</b>	<b>Resource File</b>	<b>Skill Area</b>
<input type="checkbox"/>	1	Obtain a copy of the National AfterSchool Association Code of Ethics. Write a paragraph explaining why this document is important to your work.	1
<input type="checkbox"/>	2	Provide proof you have registered in the Aspire Registry.	1
<input type="checkbox"/>	3	Obtain brochures and membership information from 2 or 3 professional school-age associations and list two benefits of each. <ul style="list-style-type: none"> <li>• Provide proof you are a member of the Network for Youth Success.</li> </ul>	1
<input type="checkbox"/>	4	List 3 ways that you have advocated (educated the public) for your program.	1, 2
<input type="checkbox"/>	5	List the foundation areas of the New York State Afterschool Program Accreditation standards and describe one area in which your program could be improved.	1, 14
<input type="checkbox"/>	6	Provide documentation of how you engage youth in the planning of the program. Examples; meeting and minutes and agendas; notes from a webbing session; brainstorming sessions and/or lesson plans created by children, youth and staff.	2,5
<input type="checkbox"/>	7	Provide 5 lesson plans to include art, science, cultural activities, etc.	2,7, 10
<input type="checkbox"/>	8	Provide 2 performing arts activities, listing all materials and how you expect the children to use them.	2,7, 8
<input type="checkbox"/>	9	Provide 2 literacy activities, listing all materials and how you expect the children to use them.	2,7, 10
<input type="checkbox"/>	10	Describe reporting procedures and policies including where to report it and the telephone number for reporting suspected child abuse and maltreatment.	3
<input type="checkbox"/>	11	Describe appropriate procedures for handling a child who receives a head injury after falling from a playground structure.	3
<input type="checkbox"/>	12	Provide documentation of current Adult/Child/CPR/First-Aid certification. (can be photocopies of cards or a letter from the sponsoring agency that specifically names the candidate as having successfully completed Adult/Child/CPR/First Aid class)	3
<input type="checkbox"/>	13	Provide documentation of training in child abuse and maltreatment taken within the last two years.	3
<input type="checkbox"/>	14	Under what subsection/letter would you find the requirement for an emergency evacuation plan?	3

- |                          |    |  |       |
|--------------------------|----|--|-------|
| <input type="checkbox"/> | 15 | Under what section/letter would you find the required staff/child ratio information?   | 3     |
| <input type="checkbox"/> | 16 | Obtain a copy of New York State regulations appropriate for your modality of care.   | 3, 14 |
| <input type="checkbox"/> | 17 | Design a weekly menu using CACFP guidelines. Include the snack and portion size.   | 4     |
| <input type="checkbox"/> | 18 | Provide 2 nutritional (vegetable or fruit, low fat/low sugar and whole grain) cooking and/or food preparation activities listing all materials and how you expect children to use them.  | 4     |
| <input type="checkbox"/> | 19 | Provide titles, authors, publishers, copyright dates, a brief synopsis, and why you would recommend the book to a child or family: <ul style="list-style-type: none"><li>• Two books suitable for school-age children that deal with separation, divorce, remarriage or blended families</li><li>• Two books that portray cultures that are represented by the children in your program</li><li>• Two books that portray cultures that are different from the predominant cultures of the children in your program</li></ul> | 5, 11 |
| <input type="checkbox"/> | 20 | Obtain an observation tool for recording information about children's behavior. The tool should support appropriate program planning and not emphasize only negative behavior. Provide <u>one blank copy</u> , and include <u>one copy that has observation notes</u> you have taken (keeping the child's identity anonymous.) <ul style="list-style-type: none"><li>• Please describe how you use the observation tool.</li><li>• How do you ensure that every child is observed periodically?</li></ul>                    | 5, 14 |
| <input type="checkbox"/> | 21 | Provide a copy of the program's rules developed with input from the children. Include: <ul style="list-style-type: none"><li>• How the rules were developed.</li><li>• How the rules foster self-discipline.</li></ul>   | 6     |
| <input type="checkbox"/> | 22 | Obtain a copy of your daily schedule including time blocks, activities and age groupings.  | 7     |
| <input type="checkbox"/> | 23 | Develop 2 creative art activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.  | 8     |
| <input type="checkbox"/> | 24 | Develop 2 gross motor skill activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.   | 9     |
| <input type="checkbox"/> | 25 | List 5 ways in which your program helps school-age children develop friendships and increase social skills.  | 12    |

- |                          |    |   |    |
|--------------------------|----|---|----|
| <input type="checkbox"/> | 26 | List 5 potential community partners who could offer enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhances children's development in your program. | 12 |
| <input type="checkbox"/> | 27 | List 3 community partners who have offered enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhanced children's development in your program.          | 12 |
| <input type="checkbox"/> | 28 | List 5 ways you support parents in your program.  | 13 |
| <input type="checkbox"/> | 29 | List other outreach agencies that could provide support for school-age programs, including contact person, telephone numbers and addresses.   | 13 |
| <input type="checkbox"/> | 30 | List 5 activities parents can participate in to help feel a part of the program.  | 13 |
| <input type="checkbox"/> | 31 | Obtain name and contact information of agencies in the community that provide resources for children with disabling conditions.   | 13 |
| <input type="checkbox"/> | 32 | Obtain 5 record-keeping forms from your program. They must include; participant registration form, accident/incident report, bump/bruise report, attendance record including wellness check form and family/children surveys currently being used.  | 14 |
| <input type="checkbox"/> | 33 | Write a concise summary of a recent staff or planning meeting.  | 14 |

\_\_\_ File is well organized and neat.

\_\_\_ Items are numbered for easy reference.

\_\_\_ There is no duplication of items in the *Portfolio*.

\_\_\_ All resource items are appropriate for school-age children and their families.

\_\_\_ Candidate has actually used all or most activities listed in the file. (Interview question)



## Chapter Five: Advisor Instructions

### Contents Include

- Advisor Roles and Responsibilities
- The Observation Process: Purpose, Requirements and Guidelines
- The Observation Instrument:
  - Checking Off Indicators
  - Scoring the Competency
  - Making Notes About What You Saw
  - Reflect on What You Saw
  - Completing Your Observation Instrument
- Coaching Meetings
- Growth Strategies and Goals including 4.4 Short- and Long-Term Goals Worksheet
- The Advisor as Guide in Development of Candidate Documentation (*Portfolio* and *Resource File*)
- The Advisor as Evaluator
- The Advisor as Guide for the Candidate to 3.1 Assessment Visit Request
- The Advisor Checklist
- Advisor Observation Instrument Form 5.1
- Interview Questions
- Advisor Summary Form 5.2

## Preface

You have made a commitment to fulfill a challenging and important role—that of Advisor to a Candidate for the New York State School-Age Care Credential.

In this role, you will:

- Provide guidance to the Candidate as s/he prepares documentation of skills in the *Portfolio* and *Resource File*
- Confirm by signing verification that the Candidate's *Portfolio* and *Resource File* contain all the necessary information
- Observe the Candidate working with children on at least three different occasions, making notes on the Observation Instrument
- Give the Candidate feedback on what you saw during observations, making notes and creating a plan for improvement. a
- Guide the professional growth of the Candidate by suggesting ideas, opportunities, and resources that can help build skills where s/he needs them most
- Document your Observations on the Observation Instrument and summarize the Candidate's competencies on the Advisor Summary Form – all to be completed and turned in with the Candidate's Endorsement Visit Request

*Thank you for joining the team of people who will support the Candidate through his/her Credential process. Your contribution is tremendously important to the professional evaluation of this Candidate and to the future of our school-age children!*

### Advisor Roles and Responsibilities

As an advisor, you serve as a mentor and coach to the candidate. As such, you provide guidance to him / her around the financial aspects of the credential process; perform observations of him/ her in the work setting; provide feedback and recommendations for professional growth; guide him/her in the development of their *Portfolio* and *Resource File*. **Advisors working independently host agencies, must develop a contract with Candidates outlining: responsibilities of both parties, services to be rendered, time frame of services, and cost of services.**

All of these responsibilities require you to document your work with the candidate. In particular, this documentation includes:

- The Advisor Observation Instrument (5.1)
- The Advisor Summary (5.2)
- Written verification that *Portfolio* and *Resource File* are complete on 3.1 Candidate's Assessment Visit Request

### The Advisor as Mentor/Coach

You are responsible to facilitate the Candidate's growth and development as a professional School-Age Care provider. Therefore, it is important that you develop a supportive relationship with the individual—one that encourages mutual trust, respect, and honesty.

Candidates for the New York State School-Age Care Credential must demonstrate their competence in three ways – **observation, documentation, and ability to articulate the value, purpose, and process of their work in school-age care.** The Advisor plays a role in observation and documentation, and can help prepare the Candidate to articulate in his/her interview with the Credential Endorser.

The Credentialing Process is designed to put the Candidate in the leadership role – which may be unlike previous learning experiences s/he has had. Your role is to guide the Candidate in a way that promotes her/his independence. That means helping the Candidate clarify his/her goals, stay focused on those goals, and develop his/her professional development plan.

This may be unlike previous experiences you've had as well. Therefore, you'll want to think carefully about how you structure your interactions with the Candidate. Ask a lot of open-ended questions (usually beginning with "how" or "what" or "Tell me about...") to show that you are interested in the Candidate's growth, but be clear with yourself and the Candidate that his/her goals should guide your relationship.

**Plan to work closely with the Candidate over a period of time—at least four months and often much longer.** This is a great opportunity for you to influence the Candidate's professionalism and to gain a breadth and depth of information about him or her. Use that information to help the Candidate expand his/her competencies.

### Guiding the Candidate through the Financial Aspects of the Credential Process

Host Agencies involved in the Credential process will be able to provide training to Advisors so they may assist the candidate in accessing and applying for financial assistance with course tuition and assessment fees through the Educational Incentive Program (EIP). Advisors may also contact the SUNY Early Childhood Education and Training Program at 1-800-295-9616 or at [www.tsg.suny.edu](http://www.tsg.suny.edu).

**Maintaining Active Status**

**Advisors must complete the advisor renewal process every three years to maintain active status.**

**Probationary Status**

The Credential Agency may place a Credential Advisor on probation for any actions deemed to result in ineffective performance. During this probationary period, the Credential Advisor may continue to take assignments, which will be closely monitored to ensure correction of the problems which necessitated the probationary action. Causes for probation are broad in spectrum and may include, but are not limited to the following:

- carelessness and/or lack of adherence to procedures
- not providing students a written contract with services to be rendered, and time frame to be rendered
- inappropriate and unprofessional behavior during any phase of the process including but not limited to the following:
  - rudeness
  - lateness
  - prejudicial and/or insensitive comments

**Termination**

The Credential Agency may terminate a Credential Advisor for unethical behavior and/or any actions deemed to result in ineffective performance. Causes for termination are broad in spectrum and may include, but are not limited to the following:

- breach of confidentiality
- altering procedures without consulting the Network for Youth Success
- falsifying documents
- not renewing Advisor certificate
- not maintaining Network for Youth Success membership

**The Advisor as Observer****Purpose of Observation**

When you are trying to evaluate a Candidate's competence and help him or her to grow professionally, there is no replacement for being there and seeing for yourself. Your purpose in observing a Candidate in his/her work environment is not unlike a Candidate's purpose in observing a child. You are gathering information about the Candidate – how s/he manages children's health and safety, how s/he interacts with children and parents, how s/he guides the learning and well-being of children, and so forth.

Observation is not "judging." In fact, the first step in observation is simply to describe (D) what you see. Later, you and the Candidate will meet for a coaching session so that together you can interpret (I) what you have seen. That interpretation will lead to evaluation (E) and a plan for the Candidate's growth.

## Observation Requirements

The New York State School-Age Care Credential Process requires you to **observe the Candidate on at least three separate visits (for about two hours each)** and complete the 5.1 Advisor Observation Instrument.

At least three weeks must lapse between each of your three observations. Advisors should observe the Candidate at least once in the first semester of the Candidate's Credential Prep Course and at least twice in the second semester. If the Candidate is not ready for assessment within the same program year following their course completion, Advisors should observe the Candidate at least one additional time prior to assessment so the Advisor sees the Candidate working with the same general group of children the Endorser will see.

It's important to remember that the simple fact of your presence as an Observer can change what happens in a given day. You can't expect to see everything in one visit. Children might be particularly well-behaved on the day that you visit, and therefore you might not see the Candidate exercising any guidance or discipline. Children may be exploring a science project on the day that you visit, and therefore you may not see the Candidate engaging them in a creative or dramatic arts project. On any given day, you won't be able to observe the Candidate fulfilling every competence that the New York State School-Age Care Credential expects of him/her.

That's why the Credentialing Process also includes documentation and articulation as methods of evaluating a Candidate's competence. That's also why the Advisor observes the Candidate's work with children on three separate occasions, and why the Credentialing process also includes an observation by the Endorser - because different people will often see different things.

Time your observations so that you have adequate opportunity to see the Candidate in action, reflect on what you saw, and give him/her practical feedback that suggests growth strategies. Space your observations at least three weeks apart so that s/he has time to act on your feedback before you go back to observe again.

**In addition to three observations of the Candidate's work, the Advisor MUST schedule regular coaching meetings with the Candidate. In these meetings the Advisor shares what s/he has observed, helps the Candidate reflect on the purpose behind his/her observed behavior, and helps the Candidate identify, plan, and implement specific actions that can improve and enhance the school-age care experience for the Candidate as well as the children and families served.**

In addition to providing a process for the Advisor to coach the Candidate, the Advisor's Observation Instrument (Form 5.1) is a key document that is used in the Candidate's Assessment. The Credential Endorser observes the Candidate only on one day, and can't gather as much information about his/her competence as the Advisor can. Therefore the Credential Endorser relies on the Advisor's Observation Instrument for the following purposes:

- To gain understanding about competency areas that the Credential Endorser did not happen to see on a given day
- To gain understanding about the Candidate's growth from the first time that the Advisor observes through the final Advisor Observation

Therefore, the Advisor is required to:

- Make note of the date on which s/he observed each time,
- Use different colored ink to make notes each time s/he observes so that the School-Age Care Credential Endorser can track the Candidate's growth,
- Make substantial notes that describe what s/he has seen in each skill area,
- Following the final observation, complete the Advisor Summary (Form 5.2), indicating your assessment of the Candidate's strengths, suggested short- and long-term goals for the Candidate's growth and whether you believe the Candidate is competent in that skill area or needs more training.

The Credential Endorser will review your Observation Instrument carefully, looking for notes that tell him or her more about the Candidate's competency than s/he is able to observe on the given day s/he visits. The Credential Endorser will take your votes and suggested goals into consideration, asking the Candidate for more information when your votes might differ from his/her perceptions.

There is no set formula for how many skill areas a Candidate must receive competent ratings. Rather the Credential Endorser will look at each skill area and then at the Candidate's overall performance, documentation, and ability to articulate the value, process, and purpose of his/her work.

### **Observation Guidelines**

- Become familiar with the program and its setting for 10-15 minutes before beginning to observe the Candidate.
- Blend into the woodwork. Without being discourteous or disrespectful to children or staff, resist the temptation to interact with them, interrupt, or ask questions.
- Listen and watch as the Candidate goes about his/her work with children, and displays abilities in the 14 Skill Areas.
- Listen and watch children's experiences that reflect on the Candidate's competence.
- Note your questions on the Observation Instrument.
- Move around inconspicuously to observe various aspects of the program and the Candidate's work.
- Keep your focus on the Candidate rather than on any other staff members.

### Preparing to Observe

Become familiar with 5.1 Advisor Observation Instrument. It will help you focus your attention on competencies required by the New York State School-Age Care Credential Process. This instrument is designed to help you make the most of your observation time by reminding you of things to look for. The instrument follows the New York State School-Age Care Competency Standards, listing Skill Areas, Competencies, and Indicators in the same order as in the Competency Standards. You should be familiar with the Competency Standards so that you see the reason behind some of the competencies and/or indicators – reasons that may not be clear from the 5.1 Advisor Observation Instrument. Understanding the reasons and intent of the Competency Standards will help you focus and understand what you're looking for.

You may want to focus on only three or four Skill Areas each time you visit so that you can look especially for indicators of competence in those areas. However, be ready to observe other indicators too. It would be a shame to miss the Candidate doing something wonderful in the Guidance Skill Area just because you planned to observe the Cognitive Skill Area that day.

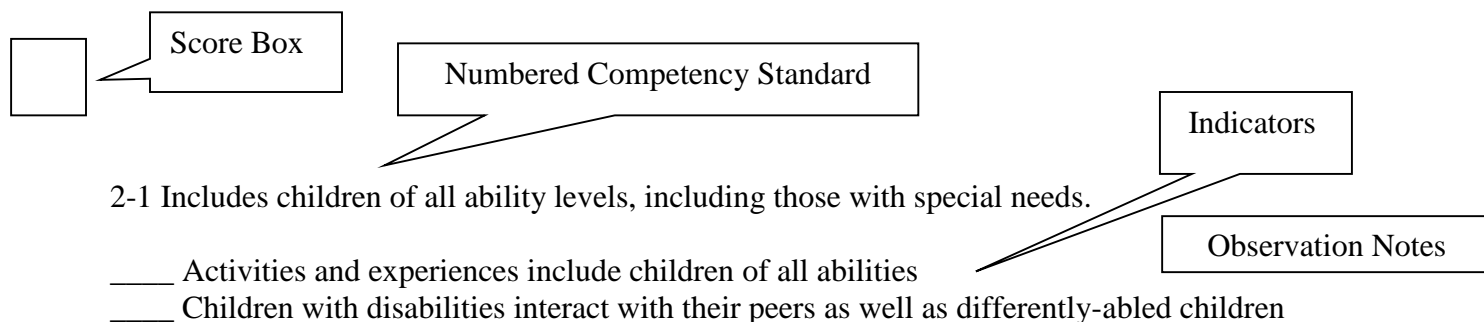
Please be sure that at least one observation is made with the same children that the Candidate will be working with when s/he is observed by the Credential Endorser. This consistency will give the Credential Endorser the same frame of reference when s/he reads your Observation notes.

### Using the Observation Instrument

It is clearly easier to observe some competencies than others. Some will happen right in front of your eyes as the Candidate demonstrates her abilities. Other competencies require you to look more deeply – at trends, processes, how staff and children interact, and so forth – and make inferences regarding what you see.

Each Skill Area has a brief description and numbered competencies followed by indicators which help define each competency.

For example,



## Checking Off Indicators

Check off the indicators as you observe – when they are relevant. You need not check off all the indicator statements. **Make notes about what you see and about what you do not see.**

Usually, if you check off all the indicators listed, you will score the competency as a 3, but not always! Just because you have observed an indicator, does not mean that you have observed the Candidate taking that action repeatedly or consistently. In those cases, you might rate the competency as a 1 or a 2.

## Scoring the Competency

Each competency is scored using the following scale.

**1 = Rarely.** While observing, you saw the Candidate do this infrequently, or take inappropriate action.

**2 = Sometimes.** You saw some evidence of this action.

**3 = Mostly.** You saw the Candidate repeatedly demonstrating the behavior described.

**I = Needs follow-up** documentation or interview discussion. You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate’s lack of competence in that area. Therefore, you may rate a competency with an “I” to remind yourself that you need more information. You can look for that information in the Candidate’s Documentation and/or discuss it in coaching meetings with the Candidate. **You must add notes and rate the standard.**

**DNA =** From what you are able to observe, this competency **does not apply to the Candidate’s situation.** You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you’ll want to ask the Candidate to explain or document (*Portfolio* or *Resource File*) how it applies and how s/he demonstrates that competency in his/her work.

## Making Notes About What You Saw

Use the space provided on 5.1 Advisor Observation Instrument to **take notes that explain your reasons for giving a particular score.** Feel free to use additional paper to document what you observed.

- **Record the date and time** on the Instrument each time you observe.
- Use different colored ink on each observation so that you, the School-Age Care Credential Endorser, and the Candidate will be able to track what happened when and to notice growth between visits.
- Note brief examples of what the Candidate did – or did not do.
- Use quotes to remember what the Candidate said.
- Note why it seems that an indicator or a competency does not apply (DNA).
- Note if a competency seems as though it may be beyond the Candidate’s control (for example, the availability of storage space.)
- Note improvement since your previous observation.



Your notes will help guide you as you meet with and coach the Candidate, and they will help the Credential Endorser to get a full and accurate picture of the Candidate's competence. The Credential Review Panel also looks at the notes of the Advisor – on the 5.1 Advisor Observation Instrument and 5.2 Advisor Summary – to verify the recommendations of the Credential Endorser. Advisor notes are very important in the Assessment Process!

There is space to make additional comments following each functional area. Use that space to identify anything else you observed related to the Candidate's competence in that area, but which may not be already described in one of the area's competency statements.

### **Reflect on What You Saw**

Use the following three questions to gather your thoughts so that you can give constructive feedback to the Candidate.

- What did you like about what you saw the Candidate doing? How did s/he demonstrate competence? What indicators of competence did you see?
- What might the Candidate do better? What indicators of competence were not observable on the day that you were there?
- What help might the Candidate need in order to develop greater demonstrable competence?

Use your notes from your observation and your reflection about what you observed to plan your Coaching Meetings.

### **Completing Your Observation and the Observation Instrument**

By the time you complete your observation, you should:

- \_\_\_ Have written a score (1, 2, 3, I, or DNA) by each numbered competency.
- \_\_\_ Have checked off most of the indicators
- \_\_\_ Have made notes to help you remember your rationale for a particular score, and to offer more in depth information for the Candidate and the Endorser.
- \_\_\_ Make a list of competencies that require further discussion/documentation when you meet with the Candidate.

**Coaching Meetings: Giving Effective and Constructive Feedback About What You Saw**

Feedback affirms what the Candidate does well and offers guidance about how the Candidate can become more competent. Giving effective feedback – the kind that a Candidate can really hear and learn from – requires skill.

Being evaluated is rarely comfortable for a Candidate. And it probably wouldn't be for you either. S/he may fear that you'll negatively criticize, that you won't understand the context in which you observed his/her actions, or that you'll gloss over challenges and not offer helpful ideas. Depending on what you say and how you say it, a Candidate may become discouraged, defensive, and unable to accept your guidance.

What can you do to make your feedback really useful to a Candidate? Use the same kinds of questions listed above. Draw out the Candidate's evaluation of his/her own performance before you share your observations. Most people are aware of what they do well and where they need to grow although they often find it difficult to express. Learning to express their strengths and challenges will be useful throughout the Credentialing Process and in their careers. Therefore, ask them these questions:

- What did you like about your performance on the day I observed? What indicators of competence do you think you demonstrated?
- If you had that day to live over again, what might you do differently? How might you have drawn on additional competencies to help you be more effective? What would you like to try that might stretch your current abilities, and which would increase your program's abilities to meet children's needs?
- What do you want to work on before I come back to observe again? How can I help you be successful in meeting your goals?

Listen carefully as the Candidate replies to each of these questions. When s/he mentions something you also noted, take the opportunity to affirm that you had the same perception. Agreement – even when it might be about disagreeable things – builds relationships. When the Candidate feels that you have fully listened to his/her responses, then s/he will be far more ready to listen to what you have to say.

You do have an obligation to help Candidates meet the standards of the New York State School-Age Care Credential. (The 5.1 Advisor Observation Instrument reflects these standards. Refer to 2 Competency Standards to better understand the context of the standards and indicators of competence. ) You are also obligated to help the Candidate increase his/her level of competence. Therefore, every observation feedback should result in concrete growth strategies and goals.

**Growth Strategies and Goals**

The philosophy of the New York State School-Age Care Credential is that professional growth be a goal for all school-age providers – before, during, and after the Credential Process – whether the Credential is awarded or not. Therefore, you have an obligation to help the Candidate develop appropriate growth strategies - even if s/he already demonstrates a high level of competence.

One element of completing the Credential Process is for the Candidate to develop at least two growth strategies (short- and long-term goals) in each Skill Area. Your role as Advisor is to help the Candidate draft his/her goals before s/he meets with the Credential Endorser. Because you will have spent more time with the Candidate than the Credential Endorser, s/he will look at your notes to confirm that the short- and long-term goals identified by the Candidate are appropriate.

A goal is a statement about what the Candidate will do, why and how s/he will do it, and when s/he will do it. Short-term goals should be accomplished within six months. Long-term goals should be accomplished within the three years prior to a Candidate's School-Age Care Credential Renewal Process. Goals should focus on new behavior rather than on continuing something the Candidate is already doing. Even if what s/he is already doing is terrific, encourage the Candidate to find new ways to stretch, grow, and continually improve his/her practice.

Effective goals say what one wants to do, how one will do it, and when it will be done. The following are examples of effective goals – ones that truly help the Candidate improve her/his performance.

Develop language skills program by having children tape-record their own stories each Thursday in April, 2010.

Create a writing center for children to write skits and act them out by gathering materials, posting “What if?” questions to start them thinking, and having them plan a presentation for their families at our Halloween Family Dinner, October, 2011.

The following examples are far less effective goals. Although the intent is positive, the goal does not answer how, why, or when the Candidate will address this topic.

Encourage children to routinely verbalize their thoughts and feelings.  
Introduce more active play games.

To turn such “wish-statements” into goals, ask questions: How will you do this? At the end of six months (or three years), how will you know that you have done this? When will you start this behavior? How often will you do this? Offer examples that help the Candidate see how to respond to your questions. Make your suggestions concrete and specific. Point to references a Candidate might use to fulfill his/her growth goal.

Engage the Candidate in brainstorming about new and/or different ways to apply his/her existing skills and knowledge, and develop additional competence to better meet the needs of school-age children and their families. Consider activities, materials, techniques, routines, professional conferences, home-study references, and the like – and help the Candidate focus on growth strategies and goals that will help him/her develop the competencies s/he most needs.

Candidates are required to come to their Assessment Visit with a draft of their short- and long-term goals attached to their *Portfolios*. **See pages 72 and 73 for more information on SMART goals.**

**4.4 Short-and Long-Term Goals Worksheet**

Candidate Name \_\_\_\_\_

Skill Area	What I'll do and How I'll do it	When I'll do it
<b>Professionalism: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term Within 6 months		
Long-Term Within 3 years		
<b>Child Development: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Safety: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Health: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Self: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Guidance: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Out of School Environments: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Creative: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		

**4.4 Short-and Long-Term Goals Worksheet, Page 2**

Candidate Name \_\_\_\_\_

Skill Area	What I'll do and How I'll do it	When I'll do it
<b>Physical: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Cognitive: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Communication: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Social: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Families: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Program Operational Management: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Portfolio: Specific, Measurable, Achievable, Relevant, Timely</b>		
Long-Term		
<b>Resource File: Specific, Measurable, Achievable, Relevant, Timely</b>		
Long-Term		

**The Advisor as Guide in Candidate Documentation: *Portfolio* and *Resource File***

The Candidate documents competencies in his/her *Portfolio* and *Resource File*. See Documenting Competencies Instructions for more information about what both documents must contain.

Preparing the *Portfolio* and *Resource File* is a challenging task. Candidates need guidance about entry topics, how to prepare entries so that they meet the standards that are required, and how to schedule their work so that they can complete all the necessary entries.

In some cases the Candidates will attend a Credential Preparation Course which will provide some guidance about preparing their documentation. Independent Study Candidates rely on the Advisor alone to provide that guidance.

Regardless of how the Candidate prepares for the Credential, it is the Advisor's responsibility to carefully review the final documents and to sign the Candidate's Endorsement Visit Request.

**The Advisor's signature indicates that the *Portfolio* and *Resource File* are complete and contain the required information.**

The Advisor should therefore review several of the first entries that the Candidate writes so you can be sure s/he is on the right track before s/he invests huge quantities of time. Ask the Candidate to show their entries to you periodically so that you can provide useful feedback and guidance throughout his/her process of documenting their competencies.

Use the same feedback process as for their observations, and offer suggestions that will help them clarify what they do, when they do it, how they do it, and why it is important to them as professionals, and to the development of the children in each Skill Area. The *Portfolio* must be the Candidate's original work and should reflect his/her individual style while still containing all the required content.

The Candidate will present the *Portfolio* and *Resource File* to the Credential Endorser when s/he visits. However, the Credential Endorser has limited time to do a detailed review of the Candidate's documentation at his/her visit. Therefore, s/he will count on your more complete knowledge of these materials.

If your Candidate has aspirations to apply for college credit on the basis of his/her written documentation, then you should pay special attention to how the *Portfolio* is written. Encourage the Candidate to use spell and grammar checkers, to proof-read his/her entries, and to use correct language that reflects college-level writing.

**The Advisor as Evaluator**

The Advisor is responsible for writing a Summary of the Candidate's Competence that is attached to the Candidate's *Portfolio*. This Advisor Summary Form 5.2 should refer to observations and coaching meetings that the Advisor has conducted with the Candidate and should offer concrete examples that indicate that the Candidate is a competent school-age care professional.

**The Advisor as Guide for the Candidate to submit 3.1 Assessment Visit Request**

Before the Candidate is eligible to submit 3.1 Assessment Visit Request to the Credentialing Agency, s/he must verify that the following tasks have been completed:

- The Candidate has created a résumé
- The Candidate has completed his/her documentation
  - *Portfolio*; including 2 letters of recommendation, family questionnaires, short- and long-term goals
  - *Resource File*
- The Advisor has completed all three observations, made a copy of the Advisor Tool and Summary, and given the originals to the candidate
- The Candidate has retained their original *Portfolio* and copies of the family questionnaires, SAC preparatory course application, short- and long-term goals, reference letters, résumé, advisor summary, and advisor observation tool for the endorsement visit.

On completion of all these tasks, the Advisor must sign 3.1 Assessment Visit Request before the Candidate submits it.

This form is not a statement of the Candidate's competence; your signature indicates only that you have completed your responsibilities, and that the Candidate is ready for his/her Assessment Visit.

Please counsel a Candidate who is not ready for an Assessment Visit to postpone the request.

S/he may not be ready if:

- his/her documentation is not yet complete,
- if you have not yet completed your tasks, or
- if significant improvement in skills is needed.

There may be instances when a Candidate is satisfied with her/his performance and chooses to proceed even after you have counseled for postponement. Alert the Candidate that if the Credential Endorser chooses not to recommend that the Credential be awarded, s/he can apply again at a later time or appeal the process. However, unless the appeal is granted, s/he will be responsible to pay the Endorsement fee again.

When the Credentialing Agency receives the Assessment Visit Request, a Credential Endorser will be assigned. The Endorser reviews Candidate documentation, conducts an observation and interviews the Candidate.

*Thank you for your work to improve the quality of school-age care in New York State!  
We hope your participation will be a rewarding experience. If you are concerned or unsure about any aspect of your responsibilities, please contact your local Host Agency or New York State Network for Youth Success at 518.694.0660 or via the web at [www.networkforyouthsuccess.org](http://www.networkforyouthsuccess.org).*

### Advisor Checklist

- Read Advisor Instructions and all the Candidate's materials carefully.
- **Schedule three observations with the Candidate** – one within the first semester of the Candidate's Credential Prep Course and two within the second. Each observation must be at least three weeks apart and should include the same general group of children that the SAC Credential Endorser will see at the time of the Candidate's Assessment – even if that means you go back for an additional observation. Record your observations on 5.1 Advisor Observation Instrument.
- After your final observation, **complete the Advisor Summary Form 5.2**, noting the Candidate's current strengths, suggested goals for the Candidate's professional development, and your votes ("Competent" or "Needs More Training") for each Skill Area.
- **Schedule coaching meetings** with the Candidate to offer constructive feedback, including growth strategies, after each observation.
- Guide the Candidate in preparation of his/her *Portfolio* and *Resource File*.
- **Carefully review all Candidate documentation** for completion and assess whether you believe the Candidate is ready to be successful in his/her assessment before signing off on Form 3.1 Assessment Visit Request.
- Attach your completed, dated, 5.1 Advisor Observation Instrument and 5.2 Advisor Summary Form to the Candidate's *Portfolio*.

### Candidate Materials

- Introduction and Eligibility Requirements
- Competency Standards
- Candidate Instructions
- Endorsement Visit Request Form
- Documenting Competencies
  - *Portfolio* Preparation
  - *Portfolio* Templates and Samples
  - Family Questionnaires
  - Professional Development Goal –Setting
  - Résumé
  - *Resource File* Preparation

### Advisor Materials

All of the above plus,

- Advisor Instructions
- Advisor Observation Instrument
- 5.2 Advisor Summary Form



### 5.1 Advisor Observation Instrument

<b>Candidate's Name:</b>		
<b>Observer's Name (Advisor):</b>		
<b>Date of Observation 1:</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Date of Observation 2</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Date of Observation 3:</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Additional Observation:</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Additional Observation:</b>	<b>Start Time:</b>	<b>End Time:</b>

#### Reminders:

- Dates must be within program year and at least three weeks apart.  
At least three observations must be completed. (recommended 2 hours)
- Please use different colored ink to make notes during each observation which will allow the Credential Endorser and the Credential Review Panel to reconstruct what happened each time you observed and will indicate growth between observation visits.
- Each competency must be rated, and must have notes.
- **Bolded indicators must have notes.** (The Endorser will be referencing Advisor Tool.)

## Observation Instructions

Study the Observation Instructions section of this manual before making your initial observation and review the Instructions before making subsequent observations.

### Using the Observation Instrument

As you observe, check off the indicators that you see. When you have seen enough to assess how well the Candidate meets the numbered competency standard, write a score in the box next to the competency number.

The diagram illustrates the layout of the observation instrument. On the left is a small square labeled "Scoring Box". To its right is a large oval labeled "Numbered Competency Standard". Below the standard is a list of three indicators, each preceded by a blank line for a score. To the right of the indicators is a rectangular box labeled "Observation Notes". A speech bubble labeled "Indicators" points to the list of indicators.

2-2 Includes children of all ability levels, including those with special needs.

\_\_\_ Activities and experiences include children of all abilities

\_\_\_ Children with disabilities interact with their peers as well as differently-abled children

\_\_\_ Children with exceptional abilities are challenged.

Observation Notes

Indicators

### Scoring the Competency

Each competency is scored using the following scale.

**1 = Rarely.** While observing, you saw the Candidate do this infrequently, or take inappropriate action.

**2 = Sometimes.** You saw some evidence of this action.

**3 = Mostly.** You saw the Candidate repeatedly demonstrating the behavior described.

**I = Needs follow-up** documentation or interview discussion. You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate’s lack of competence in that area. Therefore, you may rate a competency with an “I” to remind yourself that you need more information. You can look for that information in the Candidate’s Documentation and/or discuss it in coaching meetings with the Candidate. **Follow up notes and a score MUST be written in.**

**DNA =** From what you are able to observe, this competency **does not apply to the Candidate’s situation.** You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you’ll want to ask the Candidate to explain or document (*Portfolio* or *Resource File*) how it applies and how s/he demonstrates that competency in his/her work.

**Skill Area 1: Professionalism**

Afterschool professionals working with school-age children and their families make decisions based on knowledge of child and youth development, appropriate school-age activities and family life, and demonstrate a commitment towards quality programs for school-age children. The afterschool professional continues to set new goals and take advantage of training or educational experiences that will help her/him to grow more competent.

## Competencies and Indicators

## Observation Notes

☐ 1-1 Demonstrates knowledge of regulations that apply to school-age care by:

\_\_\_ Speaking convincingly about the purposes of SAC regulations and ASW Program Standards for safe and high quality care.

☐ 1-2 Views self as professional in current work with children, families and other professionals

\_\_\_ Dresses in an appropriate manner

\_\_\_ **Arrives on time; is dependable and reliable**

\_\_\_ Speaks of work in positive terms

\_\_\_ Maintains a work environment that is conducive to professional practice

☐ 1-3 Has and is continually developing competencies in child development, programming, communication skills, and other topics related to children by:

\_\_\_ **Regularly attending conferences, workshops, and other professional development opportunities, and has an ongoing, active training plan**

\_\_\_ **Reading professional journals, magazines, newsletters, etc. like to increase knowledge of current findings, best practices, and trends in afterschool**

\_\_\_ **Meeting and talking with colleagues and the supervisor to provide input on program issues**

\_\_\_ Using the strengths of other team members and valuing their input on overall program issues

**Skill Area 2: Child Development**

Candidate demonstrates an understanding of child development ages, stages, and the range of development that may occur within a given age or stage, as well as an ability to apply this understanding in developing program, environment, and activities that meet children's needs.

Observation Notes

- ☐ 2-2 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively.
- \_\_\_ Helps younger children to feel safe and secure
  - \_\_\_ Helps older children develop their own sense of identity through greater independence and choice, planning activities for themselves, etc.
- ☐ 2-3 Plans, organizes, and provides programming that meets the developmental needs of children.
- \_\_\_ Plans and adapts a wide range of activities that children of various ages can enjoy and find challenging but not frustrating
  - \_\_\_ Environment is organized so children of different ages, sizes, and abilities can feel comfortable
  - \_\_\_ Program materials and equipment are appropriate (in size, appeal, and cognitive ability) for the developmental stages of children using them
  - \_\_\_ Changing aspects of the program to address individual cultures, interests, needs, and abilities
- ☐ 2-4 Includes children of all ability levels, including those with special needs.
- \_\_\_ Activities and experiences include children of all abilities
  - \_\_\_ Children with disabilities interact with their peers as well as differently-abled children
  - \_\_\_ **Children with exceptional abilities are challenged**

**Skill Area 3: Safety**

Candidate provides a safe environment to prevent and reduce injuries.

Observation Notes
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- ☐ 3-1 Follows New York State safety regulations as well as program policies and procedures designed to keep children safe.
- \_\_\_ New York State License to operate is clearly posted
- ☐ 3-2 Actively works to prevent injuries and harm to children.
- \_\_\_ No unsafe materials or equipment in sight
- \_\_\_ There are clear traffic paths and exits
- \_\_\_ Designated separate areas for quiet and active play
- \_\_\_ Candidate supervises and interacts with children
- \_\_\_ Children are visible to staff at all times
- \_\_\_ Sign-in and sign-out attendance procedures are used
- \_\_\_ Maintaining agency awareness of how each child arrives and leaves the program (i.e. bus, walking, auto) and safe means for their transport to ensure child safety
- \_\_\_ Developmentally appropriate supplies and equipment are available
- \_\_\_ Rules about using materials or equipment safely are posted, stated, and reinforced
- \_\_\_ Appropriate child-adult ratios and group sizes are maintained
- \_\_\_ Candidate intervenes immediately when children are involved in unsafe play
- \_\_\_ Rules and procedures for sports and games are explained before play begins
- \_\_\_ Candidate models and reinforces safety rules with children

☐

3-3 Prepares to act quickly if an accident or injury should occur.

Observation Notes

\_\_\_ There is an accessible landline telephone in working order

\_\_\_ First-aid and safety supplies are maintained

\_\_\_ Emergency phone numbers for children's police, fire, ambulance,  
Child Abuse and poison control are posted next to the telephone

\_\_\_ Using an effective means of communication between and among staff  
(i.e. intercom, monitors, walkie-talkies, etc.) who are supervising children in  
different areas of the program such as indoor and outdoor areas

\_\_\_ Developing Plans of Action to respond to unusual emergencies related to weather,  
terrorist attacks, etc; training and practicing such plans to ensure that staff and children  
are prepared to respond if necessary

☐

3-4 Responds quickly and calmly in event of an emergency, including:

\_\_\_ **Following specific procedures when there is an accident or emergency**

\_\_\_ **Responding quickly and calmly to children in distress**

\_\_\_ **Recording injuries, accidents, and illnesses on a form to share with families and  
program supervisor**

**Skill Area 4: Health**

Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Observation Notes
-------------------

☐ 4-1 Follows New York State Child Care regulations that address health, sanitation and food handling practices.

\_\_\_ Candidate uses safe and healthy practices regarding universal precautions, disinfecting equipment and surfaces, and safe food handling practices

☐ 4-2 Models and teaches habits that promote good health and nutrition.

\_\_\_ Candidate does not use tobacco, alcohol, and other drugs, soft drinks, or excessive candy while with children

\_\_\_ Candidate maintains a positive, relaxed atmosphere to reduce tension and stress

\_\_\_ Candidate washes hands with soap and running water at the beginning of each day, before and after administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors

\_\_\_ Candidate helps children learn healthy ways to recognize, relieve, and cope with stress

☐ 4-3 Maintains and makes accessible supplies that help children practice healthy habits:

\_\_\_ Tissues, paper towels, and soap are all available within children's reach

\_\_\_ Children washes hands often and always before and after food preparation or eating, after messy or outdoor activities, and after toileting and/or blowing nose

\_\_\_ Children are encouraged to drink lots of water, especially when active or weather is hot

☐ 4-5 Maintains a high standard of cleanliness and sanitation practices.

\_\_\_ The facility has adequate ventilation and lighting, comfortable room temperature, and good sanitation

\_\_\_ **Surfaces, toys, and fabrics are cleaned and disinfected per the health care plan**

☐ 4-6 Is prepared to deal with medical emergencies or illness as demonstrated by:

Observation Notes

\_\_\_ Medical records are accessible for children in case of medical emergencies

\_\_\_ **Children with signs of illness are checked and treated appropriately to prevent spread of infection and comfort sick children**

\_\_\_ Uses universal precautions to prevent spread of disease

☐ 4-7 Provides healthful, nutritious and pleasant snack and food experiences for children.

\_\_\_ Surfaces are cleaned and disinfected before using for food preparation or eating area

\_\_\_ Children are allowed to assist in the preparation of meals and snacks when appropriate

\_\_\_ Self-service snacks are available so children can determine when, what, and how much to eat

\_\_\_ Meals are served in a relaxed “family-style” atmosphere

\_\_\_ Children are encouraged to try new foods

\_\_\_ Provides nutritious cooking and/or food preparation experiences

\_\_\_ Snacks (and meals) meet the CACFP guidelines

☐ 4-9 Provides resources on health and hygiene, such as magazines, books, pamphlets, and visiting health professionals.

\_\_\_ Health resources are available to children and parents



**Skill Area 5: Self**

Candidate provides physical and emotional security for each school-age child and helps each school-age child to know, accept, take pride in himself or herself and develop a sense of independence.

Observation Notes

☐ 5-1 Respects the individuality of children.☐ Children are shown that they are appreciated, valued, and enjoyed☐ Encourages children to show appreciation to adults and other children in the program☐ Children regularly get individual attention☐ **Children are given choice regarding program development**☐ Child can choose not to participate in an activity☐ 5-2 Helps children identify, plan, and pursue their own interests and talents.☐ Activities and materials reflect children's interests☐ A wide variety of activities that do not limit children's options because of individual differences is available☐ 5-3 Helps children learn about and appreciate a variety of cultures and ethnic groups, including their own.☐ Staff make no biased remarks☐ Children make no biased remarks and/or are corrected when they do☐ Artwork, books, visual depictions show a variety of cultures and ethnic groups☐ Actively promotes cultural awareness through reading, foods, celebrations, arts, etc. beyond a basic curriculum☐ 5-4 Provides opportunities for children to experience success and then encourages them to see and acknowledge their own progress and successes.☐ Candidate uses genuine praise and recognition to acknowledge children's efforts and accomplishments☐ Candidate uses gentle, physical or nonverbal contact - a hug, a touch, a smile to let children know they are cared for

- ☐ 5-5 Encourages children to solve their own problems, intervening only when it seems they can't find a solution or when someone might get hurt.

Observation Notes

\_\_\_ Candidate responds respectfully to children

\_\_\_ Candidate listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice

- ☐ 5-6 Involves children in activities that help children learn positive social values.

\_\_\_ Children demonstrate responsibility as they participate in program's daily operations

\_\_\_ Children use their growing independence in safe and age-appropriate ways

\_\_\_ There are competitive sports and games [as well as cooperative games] that help children learn to value fairness, cooperation, and personal growth

\_\_\_ Children have opportunities to practice leadership skills

**Skill Area 6: Guidance**

Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors.

Observation Notes
-------------------

☐ 6-1 Creates an environment of respect where it is not acceptable to hurt anyone.

\_\_\_ Candidate speaks respectfully to children and other adults and requires children to do the same

\_\_\_ Creates a sense of community through positive communication with children and adults

☐ 6-2 Guides children's behavior in positive manner.

\_\_\_ Candidate relies on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods

\_\_\_ Candidate redirects children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym)

\_\_\_ Candidate has reasonable expectations of behavior based on ages and abilities of the children

\_\_\_ Children's misbehavior is discussed in private conversations

\_\_\_ Candidate offers assistance to children who may be exhibiting negative behaviors.

\_\_\_ There are creative outlets for children to express strong feelings

☐ 6-3 Uses positive problem solving and problem prevention methods.

\_\_\_ Children experience the natural and logical consequences of their behavior (when safe and appropriate to do so)

\_\_\_ Candidate listens to and accepts children's angry feelings while helping them understand the consequences of expressing those feelings inappropriately

\_\_\_ Candidate talks to children about their day at school, their friends, their concerns, and their feelings

☐ 6-4 Follows a daily schedule that allows children freedom within structure.

\_\_\_ Schedule is posted and reflects current practice

☐

6-5 Helps children develop and practice positive conflict management skills by:

Observation Notes

\_\_\_ **Introducing peer mediation skills to children**

☐

6-6 Communicates discipline policies clearly.

\_\_\_ Children understand disciplinary consequences

\_\_\_ Candidate knows and follows New York State regulations regarding discipline policies

**Skill Area 7: Out-of-School Time Environments**

Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

Observation Notes
-------------------

☐ 7-1 Separates learning centers so that simultaneous activities of different natures can take place.

\_\_\_ There are a variety of well-equipped, inviting, and responsive interest areas

\_\_\_ Interest areas rotate to reflect changing skills and interests

\_\_\_ There is a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)

\_\_\_ Furniture, tape, or floor covering defines interest area boundaries

\_\_\_ Quiet and noisy activities are separate and children do not get in one another's way

\_\_\_ Older children are encouraged to create spaces designated for their use only, when appropriate

☐ 7-2 Provides space in which children can enjoy quiet and privacy.

\_\_\_ There is a quiet area with adequate lighting where children can do homework

\_\_\_ There are appropriate materials (dictionaries, writing supplies, pencil sharpener, etc.) for homework assistance

\_\_\_ There are comfortable indoor and outdoor areas where children can enjoy alone time

\_\_\_ There are areas that are soft and comfortable for children to sit or lie down

☐ 7-3 Provides space for children to engage in active play.

\_\_\_ Children have opportunities to use indoor and outdoor areas for large muscle play

\_\_\_ The environment has been adapted, if necessary, to make it appropriate for children with special needs

## Observation Notes

☐

7-4 Provides materials which engage children's interests.

\_\_\_ Materials reflect diversity and show no bias

\_\_\_ There is a variety of open-ended materials children can use in different ways

\_\_\_ **Materials are provided to build on interests children develop outside the program**

☐

7-5 Establishes schedules and routines that give children freedom within structure.

\_\_\_ Candidate plays different roles; for example, leader, observer, listener, facilitator, adult friend and participant

\_\_\_ Transitions are managed so children do not have to wait with nothing to do

\_\_\_ Candidate observes, talks with, listens to, and surveys children to determine their interests

\_\_\_ Children meet their personal needs on individual schedules

☐

7-6 Has a systematic storage plan and area.

\_\_\_ Materials that are used together are stored together

\_\_\_ Materials are displayed on labeled shelves/tables so children can choose what they want to do and return items when finished using them

\_\_\_ Portable items such as baskets and carts are used to arrange materials in shared space

\_\_\_ Children are involved in setting up and dismantling the environment in shared space and when appropriate

\_\_\_ There is sufficient space for children to safely store their belongings and long-term projects or works in progress

**Skill Area 8: Creative**

Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.

☐

8-1 Models and offers enthusiastic leadership for creative thinking and projects.

Observation Notes
-------------------

\_\_\_ Candidate solves problems

\_\_\_ Children are encouraged to take risks, learn from their mistakes, and try again

\_\_\_ Candidate interacts positively so that children feel valued for their uniqueness

\_\_\_ Children are encouraged to express their ideas and feelings

\_\_\_ Candidate helps children try out many new experiences in a spirit of discovery and curiosity

☐

8-2 Creates an environment that encourages children's creativity.

\_\_\_ Children's creative work is displayed

\_\_\_ Candidate negotiates for such space if program area is in a school or otherwise shared with another agency

☐

8-4 Introduces new, creative processes, ideas, and activities to children.

\_\_\_ Activities include sensory experiences

\_\_\_ Children's dramatic play is extended

\_\_\_ Prop boxes are introduced

\_\_\_ There are a variety of cultural activities that introduce children to the arts, such as drama, dance, music, literature, film, painting, drawing, and sculpture

\_\_\_ Activities encourage more creativity than coloring books, prepackaged craft projects, and dittos

## Observation Notes

☐

8-5 Encourages children to develop their creative abilities.

\_\_\_ Candidate helps children understand that it takes hard work and practice to develop their talents

\_\_\_ Candidate helps children develop specific skills they can use in their creative work



**Skill Area 9: Physical**

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.

Observation Notes
-------------------

☐ 9-1 Provides a variety of materials, equipment, and activities.

- ☐ Children can explore on their own with follow-up from staff
- ☐ All children are allowed to develop and maintain physical fitness
- ☐ Children engage in relaxing activities (artwork, puzzles, Legos or blocks)
- ☐ Encourage active play at least thirty minutes of a child's recommended sixty minutes per day

☐ 9-2 Provides space and time for children to engage in active play every day.

- ☐ There is adequate space for safe active play
- ☐ Children are encouraged to be active, even if space is limited
- ☐ Minimal screen time for children daily

☐ 9-3 Provides leadership and enthusiasm that encourages children's physical activity.

- ☐ Candidate facilitates and interacts during physical activities
- ☐ Games and activities encourage physical development and cooperation
- ☐ Candidate encourages children when they are learning new skills and provides assistance upon request
- ☐ Candidate suggests ways children can coordinate movement of their large and small muscles
- ☐ Candidate helps children develop an awareness of rhythm so they can coordinate their movements
- ☐ **Candidate encourages children to make up and organize their own games**

☐ 9-4 Provides developmentally appropriate activities.

- ☐ Children learn real-life skills
- ☐ Children have opportunities to explore materials on their own

**Skill Area 10: Cognitive**

Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of school-age children.

Observation Notes
-------------------

☐ 10-1 Creates an environment where learning means fun.

\_\_\_ Children appear to enjoy activities in a wide variety of topical areas including reading, writing, the arts, and science

\_\_\_ Some activities engage children in a process

\_\_\_ Some activities encourage children to develop a product

\_\_\_ Children have opportunities to experience, do, and explore

☐ 10-2 Encourages children to be in charge of their own learning.

\_\_\_ Children have space and time to develop and carry out their plans

\_\_\_ **Project-based learning is incorporated into the curriculum**

\_\_\_ Candidate solicits, accepts, and respects children's ideas, suggestions, and solutions

\_\_\_ Uses creative thinking skills in planning and problem solving skills

☐ 10-3 Encourages children to develop their inter- and intra-personal intelligences (knowing themselves and others).

\_\_\_ Children make decisions and solve problems on their own, without adult assistance

\_\_\_ Children have plenty of time to talk to each other and to the staff

☐ 10-4 Taps into older children's desire to explore adult skills to make and produce things.

\_\_\_ Children have hands-on experiences, to learn by doing. For example, sculpture, woodworking, cooking, photography, dance, drama, etc.

☐ 10-5 Helps children develop their language skills.

\_\_\_ A wide range of books and magazines that reflect children's diverse interests are available

\_\_\_ Candidate talks to and questions children about what they are observing and learning

- ☐ 10-6 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

Observation Notes
-------------------

- \_\_\_ The schedule offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills
- \_\_\_ Children are encouraged to do homework and exercise academic self-discipline as part of, but not the only element of the daily routine
- \_\_\_ Candidate responds to children's requests for assistance

- ☐ 10-7 Helps children develop curiosity about science and the natural world.

- \_\_\_ There are materials that help children learn to classify, sequence, and understand cause and effect
- \_\_\_ Children have opportunities to explore natural science and the outdoor environment

- ☐ 10-8 Exposes children to experiences involving new information, ideas, and concepts.

- \_\_\_ Candidate uses own special skills and talents to share with children
- \_\_\_ Identifying shared interests and helping children explore them

**Skill Area 11: Communication**

Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Observation Notes

☐

11-1 Models positive communication skills in interactions with other staff members and parents as well as with children.

\_\_\_ Candidate listens attentively to what children have to say and shows respect for their ideas

\_\_\_ Candidate serves as a model for standard use of language

\_\_\_ Candidate uses the different languages spoken by children and their families as a sign of respect and to enrich the program's language environment, when appropriate

☐

11-2 Provides materials that encourage language development activities.

\_\_\_ There are props, costumes, and other materials that encourage dramatic play, making up skits and puppetry

\_\_\_ There is multimedia equipment available to record storytelling, skits, music, and other creations

\_\_\_ Children are encouraged to read and write for pleasure, not because they must complete assigned work

☐

11-3 Builds opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking.

\_\_\_ Centers and supplies/materials are appropriately labeled

\_\_\_ Candidate uses group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions

\_\_\_ There are places where children can work, play, and talk in small groups

\_\_\_ Children participate in enrichment activities that use or explore communication skills, for example, publishing a newspaper, planting a garden, discussing favorite books, or learning about television production

\_\_\_ Candidate helps children find the words to express their ideas and feelings

☐ 11-4 Asks open-ended questions to encourage children to think and express their ideas.

\_\_\_ Candidate is alert to children's nonverbal cues (for example, body language, dramatic play, drawings, stories) and uses the cues to ask questions about their ideas and feelings

☐ 11-6 Introduces more complex communication skills such as assertiveness, conflict resolution, and refusal skills as children develop and demonstrate a grasp of more basic skills.

\_\_\_ Candidate helps children express their feelings and discuss problems verbally rather than use aggression to solve a problem

**Skill Area 12: Social Positive Classroom Community**

Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults, and teaches skills that will prepare children to protect themselves from issues such as violence, exploitation, use of alcohol, tobacco and other drugs, premature sexual experiences, and bullying.

Observation Notes

☐

12-1 Models positive ways to interact with other people of all ages.

\_\_\_ Candidate models acceptable ways to express feelings

☐

12-2 Employs observation skills to understand the social needs of each child.

\_\_\_ Candidate observes and listens to learn how each child relates to others in the program

\_\_\_ Candidate assists children who have difficulty being accepted by their peers

☐

12-3 Helps children develop and practice the skills to get along with others (cooperate, share, compromise, empathize).

\_\_\_ Candidate shows that s/he accepts children's feelings while also helping them learn to control their actions

☐

12-4 Helps children develop and practice conflict management/problem solving skills.

\_\_\_ Children are taught positive methods to resolve conflicts

\_\_\_ Includes discussions about ways to avoid and prevent violence. Examples; Anti-bullying and Character Development

☐

12-5 Builds a sense of community among children and staff.

\_\_\_ Children participate in multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor

\_\_\_ Children are encouraged to help each other

\_\_\_ Children enjoy each others company separate from adults

\_\_\_ **Bullying situations are addressed immediately**

\_\_\_ **Children are allowed to express themselves without fear of social repercussions, acceptance is taught**



12-6 Helps children feel part of the larger community.

\_\_\_ **Children have opportunities to be involved in the community**

**Skill Area 13: Families**

Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, and supports the school-age child's relationships with his/her family.

Observation Notes

☐ 13-1 Demonstrates understanding that it is important to establish a relationship with children's parents/families as they are the primary caretaker of their child and the most important individual in a child's life.

\_\_\_ Candidate calls family members by name

\_\_\_ Family members talk easily with Candidate

☐ 13-2 Develops a system of regular communication with parents and families.

\_\_\_ A variety of communication strategies are used to inform parents and families about the program

\_\_\_ Candidate recognizes that parental/family involvement is not restricted to formal meetings, but happens at every point of interaction

\_\_\_ Candidate shares interesting, positive information about each child's day

\_\_\_ Candidate gives families information about their child's routines; for example, that the child didn't eat a snack

\_\_\_ **Asking parents and families for information about their children's interests and activities**



**Skill Area 14: Operational Program Management**

Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.

Observation Notes
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☐ 14-2 Works with staff to ensure program excellence.

\_\_\_ **Discusses observation records with colleagues when planning for individuals and groups**

\_\_\_ **Appreciates and uses strengths of other team members**

☐ 14-3 Develops a responsive high-quality program.

\_\_\_ **Changes aspects of the program to address individual cultures, interests, needs, and abilities**

\_\_\_ **Coordinates with appropriate resources (school personnel, building managers and partners)**

☐ 14-4 Demonstrates understanding of program policies.

\_\_\_ **States program policies and procedures and/or knows where to find them**

\_\_\_ **Follows program's systems for accurate and timely record-keeping**

\_\_\_ **Answers parents' and families' questions about program policies and procedures; refers to supervisor when appropriate**

☐ 14-5 Manages business operations.

\_\_\_ **Completes management tasks according to a schedule when applicable**

\_\_\_ **Develops a contract with parents/families so that responsibility of the program and of the parents/families is clearly defined**

## ***Portfolio Evaluation***

The *Portfolio* is a written document in which a Candidate presents information about her/his work in relation to the seven Competency Goals and all fourteen Skill Areas as described in the New York State School-Age Care Competency Standards.

<b>NOTES</b>
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### **Autobiographical Statement**

- Approximately 300 words in length
- Describes Candidates past, their reasons for working in school-age care
- Few or no spelling or grammatical errors

### **Program Description**

- Approximately 300 words in length
- Goals and philosophy of program are included.
- Description of children including special needs and abilities, ages, languages spoken, cultural backgrounds, etc.
- Description of weekly activity schedule
- Few or no spelling or grammatical errors

### **Skill Areas**

- Skill areas are clearly divided, in order, and labeled for easy reference
- There are **three entries for each skill area** clearly labeled, numbered and dated within the same school year as request form was submitted
- Each Skill area entry clearly explains:
  - What specifically was/is done and when
  - How it was/is done
  - Why is it important to the candidate as a professional
  - Why is it appropriate to the developmental level of school-age children
  - An example of how it affected a child or group of children
- Each entry is original, with no duplication between entry and *Resource File* items
- Entries are concise, limited to one page or less
- Entries have few or no spelling or grammatical errors
- Any photos or artwork added to the *Portfolio* is an enhancement and adds to the understanding of the documentation

**Resource File Evaluation**

	<b>No.</b>	<b>Resource File</b>	<b>Skill Area</b>
<input type="checkbox"/>	1	Obtain a copy of the National AfterSchool Association Code of Ethics. Write a paragraph explaining why this document is important to your work.	1
<input type="checkbox"/>	2	Provide proof you have registered in the Aspire Registry.	1
<input type="checkbox"/>	3	Obtain brochures and membership information from 2 or 3 professional school-age associations and list two benefits of each. <ul style="list-style-type: none"> <li>• Provide proof you are a member of the Network for Youth Success.</li> </ul>	1
<input type="checkbox"/>	4	List 3 ways that you have advocated (educated the public) for your program.	1, 2
<input type="checkbox"/>	5	List the foundation areas of the New York State Afterschool Program Accreditation standards and describe one area in which your program could be improved.	1, 14
<input type="checkbox"/>	6	Provide documentation of how you engage youth in the planning of the program. Examples; meeting and minutes and agendas; notes from a webbing session; brainstorming sessions and/or lesson plans created by children, youth and staff.	2,5
<input type="checkbox"/>	7	Provide 5 lesson plans to include art, science, cultural activities, etc.	2,7, 10
<input type="checkbox"/>	8	Provide 2 performing arts activities, listing all materials and how you expect the children to use them.	2,7, 8
<input type="checkbox"/>	9	Provide 2 literacy activities, listing all materials and how you expect the children to use them.	2,7, 10
<input type="checkbox"/>	10	Describe reporting procedures and policies including where to report it and the telephone number for reporting suspected child abuse and maltreatment.	3
<input type="checkbox"/>	11	Describe appropriate procedures for handling a child who receives a head injury after falling from a playground structure.	3
<input type="checkbox"/>	12	Provide documentation of current Adult/Child/CPR/First-Aid certification. (can be photocopies of cards or a letter from the sponsoring agency that specifically names the candidate as having successfully completed Adult/Child/CPR/First Aid class)	3
<input type="checkbox"/>	13	Provide documentation of training in child abuse and maltreatment taken within the last two years.	3
<input type="checkbox"/>	14	Under what subsection/letter would you find the requirement for an emergency evacuation plan?	3

- 
- |                          |    |  |       |
|--------------------------|----|--|-------|
| <input type="checkbox"/> | 15 | Under what section/letter would you find the required staff/child ratio information?   | 3     |
| <input type="checkbox"/> | 16 | Obtain a copy of New York State regulations appropriate for your modality of care.   | 3, 14 |
| <input type="checkbox"/> | 17 | Design a weekly menu using CACFP guidelines. Include the snack and portion size.   | 4     |
| <input type="checkbox"/> | 18 | Provide 2 nutritional (vegetable or fruit, low fat/low sugar and whole grain) cooking and/or food preparation activities listing all materials and how you expect children to use them.  | 4     |
| <input type="checkbox"/> | 19 | Provide titles, authors, publishers, copyright dates, a brief synopsis, and why you would recommend the book to a child or family: <ul style="list-style-type: none"><li>• Two books suitable for school-age children that deal with separation, divorce, remarriage or blended families</li><li>• Two books that portray cultures that are represented by the children in your program</li><li>• Two books that portray cultures that are different from the predominant cultures of the children in your program</li></ul> | 5, 11 |
| <input type="checkbox"/> | 20 | Obtain an observation tool for recording information about children's behavior. The tool should support appropriate program planning and not emphasize only negative behavior. Provide <u>one blank copy</u> , and include <u>one copy that has observation notes</u> you have taken (keeping the child's identity anonymous.) <ul style="list-style-type: none"><li>• Please describe how you use the observation tool.</li><li>• How do you ensure that every child is observed periodically?</li></ul>                    | 5, 14 |
| <input type="checkbox"/> | 21 | Provide a copy of the program's rules developed with input from the children. Include: <ul style="list-style-type: none"><li>• How the rules were developed.</li><li>• How the rules foster self-discipline.</li></ul>   | 6     |
| <input type="checkbox"/> | 22 | Obtain a copy of your daily schedule including time blocks, activities and age groupings.  | 7     |
| <input type="checkbox"/> | 23 | Develop 2 creative art activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.  | 8     |
| <input type="checkbox"/> | 24 | Develop 2 gross motor skill activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.   | 9     |
| <input type="checkbox"/> | 25 | List 5 ways in which your program helps school-age children develop friendships and increase social skills.  | 12    |

- |                          |    |   |    |
|--------------------------|----|---|----|
| <input type="checkbox"/> | 26 | List 5 potential community partners who could offer enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhances children's development in your program. | 12 |
| <input type="checkbox"/> | 27 | List 3 community partners who have offered enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhanced children's development in your program.          | 12 |
| <input type="checkbox"/> | 28 | List 5 ways you support parents in your program.  | 13 |
| <input type="checkbox"/> | 29 | List other outreach agencies that could provide support for school-age programs, including contact person, telephone numbers and addresses.   | 13 |
| <input type="checkbox"/> | 30 | List 5 activities parents can participate in to help feel a part of the program.  | 13 |
| <input type="checkbox"/> | 31 | Obtain name and contact information of agencies in the community that provide resources for children with disabling conditions.   | 13 |
| <input type="checkbox"/> | 32 | Obtain 5 record-keeping forms from your program. They must include; participant registration form, accident/incident report, bump/bruise report, attendance record including wellness check form and family/children surveys currently being used.  | 14 |
| <input type="checkbox"/> | 33 | Write a concise summary of a recent staff or planning meeting.  | 14 |

\_\_\_ File is well organized and neat.

\_\_\_ Items are numbered for easy reference.

\_\_\_ There is no duplication of items in the *Portfolio*.

\_\_\_ All resource items are appropriate for school-age children and their families.

\_\_\_ Candidate has actually used all or most activities listed in the file. (Interview question)

---

## **Potential Interview Questions**

### **Skill Area 1: Professionalism**

Please describe how you demonstrate professionalism in your work.

How is your work of value – to children, families, and the community?

### **Skill Area 3: Safety**

Do you take children on field trips? If so, what practices do you employ to keep children safe while on a field trip?

### **Skill Area 7: Out of School Environments**

How do you advocate for positive spaces for children?

### **Skill Area 12: Social**

How are children taught to positively resolve conflicts?

### **Skill Area 13: Families**

How do you serve as a resource to families?

### **Skill Area 14: Operational Management**

How do you engage children, parents, and families in developing your program?

How would you describe a responsive, high quality program?

How are program policies demonstrated in daily program?

What else would you like to add that speaks to the value, purpose, and process of your work?

**5.2 Advisor Summary**

Candidate: \_\_\_\_\_

Skill Area	Candidate Strengths	Candidate Growth Needs	Advisor Assessment
1. Professionalism			Competent ____ Needs More Training ____
2. Child Development			Competent ____ Needs More Training ____
3. Safety			Competent ____ Needs More Training ____
4. Health			Competent ____ Needs More Training ____
5. Self			Competent ____ Needs More Training ____
6. Guidance			Competent ____ Needs More Training ____
7. Out of School Environments			Competent ____ Needs More Training ____
8. Creative			Competent ____ Needs More Training ____

9. Physical			Competent __ Needs More Training __
10. Cognitive			Competent __ Needs More Training __
11. Communication			Competent __ Needs More Training __
12. Social			Competent __ Needs More Training __
13. Families			Competent __ Needs More Training __
14. Program Operation			Competent __ Needs More Training __
Portfolio			Competent __ Needs More Training __
Resource File			Competent __ Needs More Training __



## Chapter Six: Credential Endorser Instructions

### Contents Include

- Role of the School-Age Care Credential Endorser
- Endorsement Assignments
- Scheduling the Assessment Visit
- What the Candidate Needs to Know and What You Need to Know from the Candidate
- What the Candidate and Program Staff Should Expect from the Endorser
- Preparing for an Assessment Visit
- Arriving at the Observation Site
- The Observation and Interview
- Administrative Reporting Requirements
- Performance Evaluation
- Assessment Visit Problems and How to Prevent Them
- 6.01 Assessment Visit Confirmation Letter
- 6.1 Credential Endorser Observation Instrument
- 6.2 Assessment Procedure Verification
- 6.3 Competency Standards for School-Age Care Professionals-at-a-Glance
- 6.4 Candidate Profile
- 6.5 Candidate Feedback to Credentialing Agency
- 6.6 Endorser Feedback to Credentialing Agency
- 6.7 Appeals Process
- 6.8 Renewal Process-at-a-Glance
- 6.9 School-Age Care Credential Endorser Checklist

## Preface

Thank you for agreeing to be a School-Age Care Credential Endorser for the New York State School-Age Care Credential Program. As a Credential Endorser, you have been recognized by your peers for having expertise in the field of school-age child care. The Credential Endorser plays an integral part in the credentialing process, ensuring consistency and quality control.

The New York State School-Age Care Credential helps school-age care staff develop competence and professionalism. Successful candidates will possess the knowledge and skills necessary to enhance the quality of care in their program.

The Credential Program is administered by New York State Network for Youth Success and was developed in partnership with the New York State Office of Children and Family Services and Cornell University. As the administrator of the Credential, New York State Network for Youth Success trains Credential Endorsers to conduct Assessment Visits to verify Candidates' competence.

Credential Endorsers act as representatives of the Credentialing Agency. Credential Endorsers maintain the reliability, validity and credibility of the system. Reliability means consistency. For the New York State School-Age Care Credentialing Process, reliability means that every assessment follows the same process to ensure that every Candidate will be treated fairly and that when a New York State School-Age Credential is awarded, it has integrity and meaning.

Validity means that the New York State School-Age Care Credential is well grounded upon evidence of competence. Evidence is a combination of the Candidate's documentation, observation of the Candidate's work, and the Candidate's ability to articulate the value, purpose, and process of his/her work.

The credibility of the New York State School-Age Care Credentialing Process and the School-Age Care Credential itself depends on reliable and valid decisions – and on how the Credential is perceived in the field. Credential Endorsers play a part in portraying a credible image by acting in a sensitive, ethical, and professional manner.

**Thank you for sharing our commitment quality school-age / afterschool programs!**

**Role of the School-Age Care Credential Endorser**

The role of the Credential Endorser is to act as the official agent of the Credentialing Agency, verifying that a Candidate has met all the requirements to be awarded the Credential.

**Credential Endorser Eligibility Requirements**

- Education related to child development: Bachelor's degree or Associates degree with experience or successful completion of the New York State School-Age Care
- New York State SAC Credentialed Professional, preferred
- Experience working with school-age children; in a school-age care program
- Experience supervising staff working with school-age children
- Experience working with diverse populations
- Strong written, oral, and interpersonal skills
- Membership in the New York State Network for Youth Success
- Knowledge of School-Age Care Credential Competency Standards, credentialing process, New York State OFCS School-Age Child Care Regulations and Network for Youth Success Program Accreditation Standards (knowledge prior to training desirable)
- New York State School-Age Advisor Training, preferred
- New York State Training and Technical Assistance Professional Credential (School-Age), preferred
- Participation at regularly scheduled New York State School-Age Care Credential Endorser Updates
- Excellent professional references
- Renewal of Endorser Certificate every three years

**Credential Endorser Responsibilities**

- Serve as the representative of the Credentialing Agency
- Review Candidate documentation (*Portfolio, Resource File*)
- Observe the Candidate for a minimum of three hours or duration of program
- Interview the Candidate following the Observation
  - to learn more about competencies that may not have been demonstrated on a given day
  - to provide an opportunity for the Candidate to articulate the value, purpose, and process of his/her work
  - complete the Candidate Profile, including a Three-Year Professional Development Plan
- Follow standard statewide procedures during Assessment Visits
- Verify that all procedures have been followed and submit completed documentation to the Credentialing Agency
- Respect the confidentiality of all information acquired during participation in Assessment Visits
- Maintain a commitment to ongoing training. The Credential Endorser must keep abreast of the field at large and the specific policies of the Credentialing Agency as they change over time. Participation at regularly scheduled SAC Credential Endorser Updates is mandatory.
- **Make 2-5 visits per year as scheduled and assigned**
- Notify the Credentialing Agency within 3 business days when assigned – either to alert them to a scheduled Endorsement Visit or to notify them that the Endorser was unable to schedule the Endorsement Visit and another Endorser should be assigned.

- **Call the Network for Youth Success should you have any questions or should any adjustment in procedures need to be made.**

Credential Endorsers have the challenging role of carrying out all of the requirements of the Credentialing Process – and be a supportive colleague to the Candidate. To successfully fulfill this dual role Credential Endorsers need a thorough understanding of school-age care, NYS OCFS SAC Regulations, the Credentialing Process, and knowledge of oneself and others.

### **Endorser Materials**

The following materials are specifically for the use of the School-Age Care Credential Endorser:

- 6 New York State School-Age Care Credential Endorser Instructions and Observation Instructions
- 6.1 School-Age Care Credential Endorser Observation Instrument
- 6.2 Assessment Procedures Form
- 6.3 Assessment Candidate Profile
- 6.4 Candidate Feedback Form
- 6.5 School-Age Care Credential Endorser Feedback Form
- 6.6 Appeals Process and Renewal-at-a-Glance
- 6.7 Assessment Checklist

In addition to the above, the Credential Endorser should be familiar with all the other materials in the New Credential Manual, including:

- Intro and Eligibility
- Competency Standards
- Candidate Instructions
- Documenting Competencies
- Advisor Instructions and related materials

Questions should be addressed at Credential Endorser Training, or by contacting New York State Network for Youth Success @ 518.694.0660 or [www.networkforyouthsuccess.org](http://www.networkforyouthsuccess.org).

### **Endorsement Assignments**

#### **Availability**

Credential Endorsers are asked to make themselves available for two to five Assessment Visits per program year, depending on the demand from Candidates.

When assigning a Credential Endorser to make an Assessment Visit, the Credentialing Agency attempts to balance competing issues of travel time and potential conflict of interest. Ideally, the Credential Endorser will have no prior knowledge of either the Candidate or the program s/he works for. Therefore Credential Endorsers should plan to travel outside their immediate area.

**Accepting and Scheduling an Assignment**

The Network for Youth Success will contact the Credential Endorsers by e-mail with the name, location, and contact information for the Candidate, plus the time frame in which the assessment visit should take place.

Credential Endorsers should contact the Candidate to schedule the assessment visit – and let the Credentialing Agency know the date of the visit – **within three days of receiving the assignment.**

**Assessment Visit Schedule**

Most Assessment Visits will take place between the hours of 1:30PM and 8PM. This is an approximate schedule and may vary depending on the program's schedule and Candidate availability.

- |         |   |
|---------|---|
| 1:30 PM | Credential Endorser arrives and meets with the candidate <ul style="list-style-type: none"><li>• Reviews <i>Resource File</i></li><li>• Asks any questions pertaining to the <i>Portfolio</i> and <i>Resource File</i></li></ul>  |
| 2:30 PM | Credential Endorser begins observing Candidate's work with children (or as children arrive for the day's program)   |
| 5:00 PM | Credential Endorser and Candidate meet for "Clean-Up" Interview (or when children are leaving and other staff are able to supervise and maintain adult/child ratios with remaining children) <ul style="list-style-type: none"><li>• Discuss competency standards not observed on that given day</li></ul>                        |
| 5:30 PM | Credential Endorser and Candidate meet for Assessment Interview <ul style="list-style-type: none"><li>• Candidate articulates value, purpose, and process of his/her work in each Skill Area</li><li>• Credential Endorser and Candidate complete Candidate Profile, including Three-Year Professional Development Plan</li></ul> |
| 8:00 PM | Assessment Visit concludes  |

**Free From Conflict of Interest**

A reliable, valid, and credible Credentialing Process depends on the Credential Endorser's objectivity and independent perspective. The Credentialing Agency relies on Credential Endorsers to determine and notify us if you are capable of being objective in assessing a given candidate, or if you may have a conflict of interest.

**Conflicts of interest arise and jeopardize the Credentialing Process when the Credential Endorser:**

- is related to the Candidate or other team members;
- is now or recently has been the employer or employee of the Candidate or other team members;
- is responsible in any way for the funding, licensing, or supervision of the center in which the Candidate's assessment will take place;

- is now or recently has had primary responsibility for the professional growth of the Candidate;
- has been in the same Credential Preparation Course or work program as the Candidate; or
- is employed in the same program where the Candidate works.

When in doubt about a potential conflict of interest, a School-Age Care Credential Endorser must contact the Credentialing Agency who will determine if the issue warrants assigning another School-Age Care Credential Endorser, or will waive a minor conflict issue. It is not considered a conflict of interest when School-Age Care Credential Endorsers and Candidates work for the same state-wide agency as long as they do not work in geographic proximity and they do not have prior knowledge of one another.

### **Waivers for Special Circumstances**

Each element of the Credentialing Process has been established for a reason, and therefore should be followed carefully. However, some special circumstances may exist that will require adaptation of one or more elements of the process. When such circumstances exist, it is the Candidate's responsibility to apply to the Credentialing Agency for a waiver.

Waivers must be approved before the Credential Endorser makes his/her Assessment Visit, and therefore the Credential Endorser will know about the waiver when the visit is assigned.

### **Credentialing Agency Support During an Assignment**

Under normal circumstances, a Credential Endorser will have all the information s/he needs to successfully conduct an Assessment Visit. However, there are certain questions or problems that might require guidance from the Credentialing Agency. These are a few common problems.

- Did not receive Assessment Visit materials
- Candidate not ready for assessment
- Uncertainty about conflict of interest
- Waiver of regulations for special conditions
- Problems with the observation, interview, or documentation

**When an Endorser is confronted with any of these problems or something else unexpected, s/he MUST contact the Credentialing Agency for guidance.**

## Scheduling the Assessment Visit

Once the Credential Endorser has been assigned to make an Assessment Visit, s/he is responsible for contacting the Candidate to schedule the visit. From the initial contact through the close of the Assessment Visit, the Credential Endorser acts as an ambassador of the Credentialing Agency and the entire Credential Process, playing two important roles:

- Creating positive relationships and image of the School-Age Care Profession
- Verifying that the Candidate has completed all the requirements of the Credential

When the Candidate applies for an Assessment Visit, s/he provides names, day and evening phone numbers, and an email address. The Credential Endorser must contact with the Candidate in order to:

- initiate a relationship with the individuals,
- explain personally to the Candidate what will happen during the Assessment Visit,
- explain any procedures about which the Candidate is unclear,
- ask if all documentation is complete, and
- schedule the Assessment Visit at the Candidate's program site
- double check the location of the visit
- provide the candidate with a phone number/email address that they can be reached at.

**Please be sure to speak directly with the Candidate to confirm the Assessment Visit schedule. Travel costs will not be reimbursed for School-Age Care Credential Endorsers who do not confirm that the Candidate will be present before traveling to the site.**

## What the Candidate Needs to Know

- The Credential Endorser wants to help her/him grow professionally.
- How the process works – when you'll arrive, what you need to review (*Portfolio, Resource File*), that you will observe the Candidate working with children, how long you'll be there, when would be a good time for the interview (when others can supervise children), what to expect in the interview, how long to expect the interview to take, and so forth.
- When you observe, the Candidate should strive for a typical day. S/he should not plan to conduct a special program on that day. The Candidate should plan to take a lead role in providing care for children on the day that you observe.
- There should be no surprises in the process. You intend for the Candidate to know just as much as you do.
- You will not evaluate until you have had the opportunity to review documentation, observe, and interview the Candidate.
- You will not participate with children or interrupt staff or the Candidate with questions while observing.
- The Candidate has an opportunity to express his/her competence and to ask questions about the process.
- Information shared in the interview will not be shared with anyone in power to remove the Candidate from his/her employment.

**What You Need to Know From the Candidate:**

- The setting in which the Candidate provides School-Age Care (Facility-Based, Family Child Care or Group Family Child Care)
- That the Candidate has fully completed the *Portfolio* and *Resource File* according to instructions in the Candidate Instruction Document
- That the Candidate's Advisor has signed off that the *Portfolio* and *Resource File* contains all required items.
- That the Candidate has attached:
  - A copy of their *Portfolio*
  - Résumé
  - Advisor Observation Instrument
  - Advisor Summary Form
  - Family Questionnaires
  - 2 letters of reference from families in the program
  - Short- and Long-Term Goals for Professional Development to his/her *Portfolio*.
- That the Candidate's supervisor and/or the Program's Site Director is expecting the Assessment Visit, has given permission for the Credential Endorser to observe, and will be informed of the visit date.
- Where you will review the Candidate's documentation and where you will interview the Candidate. You will need privacy and a quiet space where you will not be interrupted for both your documentation review and the assessment interview.

Specific directions to the site where you'll be observing the Candidate providing School-Age Care, including full address and phone number. (to be verified by the Credential Endorser prior to travel)

**What the Candidate and Program Staff Should Expect from the School-Age Care Credential Endorser**

- The Credential Endorser will act professionally in all dealings with the program, children, and staff.
- The Credential Endorser will remember that s/he is a guest in the program and is bound by its rules and regulations. If asked to leave, the Endorser has no option but to comply.
- The Credential Endorser will make no evaluations about the program. The Endorser's focus is the Candidate, not the program.
- The Endorser will respond to any questions posed by program staff, or refer those questions on to the Credentialing Agency.
- Discussions between the Credential Endorser and Candidate are focused on the Candidate's competence and therefore will not be shared with any program staff, children, or families.



## Preparing for an Assessment Visit

When you agree to make an Endorsement Visit, you will be sent a School-Age Care Credential Endorser Packet. **Please check each packet to be sure it is complete BEFORE going to the visit.** The Credential Endorser packets include the following.

- Observation Instrument
- 6.2 Assessment Procedural Verification Form
- 6.3 Candidate Profile
- (Copy of completed Profile given to Candidate on completion of visit)
- 6.4 Candidate Feedback to Credentialing Agency
- 6.5 Endorser Feedback to Credentialing Agency
- 6.6 Appeals Process and Renewal-at-a-Glance
- 6.7 Credential Endorser Checklist
- Advisor Observation Instrument
- 5.2 Advisor Summary
- Copy of Candidate's *Portfolio*  
(including: family questionnaires, résumé, two recommendation letters, and short- and long-term goals)

As a Credential Endorser, you are responsible for a complex process. Therefore, prepare yourself to represent that process in a thorough and professional manner by reviewing the following:

- Chapter 2: New York State School-Age Care Competency Standards
- Chapter 6: School-Age Care Credential Endorser Instructions
- 6.1 Endorser Observation Instrument

In addition,

- Check to be sure of the proper date and time, program address, and telephone number.
- Review and verify the directions to the site.
- Estimate travel time.
- Allow extra time for unforeseen delays.
- Make sure you have all the necessary assessment materials.
- Maintain as objective an outlook toward the Candidate's competence as possible.

## **Arriving at the Site**

Please arrive on time. If an emergency forces a delay, notify the Candidate immediately. Plan to arrive so that you have about 1 hour to review the Candidate's documentation before the children arrive.

Plan to be in the program space a few minutes before the children arrive so that you can tell the Candidate what you'll be doing as you observe, answer questions, walk freely around the space, and meet other staff or volunteers without interfering with child supervision or the program.

Explain to the Candidate that you will not give him or her any feedback until the conclusion of the interview. Your role as Endorser requires you to refrain from making a judgment until you've seen a total picture of the Candidate's work. Explain that you are required to be non-evaluative and ask the Candidate not to interpret your manner as unfriendly or unsupportive.

## **The Assessment Observation**

### **Purpose of Observation**

When you are trying to evaluate a Candidate's competence, there is no replacement for being there and seeing for yourself. Your purpose in observing a Candidate in his/her work environment is not unlike a Candidate's purpose in observing a child. You are gathering information about the Candidate – how s/he manages children's health and safety, how s/he interacts with children and parents, how s/he guides the learning and well-being of children, and so forth.

You are not "judging" the Candidate as you observe. Because your time to observe is limited, you can't expect to see as much as you want to fully assess the Candidate's competence. Children might be particularly well-behaved on the day that you visit, and therefore you might not see the Candidate exercising any guidance or discipline. Children may be exploring a science project on the day that you visit, and therefore you may not see the Candidate engaging them in a creative or dramatic arts project. On any given day, you won't be able to observe the Candidate fulfilling every competence that the Credential expects of him/her.

That's why the Credentialing Process also includes documentation, articulation, and written knowledge assessment as methods of evaluating a Candidate's competence. That's also why the Candidate is observed not by one person, but by two (Advisor, Credential Endorser) because different people will often see different things.

When you make the most of your observation time, the other components (reviewing documentation and interview) will be easier and more enjoyable for you and the Candidate.

The Endorser must observe the Candidate once for a 3-hour period or from the beginning of a program day when children are arriving to the end of the program day when the majority of the children have departed.

## General Observation Guidelines

- Become familiar with the program and its setting for 10-15 minutes before beginning to observe the Candidate.
- Blend into the woodwork. Without being discourteous or disrespectful to children or staff, resist the temptation to interact with them, interrupt, or ask questions.
- Listen and watch as the Candidate goes about his/her work with children, and displays abilities in the 14 Skill Areas.
- Listen and watch children's experiences that reflect on the Candidate's competence
- Note your questions on the Observation Instrument.
- Move around inconspicuously to observe various aspects of the program and the Candidate's work.
- Keep your focus on the Candidate rather than on any other staff members.

## The Observation Instrument

Review the Observation Instrument thoroughly before you begin observing. Knowing the instrument well – where to find particular competencies – will make the process much easier.

This instrument is designed to help you make the most of your observation time by reminding you of things to look for. The instrument follows the New York State School-Age Care Competency Standards, listing Skill Areas, Competencies, and Indicators in the same order as in the Competency Standards.

That doesn't mean you will complete the form in order, however. You'll observe for a period of time, turn to the appropriate skill area, make notes, observe again, turn to another appropriate skill area, and so forth. You should attempt to observe and make notes in all of the skill areas.

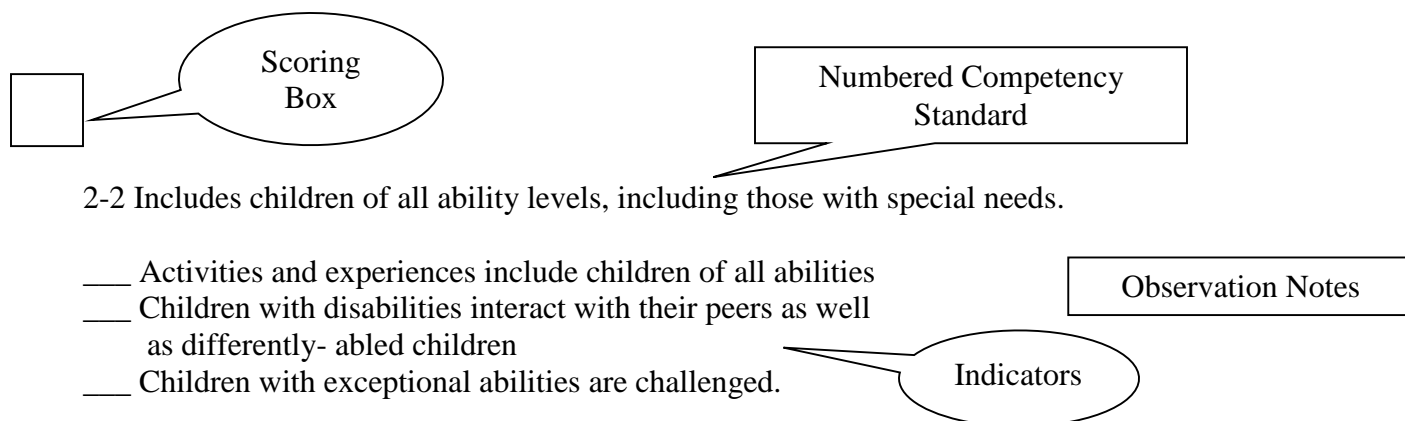
You should also note that the Observation Instrument does not stand alone. It is a companion piece to the Competency Standards. You should be familiar with the Competency Standards so that you see the reason behind some of the competencies and/or indicators – reasons that may not be clear from the briefer Observation Instrument. Understanding the reasons and intent of the Competency Standards will help you focus and understand what you're looking for.

## Observation Instructions

Study the Observation Instructions section of this manual before making your initial observation and review the Instructions before making subsequent observations.

### Using the Observation Instrument

As you observe, check off the indicators that you see and write in detailed notes. When you have seen enough to assess how well the Candidate meets the numbered competency standard, write a score in the box next to the competency number.



### Scoring the Competency

Each competency is scored using the following scale.

**1 = Rarely.** While observing, you saw the Candidate do this infrequently, or take inappropriate action.

**2 = Sometimes.** You saw some evidence of this action.

**3 = Mostly.** You saw the Candidate repeatedly demonstrating the behavior described.

**I = Needs follow-up** documentation or interview discussion. You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate’s lack of competence in that area. Therefore, you may rate a competency with an “I” to remind yourself that you need more information. You can look for that information in the Candidate’s Documentation and/or discuss it in coaching meetings with the Candidate. **Follow up notes and a score MUST be written in.**

**DNA =** From what you are able to observe, this competency **does not apply to the Candidate’s situation.** You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you’ll want to ask the Candidate to explain or document (*Portfolio* or *Resource File*) how it applies and how s/he demonstrates that competency in his/her work.

## **Taking Notes**

You'll have a lot on your mind as you observe indicators, and score competencies in all of the Skill Areas. Therefore, take notes where the form provides, to explain your reasons for scoring each competency.

- Note brief examples of what the Candidate did – or did not do.
- Note why it seems that an indicator or a competency does not apply (DNA).
- Note if a competency seems as though it may be beyond the Candidate's control (for example, the availability of storage space).

Your notes will help guide you as you complete the Assessment Process by reviewing the Candidate's documentation and conducting his/her interview.

There is space to make additional comments following each functional area. Use that space to identify anything else you observed related to the Candidate's competence in that area, but which may not be already described in one of the area's competency statements.

## **Completing Your Observation and the Observation Instrument**

By the time you complete your observation, you should:

- Have written a score (1, 2, 3, or DNA) by each numbered competency.
- Have checked off most of the indicators, and
- Have made notes to help you remember your rationale for a particular score, and to offer more in depth information.
- Have made notes that will help the Credential Review Panel to reconstruct an event should there be any disagreement between the Candidate and the Credential Endorser.
- Make a list of competencies that require further discussion/documentation when you meet with the Candidate.

## **The “Clean-Up” Interview**

It is unlikely that you will see evidence of every single indicator or competency standard during one afternoon. Therefore, use Potential Interview Questions (listed at the end of the Observation Instrument) or additional questions to supplement your observation. Make notes on the Observation Instrument about what the Candidate says during the Clean-Up Interview.

## **The Assessment Interview**

The interview is meant to accomplish several important elements of the Candidate's assessment. During the interview you will:

- Ask questions that require the Candidate to articulate his/her perception of the value, purpose, and process of his or her work in each skill area.
- Complete the Candidate Profile, identifying strengths and growth areas in each Skill Area as well as the short- and long-term goals that will comprise the Candidate's Three-Year Professional Development Plan.

**Tips for Conducting the Assessment Interview**

- Set a relaxed tone for the interview to minimize the Candidate's anxiety and to help the Candidate feel comfortable.
- Be sure that the Candidate understands what is being asked by stating questions clearly and slowly.
- Ask open-ended questions to encourage the Candidate to express him or herself and to articulate the value, purpose, and process of his/her work.
- In order to collect thorough and complete information, be prepared to reword questions and to probe when the Candidate's answers are inadequate or incomplete.
- Be objective; accept and acknowledge the Candidate's answers with support but avoid making judgments.
- Stay on task; don't encourage digression or tangential conversation.
- Be prepared to respond to Candidate's questions and act as a supportive colleague who can be a resource for the Candidate's professional development in the field of school-age care.
- Make objective notes that describe what is said during the Interview, on the Interview Highlights Page or the Observation Instrument (indicating that this information was secured by interview) so that the Credential Review Panel can reconstruct the interview process if necessary.
- Complete 6.2 Assessment Visit Procedures, using the checklist as an agenda for the interview.
- Complete 6.3 Candidate Profile in its entirety, identifying highlights, short- and long-term goals, and the number of votes for each skill area, and the final assessment box.
- Note any disagreement between yourself and the Candidate on 6.5 Endorser Feedback Form, and ask the Candidate to do the same on 6.4 Candidate Feedback Form. Be specific and clear.
- Give the Candidate 6.6 Appeals Process and Renewal-at-a-Glance.
- Double check all forms to see that they are completed properly. Give the Candidate a copy of 6.3 Candidate Profile, and send all other completed forms listed on 6.7 Endorser Checklist back to the Credentialing Agency.

**Maintain Objectivity and Demonstrate Fairness**

As the official representative of the Credentialing Agency, the Credential Endorser must maintain objectivity while demonstrating the essence of fairness. Only you and the Candidate know what happened during the Assessment Visit. Avoid behavior that might lead to misunderstanding between you and the Candidate.

- Demonstrate a helpful attitude toward the Candidate. Show by words and actions that you are there to support his/her growth and you want him or her to be successful.
- Be aware of issues that cause you strong feelings and exercise additional care that those strong feelings do not convey unfair disapproval of the Candidate or his/her program.
- Offer positive suggestions – without being condescending – to improve less than competent behaviors or practices.
- Take careful and objective notes that describe what happened during the Observation and Interview portions of the Assessment Visit – notes that will allow the Credential Review Panel to reconstruct what happened.

- Record any instance of disagreement between you and the Candidate – on the Observation Instrument, the Interview Highlights Page, or the Procedural Verifications Form – using descriptive language to justify your decisions and/or evaluations.
- Instruct the Candidate to record his/her perceptions regarding any disagreement between the two of you on the Candidate Feedback Form.

### **Administrative Reporting**

School-Age Care Credential Endorsers **MUST SEND THE ENDORSEMENT VISIT MATERIALS AND SUPPORTING DOCUMENTATION WITHIN 3 DAYS OF COMPLETING AN ASSESSMENT.** For convenience, a special prepaid postage envelope is supplied with your School-Age Care Credential Endorser packet.

#### **You are responsible to send the following:**

- Advisor Observation Instrument
- 6.1 Endorser Observation Instrument
- 6.2 Assessment Procedures Verification
- 6.4 Original copy of the Candidate Profile
- 6.5 Candidate Feedback to Credentialing Agency
- 6.6 Endorser Feedback to Credentialing Agency
- Mileage and travel receipts with Reimbursement Form
- **DO NOT** send back the candidate's Portfolio and/or Resource File

### **Performance Evaluation**

The Credentialing Agency monitors performance and provides feedback Credential Endorsers with these goals:

- to maintain quality control on professional performance and adherence to the philosophy and principles of the New York State School-Age Credential
- to ensure that each Assessment Visit occurs properly
- to build the skills of Credential Endorsers and provide professional support in their role
- to maintain efficiency and consistency in administering the Credential

### **Credential Endorser Communications**

- Credential Endorsers are monitored on submitted materials, regarding their skills in observing, recording, and documenting. Feedback is provided.
- The Credentialing Agency responds to Credential Endorsers' comments and questions on the School-Age Care Credential Endorser Feedback Form
- The Credentialing Agency discusses with Credential Endorsers correspondence from the field concerning Credential Endorser performance

**Maintaining Active Status**

The Credentialing Agency monitors every credential visit by checking Assessment Visit materials for completeness, and reviewing 6.4 Candidate Feedback Forms for satisfaction and/or trouble spots.

**Endorsers must complete the endorser renewal process every three years to maintain active status.**

**Probationary Status**

The Credential Agency may place a Credential Endorser on probation for any actions deemed to result in ineffective performance. During this probationary period, the Credential Endorser may continue to receive assignments, which will be closely monitored to ensure correction of the problems which necessitated the probationary action. Causes for probation are broad in spectrum and may include, but are not limited to the following:

- carelessness and/or lack of adherence to procedures, including not returning packets on time
- inappropriate and unprofessional behavior during any phase of the process including but not limited to the following:
  - rudeness
  - lateness
  - rushing through the credential visit
  - making evaluative/inappropriate comments about programs or staff outside the realm of the Candidate's performance
  - prejudicial and/or insensitive comments
  - vulgarity
  - placing personal demands or expectations on the Candidate or his/her program

**Termination**

The Credential Agency may terminate a Credential Endorser for unethical behavior and/or any actions deemed to result in ineffective performance. Causes for termination are broad in spectrum and may include, but are not limited to the following:

- breach of confidentiality
- consistently cancelling and/or rescheduling visits
- altering procedures without consulting the Network for Youth Success
- falsifying documents
- not renewing Endorser certificate
- not maintaining Network for Youth Success membership

**Stipend**

The Network for Youth Success will issue a stipend within four weeks of receiving the Endorser's completed paperwork. The stipend will include:

- \$100 for the completed visit
- Mileage (at the federal rate) <https://www.irs.gov/tax-professionals/standard-mileage-rates>
- Meals (at the federal rate) <https://www.gsa.gov/portal/content/101518>
- tolls

**Any other expenses MUST be approved prior to the visit. Receipts for expenses must be turned in with the Endorser paperwork.**



**Assessment Visit Problems: How they Can be Prevented**

These issues have been raised by Credential Endorsers in training. Prevention suggestions have been made by experienced Credential Endorsers.

Candidate forgets materials. Prevented by:

- Confirmation email
- Reminder phone call

Materials are incomplete. Prevented by:

- Excellent Advisement
- Confirmation letter

Candidate “freaks out” about interview. Prevented by:

- Set comfortable tone
- Endorser be friendly, warm, non-threatening
- Ask “what would make you feel more comfortable?”
- Take a break
- Show support
- Have Kleenex

There is no space available to meet. Prevented by:

- Confirm space availability the day prior to the Visit
- Have an alternate space (Plan B) in mind

What if there is a variation in the standard of the Assessment Visit?

- Call Credentialing Agency for support and assistance/authorization to proceed
- Document variation
- Use judgment according to training

Candidate is interrupted with a program emergency. Prevented by:

- Tell candidate to have back-up plan so s/he is not in charge and will not be called out of meeting
- Have back-up scheduling plan in mind should it be needed
- Children’s safety is first priority. Be flexible.

Disagreement between Credential Endorser and Candidate. Prevented by:

- Strong facilitation and conflict management skills
- Be aware of own biases. Exercise additional caution to ensure fairness.
- Be clear on terminology and process
- Set ground rules of respectfulness – agreeing to disagree
- Take a break and move on. Then return to the issue.
- Discuss objective observations.
- Ask for more information.
- Record and document conflict on Observation Instrument and Interview Highlights Page so that Credential Review Panel can further investigate.
- Instruct the Candidate to record his/her case in writing on the Candidate Feedback Form and to write a letter to the Credentialing Agency if s/he chooses.

- Keep overall definition of a Competent School-Age Care Professional at forefront. Assess whether this disagreement interferes with the overall definition or is restricted to a particular skill area.
- Reassure the Candidate that only the Final Vote and overall definition is involved in recommending the award of the Credential. There is no set formula for number of ‘competent’ votes on skill areas required to receive the Credential.
- Demonstrate respect for different styles, culture, beliefs.

Candidate needing to leave early. Prevented by:

- Clear communication of time requirements
- Good time management during Interview
- Keep within allotted time
- Use a timer

You are late. Prevented by:

- Giving yourself extra time for travel
- Get directions and maintain contact with Candidate.
- Verify directions using maps and/or internet maps to estimate travel time before departure.

Uncooperative Program Director. Prevented by:

- Reminding Candidate to alert Program Director of visit
- Asking Candidate if s/he anticipates any challenge
- Endorser contact with Program Director prior to visit
- Giving program director standardized letter of introduction

Illness at program (Staff and kids out) Prevented by:

- Give Candidate Endorser contact information
- Ask to be alerted should anything come up
- Ask Candidate for solutions
- Arrange to talk with Candidate the day before to confirm

Weather or other emergency

- Call ahead
- Track weather
- Have back-up plan
- Have a 2nd date already set

## Chapter Six, Continued: Credential Endorser Observation

### Contents Include

- Observation Instructions
- Observation Instrument
- *Portfolio* Evaluation
- *Resource File* Evaluation
- Interview Questions
- 6.2 Assessment Procedural Verification Form
- 6.3 Competency Standards-at-a-Glance
- 6.4 Candidate Profile Form
- 6.5 Candidate Feedback Form
- 6.6 Endorser Feedback Form
- Appeals Process
- 6.8 Renewal Process
- 6.9 Credential Endorser Checklist

## 6.1 School-Age Care Credential Endorser Observation Instrument

### Cover Sheet

<b>Candidate's Name:</b>		
<b>Location of Observation:</b>		
<b>Observer's Name (Endorser):</b>		
<b>Advisor's Name:</b>		
<b>Date of Observation 1:</b>	<b>Start Time:</b>	<b>End Time:</b>

### Reminders:

- Your observation must be at least two hours long
- Please use different colored ink to indicate notes from
  - The Candidate's Documentation
  - The Advisor's Observation Tool
  - Your interview with the Candidate
  - Your observation
- Each competency must be rated, and must have notes
- **Refer to the Advisor's Tool for bolded indicators**

### Additional Notes:

## Observation Instructions

Study the Observation Instructions section of the Endorser Instructions before making your initial observation and review the Instructions before making subsequent observations.

### Using the Observation Instrument

As you observe, check off the indicators that you see. When you have seen enough to assess how well the Candidate meets the numbered competency standard, write a score in the box next to the competency number.

Scoring Box

Numbered Competency Standard

2-2 Includes children of all ability levels, including those with special needs.

\_\_\_ Activities and experiences include children of all abilities

\_\_\_ Children with disabilities interact with their peers as well as differently-abled children

\_\_\_ Children with exceptional abilities are challenged.

Observation Notes

Indicators

### Scoring the Competency

Each competency is scored using the following scale.

**1 = Rarely.** While observing, you saw the Candidate do this infrequently, or take inappropriate action.

**2 = Sometimes.** You saw some evidence of this action.

**3 = Mostly.** You saw the Candidate repeatedly demonstrating the behavior described.

**I = Needs follow-up** documentation or interview discussion. You were unable to see any evidence of this particular competency – and you believe that this is due to circumstances – the day of your visit, lack of time, and so forth – rather than to the Candidate’s lack of competence in that area. Therefore, you may rate a competency with an “I” to remind yourself that you need more information. You can look for that information in the Candidate’s Documentation and/or discuss it in coaching meetings with the Candidate. **Follow up notes and a score MUST be written in.**

**DNA =** From what you are able to observe, this competency **does not apply to the Candidate’s situation.** You will need to follow up with the Candidate to determine if the competency does not apply, or if it does and you were unable to observe it on the particular day you visited. If the latter is true, you’ll want to ask the Candidate to explain or document (*Portfolio* or *Resource File*) how it applies and how s/he demonstrates that competency in his/her work.

**Skill Area 1: Professionalism**

Afterschool professionals working with school-age children and their families make decisions based on knowledge of child and youth development, appropriate school-age activities and family life, and demonstrate a commitment towards quality programs for school-age children. The afterschool professional continues to set new goals and take advantage of training or educational experiences that will help her/him to grow more competent.

**Competencies and Indicators**

Observation Notes

☐ 1-1 Demonstrates knowledge of regulations that apply to school-age care by:

\_\_\_ Speaking convincingly about the purposes of SAC regulations and ASW Program Standards for safe and high quality care.

☐ 1-2 Views self as professional in current work with children, families and other professionals

\_\_\_ Dresses in an appropriate manner

\_\_\_ **Arrives on time; is dependable and reliable**

\_\_\_ Speaks of work in positive terms

\_\_\_ Maintains a work environment that is conducive to professional practice

☐ 1-3 Has and is continually developing competencies in child development, programming, communication skills, and other topics related to children by:

\_\_\_ **Regularly attending conferences, workshops, and other professional development opportunities, and has an ongoing, active training plan**

\_\_\_ **Reading professional journals, magazines, newsletters, etc. like to increase knowledge of current findings, best practices, and trends in afterschool**

\_\_\_ **Meeting and talking with colleagues and the supervisor to provide input on program issues**

\_\_\_ Using the strengths of other team members and valuing their input on overall program issues

**Skill Area 2: Child Development**

Candidate demonstrates an understanding of child development ages, stages, and the range of development that may occur within a given age or stage, as well as an ability to apply this understanding in developing program, environment, and activities that meet children's needs.

Observation Notes

- ☐ 2-2 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively.
- \_\_\_ Helps younger children to feel safe and secure
  - \_\_\_ Helps older children develop their own sense of identity through greater independence and choice, planning activities for themselves, etc.
- ☐ 2-3 Plans, organizes, and provides programming that meets the developmental needs of children.
- \_\_\_ Plans and adapts a wide range of activities that children of various ages can enjoy and find challenging but not frustrating
  - \_\_\_ Environment is organized so children of different ages, sizes, and abilities can feel comfortable
  - \_\_\_ Program materials and equipment are appropriate (in size, appeal, and cognitive ability) for the developmental stages of children using them
  - \_\_\_ Changing aspects of the program to address individual cultures, interests, needs, and abilities
- ☐ 2-4 Includes children of all ability levels, including those with special needs.
- \_\_\_ Activities and experiences include children of all abilities
  - \_\_\_ Children with disabilities interact with their peers as well as differently-abled children
  - \_\_\_ **Children with exceptional abilities are challenged**

**Skill Area 3: Safety**

Candidate provides a safe environment to prevent and reduce injuries.

Observation Notes

☐

3-1 Follows New York State safety regulations as well as program policies and procedures designed to keep children safe.

☐ New York State License to operate is clearly posted☐

3-2 Actively works to prevent injuries and harm to children.

☐ No unsafe materials or equipment in sight☐ There are clear traffic paths and exits☐ Designated separate areas for quiet and active play☐ Candidate supervises and interacts with children☐ Children are visible to staff at all times☐ Sign-in and sign-out attendance procedures are used☐ Maintaining agency awareness of how each child arrives and leaves the program (i.e. bus, walking, auto) and safe means for their transport to ensure child safety☐ Developmentally appropriate supplies and equipment are available☐ Rules about using materials or equipment safely are posted, stated, and reinforced☐ Appropriate child-adult ratios and group sizes are maintained☐ Candidate intervenes immediately when children are involved in unsafe play☐ Rules and procedures for sports and games are explained before play begins☐ Candidate models and reinforces safety rules with children



☐

3-3 Prepares to act quickly if an accident or injury should occur.

Observation Notes

\_\_\_ There is an accessible landline telephone in working order

\_\_\_ First-aid and safety supplies are maintained

\_\_\_ Emergency phone numbers for children's police, fire, ambulance,  
Child Abuse and poison control are posted next to the telephone

\_\_\_ Using an effective means of communication between and among staff  
(i.e. intercom, monitors, walkie-talkies, etc.) who are supervising children in  
different areas of the program such as indoor and outdoor areas

\_\_\_ Developing Plans of Action to respond to unusual emergencies related to weather,  
terrorist attacks, etc; training and practicing such plans to ensure that staff and children  
are prepared to respond if necessary

☐

3-4 Responds quickly and calmly in event of an emergency, including:

\_\_\_ **Following specific procedures when there is an accident or emergency**

\_\_\_ **Responding quickly and calmly to children in distress**

\_\_\_ **Recording injuries, accidents, and illnesses on a form to share with families and  
program supervisor**

**Skill Area 4: Health**

Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

Observation Notes
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☐

4-1 Follows New York State Child Care regulations that address health, sanitation and food handling practices.

\_\_\_ Candidate uses safe and healthy practices regarding universal precautions, disinfecting equipment and surfaces, and safe food handling practices

☐

4-2 Models and teaches habits that promote good health and nutrition.

\_\_\_ Candidate does not use tobacco, alcohol, and other drugs, soft drinks, or excessive candy while with children

\_\_\_ Candidate maintains a positive, relaxed atmosphere to reduce tension and stress

\_\_\_ Candidate washes hands with soap and running water at the beginning of each day, before and after administration of medications, when they are dirty, after toileting, before and after food handling or eating, after handling pets or other animals, after contact with any bodily secretion or fluid, and after coming in from outdoors

\_\_\_ Candidate helps children learn healthy ways to recognize, relieve, and cope with stress

☐

4-3 Maintains and makes accessible supplies that help children practice healthy habits:

\_\_\_ Tissues, paper towels, and soap are all available within children's reach

\_\_\_ Children washes hands often and always before and after food preparation or eating, after messy or outdoor activities, and after toileting and/or blowing nose

\_\_\_ Children are encouraged to drink lots of water, especially when active or weather is hot

☐

4-5 Maintains a high standard of cleanliness and sanitation practices.

\_\_\_ The facility has adequate ventilation and lighting, comfortable room temperature, and good sanitation

\_\_\_ **Surfaces, toys, and fabrics are cleaned and disinfected per the health care plan**

	Observation Notes
<input type="checkbox"/> 4-6 Is prepared to deal with medical emergencies or illness as demonstrated by:	
___ Medical records are accessible for children in case of medical emergencies	
___ <b>Children with signs of illness are checked and treated appropriately to prevent spread of infection and comfort sick children</b>	
___ Uses universal precautions to prevent spread of disease	
<input type="checkbox"/> 4-7 Provides healthful, nutritious and pleasant snack and food experiences for children.	
___ Surfaces are cleaned and disinfected before using for food preparation or eating area	
___ Children are allowed to assist in the preparation of meals and snacks when appropriate	
___ Self-service snacks are available so children can determine when, what, and how much to eat	
___ Meals are served in a relaxed “family-style” atmosphere	
___ Children are encouraged to try new foods	
___ Provides nutritious cooking and/or food preparation experiences	
___ Snacks (and meals) meet the CACFP guidelines	
<input type="checkbox"/> 4-9 Provides resources on health and hygiene, such as magazines, books, pamphlets, and visiting health professionals.	
___ Health resources are available to children and parents	

**Skill Area 5: Self**

Candidate provides physical and emotional security for each school-age child and helps each school-age child to know, accept, take pride in himself or herself and develop a sense of independence.

Observation Notes

☐ 5-1 Respects the individuality of children.☐ Children are shown that they are appreciated, valued, and enjoyed☐ Encourages children to show appreciation to adults and other children in the program☐ Children regularly get individual attention☐ **Children are given choice regarding program development**☐ Child can choose not to participate in an activity☐ 5-2 Helps children identify, plan, and pursue their own interests and talents.☐ Activities and materials reflect children's interests☐ A wide variety of activities that do not limit children's options because of individual differences is available☐ 5-3 Helps children learn about and appreciate a variety of cultures and ethnic groups, including their own.☐ Staff make no biased remarks☐ Children make no biased remarks and/or are corrected when they do☐ Artwork, books, visual depictions show a variety of cultures and ethnic groups☐ Actively promotes cultural awareness through reading, foods, celebrations, arts, etc. beyond a basic curriculum☐ 5-4 Provides opportunities for children to experience success and then encourages them to see and acknowledge their own progress and successes.☐ Candidate uses genuine praise and recognition to acknowledge children's efforts and accomplishments☐ Candidate uses gentle, physical or nonverbal contact - a hug, a touch, a smile to let children know they are cared for

- ☐ 5-5 Encourages children to solve their own problems, intervening only when it seems they can't find a solution or when someone might get hurt.

Observation Notes
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\_\_\_ Candidate responds respectfully to children

\_\_\_ Candidate listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice

- ☐ 5-6 Involves children in activities that help children learn positive social values.

\_\_\_ Children demonstrate responsibility as they participate in program's daily operations

\_\_\_ Children use their growing independence in safe and age-appropriate ways

\_\_\_ There are competitive sports and games [as well as cooperative games] that help children learn to value fairness, cooperation, and personal growth

\_\_\_ Children have opportunities to practice leadership skills

**Skill Area 6: Guidance**

Candidate provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors.

Observation Notes
-------------------

☐ 6-1 Creates an environment of respect where it is not acceptable to hurt anyone.

\_\_\_ Candidate speaks respectfully to children and other adults and requires children to do the same

\_\_\_ Creates a sense of community through positive communication with children and adults

☐ 6-2 Guides children's behavior in positive manner.

\_\_\_ Candidate relies on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods

\_\_\_ Candidate redirects children from inappropriate to appropriate behavior (for example, from play wrestling in the quiet area to playing a game in the gym)

\_\_\_ Candidate has reasonable expectations of behavior based on ages and abilities of the children

\_\_\_ Children's misbehavior is discussed in private conversations

\_\_\_ Candidate offers assistance to children who may be exhibiting negative behaviors.

\_\_\_ There are creative outlets for children to express strong feelings

☐ 6-3 Uses positive problem solving and problem prevention methods.

\_\_\_ Children experience the natural and logical consequences of their behavior (when safe and appropriate to do so)

\_\_\_ Candidate listens to and accepts children's angry feelings while helping them understand the consequences of expressing those feelings inappropriately

\_\_\_ Candidate talks to children about their day at school, their friends, their concerns, and their feelings

☐ 6-4 Follows a daily schedule that allows children freedom within structure.

\_\_\_ Schedule is posted and reflects current practice

☐

6-5 Helps children develop and practice positive conflict management skills by:

Observation Notes

\_\_\_ **Introducing peer mediation skills to children**

☐

6-6 Communicates discipline policies clearly.

\_\_\_ Children understand disciplinary consequences

\_\_\_ Candidate knows and follows New York State regulations regarding discipline policies

**Skill Area 7: Out-of-School Time Environments**

Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

Observation Notes

☐ 7-1 Separates learning centers so that simultaneous activities of different natures can take place.

\_\_\_ There are a variety of well-equipped, inviting, and responsive interest areas

\_\_\_ Interest areas rotate to reflect changing skills and interests

\_\_\_ There is a balance of simultaneous activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)

\_\_\_ Furniture, tape, or floor covering defines interest area boundaries

\_\_\_ Quiet and noisy activities are separate and children do not get in one another's way

\_\_\_ Older children are encouraged to create spaces designated for their use only, when appropriate

☐ 7-2 Provides space in which children can enjoy quiet and privacy.

\_\_\_ There is a quiet area with adequate lighting where children can do homework

\_\_\_ There are appropriate materials (dictionaries, writing supplies, pencil sharpener, etc.) for homework assistance

\_\_\_ There are comfortable indoor and outdoor areas where children can enjoy alone time

\_\_\_ There are areas that are soft and comfortable for children to sit or lie down

☐ 7-3 Provides space for children to engage in active play.

\_\_\_ Children have opportunities to use indoor and outdoor areas for large muscle play

\_\_\_ The environment has been adapted, if necessary, to make it appropriate for children with special needs



## Observation Notes

☐

7-4 Provides materials which engage children's interests.

\_\_\_ Materials reflect diversity and show no bias

\_\_\_ There is a variety of open-ended materials children can use in different ways

\_\_\_ **Materials are provided to build on interests children develop outside the program**

☐

7-5 Establishes schedules and routines that give children freedom within structure.

\_\_\_ Candidate plays different roles; for example, leader, observer, listener, facilitator, adult friend and participant

\_\_\_ Transitions are managed so children do not have to wait with nothing to do

\_\_\_ Candidate observes, talks with, listens to, and surveys children to determine their interests

\_\_\_ Children meet their personal needs on individual schedules

☐

7-6 Has a systematic storage plan and area.

\_\_\_ Materials that are used together are stored together

\_\_\_ Materials are displayed on labeled shelves/tables so children can choose what they want to do and return items when finished using them

\_\_\_ Portable items such as baskets and carts are used to arrange materials in shared space

\_\_\_ Children are involved in setting up and dismantling the environment in shared space and when appropriate

\_\_\_ There is sufficient space for children to safely store their belongings and long-term projects or works in progress

**Skill Area 8: Creative**

Candidate provides opportunities that stimulate school-age children to play with sound, rhythm, languages, materials, space, and ideas in individual ways and to express their creative abilities.

☐

8-1 Models and offers enthusiastic leadership for creative thinking and projects.

Observation Notes
-------------------

\_\_\_ Candidate solves problems

\_\_\_ Children are encouraged to take risks, learn from their mistakes, and try again

\_\_\_ Candidate interacts positively so that children feel valued for their uniqueness

\_\_\_ Children are encouraged to express their ideas and feelings

\_\_\_ Candidate helps children try out many new experiences in a spirit of discovery and curiosity

☐

8-2 Creates an environment that encourages children's creativity.

\_\_\_ Children's creative work is displayed

\_\_\_ Candidate negotiates for such space if program area is in a school or otherwise shared with another agency

☐

8-4 Introduces new, creative processes, ideas, and activities to children.

\_\_\_ Activities include sensory experiences

\_\_\_ Children's dramatic play is extended

\_\_\_ Prop boxes are introduced

\_\_\_ There are a variety of cultural activities that introduce children to the arts, such as drama, dance, music, literature, film, painting, drawing, and sculpture

\_\_\_ Activities encourage more creativity than coloring books, prepackaged craft projects, and dittos

☐

8-5 Encourages children to develop their creative abilities.

\_\_\_ Candidate helps children understand that it takes hard work and practice to develop their talents

\_\_\_ Candidate helps children develop specific skills they can use in their creative work

**Skill Area 9: Physical**

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.

Observation Notes

☐

9-1 Provides a variety of materials, equipment, and activities.

- \_\_\_ Children can explore on their own with follow-up from staff
- \_\_\_ All children are allowed to develop and maintain physical fitness
- \_\_\_ Children engage in relaxing activities (artwork, puzzles, Legos or blocks)
- \_\_\_ Encourage active play at least thirty minutes of a child's recommended sixty minutes per day

☐

9-2 Provides space and time for children to engage in active play every day.

- \_\_\_ There is adequate space for safe active play
- \_\_\_ Children are encouraged to be active, even if space is limited
- \_\_\_ Minimal screen time for children daily

☐

9-3 Provides leadership and enthusiasm that encourages children's physical activity.

- \_\_\_ Candidate facilitates and interacts during physical activities
- \_\_\_ Games and activities encourage physical development and cooperation
- \_\_\_ Candidate encourages children when they are learning new skills and provides assistance upon request
- \_\_\_ Candidate suggests ways children can coordinate movement of their large and small muscles
- \_\_\_ Candidate helps children develop an awareness of rhythm so they can coordinate their movements
- \_\_\_ **Candidate encourages children to make up and organize their own games**

☐

9-4 Provides developmentally appropriate activities.

- \_\_\_ Children learn real-life skills
- \_\_\_ Children have opportunities to explore materials on their own

**Skill Area 10: Cognitive**

Candidate provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of school-age children.

Observation Notes

☐ 10-1 Creates an environment where learning means fun.

\_\_\_ Children appear to enjoy activities in a wide variety of topical areas including reading, writing, the arts, and science

\_\_\_ Some activities engage children in a process

\_\_\_ Some activities encourage children to develop a product

\_\_\_ Children have opportunities to experience, do, and explore

☐ 10-2 Encourages children to be in charge of their own learning.

\_\_\_ Children have space and time to develop and carry out their plans

\_\_\_ **Project-based learning is incorporated into the curriculum**

\_\_\_ Candidate solicits, accepts, and respects children's ideas, suggestions, and solutions

\_\_\_ Uses creative thinking skills in planning and problem solving skills

☐ 10-3 Encourages children to develop their inter- and intra-personal intelligences (knowing themselves and others).

\_\_\_ Children make decisions and solve problems on their own, without adult assistance

\_\_\_ Children have plenty of time to talk to each other and to the staff

☐ 10-4 Taps into older children's desire to explore adult skills to make and produce things.

\_\_\_ Children have hands-on experiences, to learn by doing. For example, sculpture, woodworking, cooking, photography, dance, drama, etc.

☐ 10-5 Helps children develop their language skills.

\_\_\_ A wide range of books and magazines that reflect children's diverse interests are available

\_\_\_ Candidate talks to and questions children about what they are observing and learning

- ☐ 10-6 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

Observation Notes
-------------------

- \_\_\_ The schedule offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills
- \_\_\_ Children are encouraged to do homework and exercise academic self-discipline as part of, but not the only element of the daily routine
- \_\_\_ Candidate responds to children's requests for assistance

- ☐ 10-7 Helps children develop curiosity about science and the natural world.

- \_\_\_ There are materials that help children learn to classify, sequence, and understand cause and effect
- \_\_\_ Children have opportunities to explore natural science and the outdoor environment

- ☐ 10-8 Exposes children to experiences involving new information, ideas, and concepts.

- \_\_\_ Candidate uses own special skills and talents to share with children
- \_\_\_ Identifying shared interests and helping children explore them

**Skill Area 11: Communication**

Candidate actively communicates with school-age children and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

Observation Notes

- ☐ 11-1 Models positive communication skills in interactions with other staff members and parents as well as with children.

\_\_\_ Candidate listens attentively to what children have to say and shows respect for their ideas

\_\_\_ Candidate serves as a model for standard use of language

\_\_\_ Candidate uses the different languages spoken by children and their families as a sign of respect and to enrich the program's language environment, when appropriate

- ☐ 11-2 Provides materials that encourage language development activities.

\_\_\_ There are props, costumes, and other materials that encourage dramatic play, making up skits and puppetry

\_\_\_ There is multimedia equipment available to record storytelling, skits, music, and other creations

\_\_\_ Children are encouraged to read and write for pleasure, not because they must complete assigned work

- ☐ 11-3 Builds opportunities for children to develop and use communication skills into all program activities, not just those specifically related to reading, writing, and speaking.

\_\_\_ Centers and supplies/materials are appropriately labeled

\_\_\_ Candidate uses group meetings as opportunities for children to share their ideas, raise concerns, and discuss solutions

\_\_\_ There are places where children can work, play, and talk in small groups

\_\_\_ Children participate in enrichment activities that use or explore communication skills, for example, publishing a newspaper, planting a garden, discussing favorite books, or learning about television production

\_\_\_ Candidate helps children find the words to express their ideas and feelings

☐ 11-4 Asks open-ended questions to encourage children to think and express their ideas.

\_\_\_ Candidate is alert to children's nonverbal cues (for example, body language, dramatic play, drawings, stories) and uses the cues to ask questions about their ideas and feelings

☐ 11-6 Introduces more complex communication skills such as assertiveness, conflict resolution, and refusal skills as children develop and demonstrate a grasp of more basic skills.

\_\_\_ Candidate helps children express their feelings and discuss problems verbally rather than use aggression to solve a problem



**Skill Area 12: Social Positive Classroom Community**

Candidate helps each school-age child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among school-age children and adults, and teaches skills that will prepare children to protect themselves from issues such as violence, exploitation, use of alcohol, tobacco and other drugs, premature sexual experiences, and bullying.

Observation Notes

☐

12-1 Models positive ways to interact with other people of all ages.

\_\_\_ Candidate models acceptable ways to express feelings

☐

12-2 Employs observation skills to understand the social needs of each child.

\_\_\_ Candidate observes and listens to learn how each child relates to others in the program

\_\_\_ Candidate assists children who have difficulty being accepted by their peers

☐

12-3 Helps children develop and practice the skills to get along with others (cooperate, share, compromise, empathize).

\_\_\_ Candidate shows that s/he accepts children's feelings while also helping them learn to control their actions

☐

12-4 Helps children develop and practice conflict management/problem solving skills.

\_\_\_ Children are taught positive methods to resolve conflicts

\_\_\_ Includes discussions about ways to avoid and prevent violence. Examples; Anti-bullying and Character Development

☐

12-5 Builds a sense of community among children and staff.

\_\_\_ Children participate in multi-age activities that encourage cooperation and allow older children to play the role of leader and mentor

\_\_\_ Children are encouraged to help each other

\_\_\_ Children enjoy each others' company separate from adults

\_\_\_ **Bullying situations are addressed immediately**

\_\_\_ **Children are allowed to express themselves without fear of social repercussions, acceptance is taught**



12-6 Helps children feel part of the larger community.

\_\_\_ **Children have opportunities to be involved in the community**

**Skill Area 13: Families**

Candidate maintains an open, friendly and cooperative relationship with each school-age child's family, encourages their involvement in the program, and supports the school-age child's relationships with his/her family.

Observation Notes

☐ 13-1 Demonstrates understanding that it is important to establish a relationship with children's parents/families as they are the primary caretaker of their child and the most important individual in a child's life.

\_\_\_ Candidate calls family members by name

\_\_\_ Family members talk easily with Candidate

☐ 13-2 Develops a system of regular communication with parents and families.

\_\_\_ A variety of communication strategies are used to inform parents and families about the program

\_\_\_ Candidate recognizes that parental/family involvement is not restricted to formal meetings, but happens at every point of interaction

\_\_\_ Candidate shares interesting, positive information about each child's day

\_\_\_ Candidate gives families information about their child's routines; for example, that the child didn't eat a snack

\_\_\_ **Asking parents and families for information about their children's interests and activities**

**Skill Area 14: Operational Program Management**

Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record-keeper, communicator, and a cooperative co-worker.

Observation Notes

☐ 14-2 Works with staff to ensure program excellence.

\_\_\_ Discusses observation records with colleagues when planning for individuals and groups

\_\_\_ Appreciates and uses strengths of other team members

☐ 14-3 Develops a responsive high-quality program.

\_\_\_ Changes aspects of the program to address individual cultures, interests, needs, and abilities

\_\_\_ Coordinates with appropriate resources (school personnel, building managers and partners)

☐ 14-4 Demonstrates understanding of program policies.

\_\_\_ States program policies and procedures and/or knows where to find them

\_\_\_ Follows program's systems for accurate and timely record-keeping

\_\_\_ Answers parents' and families' questions about program policies and procedures; refers to supervisor when appropriate

☐ 14-5 Manages business operations.

\_\_\_ Completes management tasks according to a schedule when applicable

\_\_\_ Develops a contract with parents/families so that responsibility of the program and of the parents/families is clearly defined

## ***Portfolio Evaluation***

The *Portfolio* is a written document in which a Candidate presents information about her/his work in relation to the seven Competency Goals and all fourteen Skill Areas as described in the New York State School-Age Care Competency Standards.

### ☐ **Autobiographical Statement**

\_\_\_ Approximately 300 words in length.

\_\_\_ Describes Candidates past, their reasons for working with school-age children, interests, hobbies and plans for the future.

\_\_\_ Few or no spelling or grammatical errors.

### ☐ **Program Description**

\_\_\_ Approximately 300 words in length, written by candidate  
(not a page from a handbook or program materials).

\_\_\_ Goals and philosophy of program are included.

\_\_\_ Description of children including special needs and abilities, ages, languages spoken in the home and their cultural backgrounds.

\_\_\_ Description of weekly activity schedule.

\_\_\_ Few or no spelling or grammatical errors.

### ☐ **Competency Goals/Skill Areas**

\_\_\_ Skill areas are clearly divided, in order, and labeled for easy reference.

\_\_\_ There are three entries for each functional area and they are clearly labeled, numbered and dated within the same school year as request form was submitted.

\_\_\_ Each Skill area entry clearly explains:

- What specifically was/is done?
- How it was/is done
- When it was/is done
- Why is it important to the candidate ideally and philosophically (in their work?)
- Why is it appropriate to the developmental level of school-age children?

\_\_\_ Each entry is original, with no duplication between entry and *Resource File* items.

\_\_\_ Entries are concise, limited to one page.

\_\_\_ Entries have few or no spelling or grammatical errors.

\_\_\_ Any photos/art added to the *Portfolio* adds to the understanding of the documentation.

**Resource File Evaluation**

	<b>No.</b>	<b>Resource File</b>	<b>Skill Area</b>
<input type="checkbox"/>	1	Obtain a copy of the National AfterSchool Association Code of Ethics. Write a paragraph explaining why this document is important to your work.	1
<input type="checkbox"/>	2	Provide proof you have registered in the Aspire Registry.	1
<input type="checkbox"/>	3	Obtain brochures and membership information from 2 or 3 professional school-age associations and list two benefits of each. <ul style="list-style-type: none"> <li>• Provide proof you are a member of the Network for Youth Success.</li> </ul>	1
<input type="checkbox"/>	4	List 3 ways that you have advocated (educated the public) for your program.	1, 2
<input type="checkbox"/>	5	List the foundation areas of the New York State Afterschool Program Accreditation standards and describe one area in which your program could be improved.	1, 14
<input type="checkbox"/>	6	Provide documentation of how you engage youth in the planning of the program. Examples; meeting and minutes and agendas; notes from a webbing session; brainstorming sessions and/or lesson plans created by children, youth and staff.	2,5
<input type="checkbox"/>	7	Provide 5 lesson plans to include art, science, cultural activities, etc.	2,7, 10
<input type="checkbox"/>	8	Provide 2 performing arts activities, listing all materials and how you expect the children to use them.	2,7, 8
<input type="checkbox"/>	9	Provide 2 literacy activities, listing all materials and how you expect the children to use them.	2,7, 10
<input type="checkbox"/>	10	Describe reporting procedures and policies including where to report it and the telephone number for reporting suspected child abuse and maltreatment.	3
<input type="checkbox"/>	11	Describe appropriate procedures for handling a child who receives a head injury after falling from a playground structure.	3
<input type="checkbox"/>	12	Provide documentation of current Adult/Child/CPR/First-Aid certification. (can be photocopies of cards or a letter from the sponsoring agency that specifically names the candidate as having successfully completed Adult/Child/CPR/First Aid class)	3
<input type="checkbox"/>	13	Provide documentation of training in child abuse and maltreatment taken within the last two years.	3
<input type="checkbox"/>	14	Under what subsection/letter would you find the requirement for an emergency evacuation plan?	3

- |                          |    |  |       |
|--------------------------|----|--|-------|
| <input type="checkbox"/> | 15 | Under what section/letter would you find the required staff/child ratio information?   | 3     |
| <input type="checkbox"/> | 16 | Obtain a copy of New York State regulations appropriate for your modality of care.   | 3, 14 |
| <input type="checkbox"/> | 17 | Design a weekly menu using CACFP guidelines. Include the snack and portion size.   | 4     |
| <input type="checkbox"/> | 18 | Provide 2 nutritional (vegetable or fruit, low fat/low sugar and whole grain) cooking and/or food preparation activities listing all materials and how you expect children to use them.  | 4     |
| <input type="checkbox"/> | 19 | Provide titles, authors, publishers, copyright dates, a brief synopsis, and why you would recommend the book to a child or family: <ul style="list-style-type: none"><li>• Two books suitable for school-age children that deal with separation, divorce, remarriage or blended families</li><li>• Two books that portray cultures that are represented by the children in your program</li><li>• Two books that portray cultures that are different from the predominant cultures of the children in your program</li></ul> | 5, 11 |
| <input type="checkbox"/> | 20 | Obtain an observation tool for recording information about children's behavior. The tool should support appropriate program planning and not emphasize only negative behavior. Provide <u>one blank copy</u> , and include <u>one copy that has observation notes</u> you have taken (keeping the child's identity anonymous.) <ul style="list-style-type: none"><li>• Please describe how you use the observation tool.</li><li>• How do you ensure that every child is observed periodically?</li></ul>                    | 5, 14 |
| <input type="checkbox"/> | 21 | Provide a copy of the program's rules developed with input from the children. Include: <ul style="list-style-type: none"><li>• How the rules were developed.</li><li>• How the rules foster self-discipline.</li></ul>   | 6     |
| <input type="checkbox"/> | 22 | Obtain a copy of your daily schedule including time blocks, activities and age groupings.  | 7     |
| <input type="checkbox"/> | 23 | Develop 2 creative art activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.  | 8     |
| <input type="checkbox"/> | 24 | Develop 2 gross motor skill activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds.   | 9     |
| <input type="checkbox"/> | 25 | List 5 ways in which your program helps school-age children develop friendships and increase social skills.  | 12    |

- |                          |    |   |    |
|--------------------------|----|---|----|
| <input type="checkbox"/> | 26 | List 5 potential community partners who could offer enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhances children's development in your program. | 12 |
| <input type="checkbox"/> | 27 | List 3 community partners who have offered enrichment activities to the children in your program. Include the purpose of the activities, contact person information, and how the activity enhanced children's development in your program.          | 12 |
| <input type="checkbox"/> | 28 | List 5 ways you support parents in your program.  | 13 |
| <input type="checkbox"/> | 29 | List other outreach agencies that could provide support for school-age programs, including contact person, telephone numbers and addresses.   | 13 |
| <input type="checkbox"/> | 30 | List 5 activities parents can participate in to help feel a part of the program.  | 13 |
| <input type="checkbox"/> | 31 | Obtain name and contact information of agencies in the community that provide resources for children with disabling conditions.   | 13 |
| <input type="checkbox"/> | 32 | Obtain 5 record-keeping forms from your program. They must include; participant registration form, accident/incident report, bump/bruise report, attendance record including wellness check form and family/children surveys currently being used.  | 14 |
| <input type="checkbox"/> | 33 | Write a concise summary of a recent staff or planning meeting.  | 14 |

\_\_\_ File is well organized and neat.

\_\_\_ Items are numbered for easy reference.

\_\_\_ There is no duplication of items in the *Portfolio*.

\_\_\_ All resource items are appropriate for school-age children and their families.

\_\_\_ Candidate has actually used all or most activities listed in the file. (Interview question)



**Potential Interview Questions****Skill Area 1: Professionalism**

Please describe how you demonstrate professionalism in your work.

How is your work of value – to children, families, and the community?

**Skill Area 3: Safety**

Do you take children on field trips? If so, what practices do you employ to keep children safe while on a field trip?

**Skill Area 7: Out of School Environments**

How do you advocate for positive spaces for children?

**Skill Area 12: Social**

How are children taught to positively resolve conflicts?

**Skill Area 13: Families**

How do you serve as a resource to families?

**Skill Area 14: Operational Management**

How do you engage children, parents, and families in developing your program?

How would you describe a responsive, high quality program?

How are program policies demonstrated in daily program?

What else would you like to add that speaks to the value, purpose, and process of your work?

## 6.2 Assessment Procedural Verification

Candidate Name: \_\_\_\_\_

Date: \_\_\_\_\_

Endorser Name: \_\_\_\_\_

Program: \_\_\_\_\_

*Please check off each step to ensure that standard procedure is followed.*

### INTRODUCTION

\_\_\_\_\_ “Needs more training” and “is competent” votes are defined

\_\_\_\_\_ Credential Endorser introduces forms to be used in the Assessment Interview:

6.2 Assessment Procedural Verification

6.3 New York State School-Age Care Credential Competency Standards-at-a-Glance

6.4 Assessment Candidate Profile

6.5 Candidate Feedback Form

6.6 Endorser Feedback Form

6.7 Appeals Process

6.8 Renewal-at-a-Glance

6.9 Credential Endorser Checklist

### CANDIDATE DOCUMENTATION

\_\_\_\_\_ Portfolio is complete per 6.1 Observation Instrument

\_\_\_\_\_ Portfolio includes Family Questionnaires and at least two letters of reference

\_\_\_\_\_ Resource File is complete per 6.1 Observation Instrument

### ADVISOR DOCUMENTATION

\_\_\_\_\_ 5.1 Advisor Observation Instrument available and complete

\_\_\_\_\_ Dated to indicate at least 3 visits, 3 weeks apart; to indicate final observation within six months of Assessment Visit Request; and indicates that same group of children were observed by Advisor and Endorser

\_\_\_\_\_ 5.2 Advisor Summary Form and Votes available and complete

### ENDORSER DOCUMENTATION

\_\_\_\_\_ 6.1 Endorser Observation Instrument available

\_\_\_\_\_ Includes notes on observation and “Clean-Up Interview”

**EVALUATION OF 14 SKILL AREA S****(5 minutes per skill area)**

- \_\_\_\_\_ Credential Endorser follows process for evaluating each Skill Area.  
(Read, Share, Discuss, Vote)
- \_\_\_\_\_ Credential Endorser records strengths and weaknesses, votes, and short and long term goals on 6.4 Candidate Profile

**VERIFICATION OF PROCESS****(5 minutes per skill area)**

- \_\_\_\_\_ Candidate and Endorser completed evaluation of all 14 Skill Areas
- \_\_\_\_\_ Variations in standard procedures have been pre-approved by Credentialing Agency and discussed with: \_\_\_\_\_  
**Mark DNA (does not apply) or briefly describe in space below.**

**FINAL DECISION**

- \_\_\_\_\_ Facilitator reads the following:

*“The School-Age Credentialed Staff person is able to meet the specific needs of children and who, in partnership with families and other adults, works to nurture children’s physical, social, emotional and intellectual growth in a school-age setting, conducting himself or herself in a professional and ethical manner.”*

- \_\_\_\_\_ Final vote is recorded on the last page of 6.4 Profile.
- \_\_\_\_\_ Credential Endorser reviews 6.4 Profile for completion
- \_\_\_\_\_ Credential Endorser and Candidate discuss overall competence
- \_\_\_\_\_ Credential Endorser and Candidate vote and record signatures on 6.4 Assessment Candidate Profile
- \_\_\_\_\_ Credential Endorser reviews 6.4 Candidate Profile and gives copy to Candidate
- \_\_\_\_\_ Credential Endorser gives Candidate copy of 6.7 Appeals Process and 6.8 Renewal-at-a- Glance
- \_\_\_\_\_ Credential Endorser verifies procedures by signing the appropriate statement below
- \_\_\_\_\_ Credential Endorser reviews 6.9 Endorser Checklist

**SIGNATURE**

**As School-Age Care Credential Endorser, I verify that all procedures were properly completed as described in this document.**

**Procedures were not properly followed and the assessment visit could not be completed. A written description of the improper procedures is attached to this report.**

**Credential Endorser:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 6.3 Competency Standards for School-Age Care Professionals-at-a-Glance

The competent School-Age Care Professional is a person who:

- Meets the specific needs of children.
- Nurtures children's physical, social, emotional, and intellectual development in school-age care - with parents, families, and other adults.
- Who conducts him or herself in a professional and ethical manner.

**Skill Area 1: Professionalism:** makes decisions based on knowledge about school-age development, promotes quality in school-age care, has and continues to develop competence, maintains high ethical standards.

**Skill Area 2: Child Development:** demonstrates understanding of child development, as well as an ability to apply understanding in developing program, environment, and activities that meet children's needs.

**Skill Area 3: Safety:** provides a safe environment to prevent and reduce injuries.

**Skill Area 4: Health:** promotes good health and nutrition and provides an environment that helps prevent illness.

**Skill Area 5: Self:** provides physical and emotional security for each child; helps each child know, accept, take pride in self, develop independence.

**Skill Area 6: Guidance:** provides a supportive environment in which children learn and practice appropriate behaviors as individuals and as a group.

**Skill Area 7: Out-of-School Environment:** uses space, relationships, materials, and routines to create an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

**Skill Area 8: Creative:** stimulates children to play with sound, rhythm, languages, materials, space, and ideas and express their creative abilities.

**Skill Area 9: Physical:** provides a variety of equipment, activities, and opportunities to promote the physical development of school-age children.

**Skill Area 10: Cognitive:** provides hands-on activities, experiences, and opportunities that encourage curiosity, exploration, and problem-solving appropriate to the developmental levels and learning styles of school-age children.

**Skill Area 11: Communication:** actively communicates with children and helps children understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

**Skill Area 12: Social:** helps each child feel accepted, learn to communicate, get along with others, and encourages empathy and mutual respect among school-age children and adults.

**Skill Area 13: Families:** maintains open, friendly, cooperative relationships with families, encourages involvement; supports family relationships.

**Skill Area 14: Operational Program Management:** uses resources to ensure effective operation; a competent organizer, planner, record-keeper, communicator, and cooperative co-worker.

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## 6.4 Candidate Profile

<b>Skill Area 1</b> <b>Professionalism</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 2</b> <b>Child Development</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 3</b> <b>Safety</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  <input type="checkbox"/> <b>Competent</b> <input type="checkbox"/> <b>Needs Training</b> (Advisor Votes in Absentia)

## 6.4 Candidate Profile

<b>Skill Area 4 Health</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 5 Self</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 6 Guidance</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)

## 6.4 Candidate Profile

<b>Skill Area 7</b> <b>Out-of-School</b> <b>Environments</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 8</b> <b>Creative</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 9</b> <b>Physical</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)



## 6.4 Candidate Profile

<b>Skill Area 10</b> <b>Cognitive</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 11</b> <b>Communication</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 12</b> <b>Social</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)

## 6.4 Candidate Profile

<b>Skill Area 13 Families</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Skill Area 14 Operational Management</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Short Term Goal:</u>  <u>Long Term Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
<b>Candidate Portfolio</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)

## 6.4 Candidate Profile

<b>Candidate Resource File</b>	<u>Overview Candidate's Performance</u>	<u>Professional Development Plan</u>  <u>Goal:</u>	<u>Votes</u>  <b>Please record number of votes</b>  ___ <b>Competent</b> ___ <b>Needs Training</b> (Advisor Votes in Absentia)
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We have assessed the ability of \_\_\_\_\_, Candidate for the New York State School-Age Care Credential, according to the following definition:

“The competent School-Age Care Professional is a person who:

- Meets the specific needs of children,
- Nurtures children's physical, social, emotional, and intellectual development in school-age care – with the help of parents, families, and other adults, and who
- Conducts him or herself in a professional and ethical manner.”

☐ Candidate is competent and should be awarded the New York State School-Age Care Credential.  
Final vote was “2” Competent and “0” Needs More Training. (Advisor does not vote on final vote.)

☐ Candidate needs more training and is not recommended to receive the New York State School-Age Credential at this time.  
Final votes were \_\_\_ competent, \_\_\_needs more training.

Signatures:

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Today's Date

\_\_\_\_\_  
Endorser

\_\_\_\_\_  
Today's Date

## 6.5 Candidate Feedback to Credentialing Agency

*The New York State Network for Youth Success is interested in your experience as we continually improve the Credential Process. Please complete the following with your candid feedback. Use the back if necessary. You may be assured we will take your comments seriously.*

<b>Before the Endorsement Visit</b>	Not Useful			Very Useful
I found the Credential Prep Course Comments:	1	2	3	4
I found working with my Advisor Comments:	1	2	3	4
I found the <i>Parent Questionnaires</i> Comments:	1	2	3	4
<b>The Assessment Visit</b>	Poor			Excellent
Explanation of the process was Comments:	1	2	3	4
	Unprofessional & Not Helpful			Professional & Helpful
The Endorser was Comments:	1	2	3	4
	Negative			Positive
I found the Credential Process Comments:	1	2	3	4
	Strongly Disagree			Strongly Agree
I learned new things about School-Age Care Comments:	1	2	3	4
	Never			Absolutely
I'd recommend the School-Age Care Credential Process Comments:	1	2	3	4

**Please use the back of this page to note any areas of disagreement with your Credential Endorser. Provide as much detail as possible to defend your point of view.**

## 6.6 Endorser Feedback to Credentialing Agency

*The New York State Network for Youth Success is interested in your experience as we continually improve the Credential Process. Please complete the following with your candid feedback. You may be assured we will take your comments (front and back) seriously.*

<b>Endorser Training</b>	Not Useful			Very Useful
The endorser training was	1	2	3	4
<b>Before the Credential Visit</b>				
Scheduling with credentialing agency	1	2	3	4
	Difficult			Simple
Scheduling Assessment Visit with Candidate	1	2	3	4
<b>During the Credential Visit</b>	Not Useful			Very Useful
I found the Observation Process	1	2	3	4
I found the Family Questionnaires	1	2	3	4
<b>The Assessment Interview</b>	Not Confident			Very Confident
I was confident in the process	1	2	3	4
	Not Useful			Very Useful
Collected Information was	1	2	3	4
	Negative			Positive
I found Endorsing the Credential Process	1	2	3	4
	Strongly Disagree			Strongly Agree
I learned new things about School-Age Care	1	2	3	4
	Never			Absolutely
I'd recommend the SAC Credential Process	1	2	3	4

Positive Experiences I had:

Challenging Experiences I had:

Additional Comments:

**Please note any areas of disagreement between you and the Candidate. Provide as much objective detail as possible.**

## 6.7 Appeals Process

Regardless of the recommendation reached at the conclusion of the Assessment Visit, the Credential Endorser must deliver this document to the Candidate.

The Credentialing Process provides Candidates the right to appeal the decision reached at the Assessment Visit. The purpose of the appeals process is to ensure that the standard and correct *process* was applied to the Candidate's Credential process.

It should be noted, however, that the appeals process has NOT been designed to provide a second judgment regarding the Candidate's *competence*. Before submitting an appeal, Candidates should clearly understand that the appeal looks only at *how* the Credential process was conducted, not at whether the Candidate is competent or not.

Appeals will be upheld if adequate documentation is submitted to support that specific policies and procedures were violated during the Assessment Visit or other portions of the Credential process.

### Appeals may be initiated by the candidate only

The appeal must be submitted in writing and must be received within 30 days from the date of the notification letter sent by New York State Network for Youth Success to the Candidate. The written appeal must contain a clear statement of the procedural or policy violation(s) upon which the appeal is based, along with a factual account of the circumstances involved. This means that only specific, documented facts should be stated.

### Appeals must be sent to:

**New York State Network for Youth Success**  
**415 River Street, 2nd Floor, Troy, NY 12180**  
**Phone: 518.694.0660**

### Appeals will be considered by the Credentialing Agency

The Agency will conduct an in-depth investigation of the appeal. It will involve fact-finding activities such as review of Assessment Visit materials, review of written statements from the Candidate and School-Age Care Credential Endorser, and telephone interviews with the Candidate's Advisor whenever necessary. The Agency will then consider all pertinent information and make a decision regarding the appeal. Once a decision is made, the Candidate will be officially notified in writing.

**If the Credentialing Agency upholds the appeal**, this action will not be equivalent to a judgment of competence.

A Credential will not automatically be awarded. An appeal upheld means that the Candidate is granted a second assessment at no additional cost. The Credentialing Agency will reassign a different School-Age Care Credential Endorser to conduct another Assessment Visit.

**If the Credentialing Agency does not uphold the appeal**, the Candidate may reapply by submitting a new 3.1 *Assessment Visit Request* and proceeding through all steps of the process and fulfilling all New York State School-Age Care Credential Process requirements. This includes selecting an Advisor and Parent/Community Representative and collecting all information (*Candidates may select the same individuals*). The Candidate will submit a new 3.1 *Assessment Visit Request* and a different School-Age Care Credential Endorser will be assigned. The School-Age Care Credential Endorser will observe and conduct the Assessment Interview the Candidate. **All fees must be paid again.**

## 6.8 Renewal Process-at-a-Glance

### Why You Should Renew Your Credential

- To demonstrate your commitment to ongoing professional development
- May be regulatory requirement to remain eligible for position

### When Your Credential Must Be Renewed

Once awarded, your Credential is valid for three (3) years. Keep your contact information up-to-date at the Credential office and you will receive Credential Renewal Materials several months before your renewal is due.

### What You Need to Do to Renew Your Credential

Renewing your Credential is not as complicated or time-intensive as earning it the first time. But you will be asked to document that:

- You are still employed (or volunteer) in the school-age care, afterschool field
- Your First Aid and CPR certification is current
- Your Child Abuse and Maltreatment training is current
- You have maintained your professional membership with the Network for Youth Success
- You continue to receive ongoing professional development. Options for that training include:
  - ✓ 1.5 ceus,
  - ✓ **OR** 3 College Credits related to the field or leading to a degree,
  - ✓ **OR** 20 training hours (5 above required training hours for licensed program) following date of credential
- You have updated a three-(3) year professional development plan that includes:
  - ✓ An update report about any skill areas that received any 'needs more training' votes on 6.6 *Assessment Candidate Profile*
  - ✓ An update at least 50% of the goals set on 6.6 *Assessment Candidate Profile*
  - ✓ And short and long term goals for each of the 14 skill areas for the next three years
- You are regarded as competent with school-age children as indicated in a letter of recommendation from a school-age care professional

Individuals who are no longer working directly with children, should go to

<http://networkforyouthsuccess.org/wp-content/uploads/2016/09/chapter-7-renewal-packet-9.2016.pdf> or refer to chapter 7 of the manual for further instructions.

### What are the Costs for Renewal?

\$150

Scholarship funding may be available through the Educational Incentive Program (EIP). For more information or to apply for a scholarship, please visit [www.ecetp.pdp.albany.edu](http://www.ecetp.pdp.albany.edu). You may also contact EIP at [eip@albany.edu](mailto:eip@albany.edu) or 800-295-9616.

### What Happens if You Do Not Renew Your Credential?

If you miss the renewal deadline, you will either:

- Lose your status as a School-Age Care Credentialed Professional which may negatively affect your qualifications for employment, **OR**
- You will be required to complete the entire Credential process again – *Portfolio* and *Resource File*, three observations by Advisor, and Assessment Visit with a Credential Endorser who will observe and conduct an Assessment Interview.

## 6.9 Credential Endorser Checklist

Following completion of the Endorsement Visit, scan and email the following documents within 3 days to:

**Erin@NetworkForYouthSuccess.org**

- \_\_\_\_\_ Candidate Application
- \_\_\_\_\_ Request for Visit Form
- \_\_\_\_\_ 5.1 Advisor Observation Instrument
- \_\_\_\_\_ 5.2 Advisor Summary
- \_\_\_\_\_ 6.1 Endorser Observation Instrument
- \_\_\_\_\_ 6.2 Assessment Procedural Verification
- \_\_\_\_\_ 6.4 Assessment Candidate Profile
- \_\_\_\_\_ Candidate's Typed Goals
- \_\_\_\_\_ 6.5 Candidate Feedback Form
- \_\_\_\_\_ 6.6 Endorser Feedback Form
- \_\_\_\_\_ 6.9 School -Age Care Endorser Assessment Checklist (this document)
- \_\_\_\_\_ Mileage and Reimbursement Forms
- \_\_\_\_\_ Receipts

**Please note: *Candidate Portfolio* and *Resource File* (or any of their contents) are NOT to be returned to New York State Network for Youth Success, rather they stay in the Candidate's possession.**



## Chapter Seven: Renewing Your Credential

### **Contents Include**

- Credential Renewal Packet
- Documentation Description
- Renewal Documentation Form

## Credential Renewal Packet

Congratulations! You have accomplished an important step in your continued search for professional development and growth. Renewing your School-Age Care Credential indicates that you are committed to the best practices for school-age care and are willing to continue that commitment.

This packet contains important information and instructions in regard to the renewal process. Please be sure to read it very carefully and contact Erin at the Network for Youth Success if you have any problems, [erin@networkforyouthsuccess.org](mailto:erin@networkforyouthsuccess.org).

It is very important to renew your credential if you are planning to continue a career in School-Age Care, if you are interested in strengthening your skills in the field or, if you need to maintain compliance with OCFS regulations for your program.

The interval for the renewal period is three years, which is why you recently received notice. A Credential must be renewed every three years to remain current and valid.

### Expectations

As you read through this packet, take note of all of the documentation and items that you will need to submit for this phase of your renewal. Your entire packet is due no later than thirty (30) days beyond the original date on your credential certificate. You must submit the entire packet together. Do not send pieces of it as you collect them.

You must submit the renewal fee of \$150.00 either by personal check, money order or signed EIP award voucher with your packet. Renewal packets sent without payment will not be processed until payment is received.

All required documentation must be included or your packet will not be processed until it is complete.

### Instructions

1. Choose which renewal packet to complete.
  - a. Choose **Direct Care Professional** if you are currently working directly with children. Ex: Counselors, Group Leaders, Site Directors.
  - b. Choose **Advanced Professional** if you are no longer working directly with children, but are still in the afterschool field. Ex: Administration, Educators, Coaches, Endorsers, Advisors, etc.
2. Complete renewal packet.
3. Submit all required documentation.
4. Sign and submit Statement of Professionalism (on next page).
5. Remit payment.

Use the School-Age Care Credential Renewal Documentation section of this packet to complete the required work.

When this is complete, send in the entire section, the required documents, the signed Statement of Professionalism and payment to the following address:

New York State Network for Youth Success  
Attn: Erin Broderick  
415 River Street, Second Floor  
Troy, NY 12180

**Payments should be made out to: NYS Network for Youth Success**

If you have any questions regarding the documentation you may contact New York State Network for Youth Success at 518.486.8567.

Please read and sign the following **Statement of Professionalism**:

“I have read and met all the requirements of the School-Age Care Credential Renewal System.

I understand that individuals convicted of a crime involving child abuse or maltreatment are ineligible to apply for or hold the School-Age Care Credential.

I have read and understood the *National AfterSchool Association Code of Ethics*.

If I am awarded a renewal of my School-Age Care Credential, and the right to use the title Credentialed School-Age Care Professional, I agree to meet the standards of the New York State School-Age Care Credential to the best of my abilities and to conduct myself in a professional and ethical manner.

Failure to meet the New York State School-Age Care Credential standards and/or conduct myself in a professional and ethical manner may result in revocation of my School-Age Credential Certification.

All responses on this renewal application are true to the best of my knowledge.

All documentation submitted is my own.”

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name (Please Print): \_\_\_\_\_

## School-Age Care Credential Renewal Documentation DIRECT CARE PROFESSIONALS

### Renewal Candidate Information

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

### Required Documentation

☐ 1. **Comprehensive description of work experience for the past three (3) years**

It is expected that the majority of your work experience over the past three (3) years has been in the field of school-age care. Note variations in your employment (unemployed, change of jobs etc.). Any of these variations should be described and will be considered during the review of the application. (Attach additional pages if necessary.)

Place of Employment		Dates of Employment	
Address			
City	State	Zip Code	
Supervisor's Name	Phone		
Title			
Responsibilities			

☐ 2. **Current First Aid and Adult-Child CPR Certification**

Provide documentation of your certification, either by a photocopy of your certificates or a letter from the training agency with your name on it.

☐ 3. **Child Abuse and Maltreatment Training**

Submit a photocopy of a current Child Abuse and Maltreatment Prevention training certificate to demonstrate that you are updated on this issue as a mandated reporter.

☐ 4. **Professional Membership – New York State Network for Youth Success**

In order to renew your credential, you must currently be a member of New York State Network for Youth Success. Submit a photocopy of your New York State Network for Youth Success membership certificate indicating that you have maintained membership in order to stay up-to-date with the latest research, information, professional development opportunities, and to have access to a networking group of colleagues and fellow-professionals. *\*Please note: upon your next renewal, you will be required to show proof you maintained membership throughout the three year period.*

☐ **5. Proof of Work in Afterschool**

Submit a letter from your most current supervisor, professional peer, or board member that indicates your work experience - paid or unpaid.

☐ **6. Proof of Registration in the Aspire Registry**

☐ **7. Letter of Recommendation**

Submit a letter from a school-age care professional, colleague, or supervisor who can knowledgeably speak to your competence in the field of school-age care or SACC program development, giving specific examples.

☐ **8. Updated Résumé**

Submit a photocopy of your up-to-date résumé.

☐ **9. Professional Development Documentation**

- ☐ 1.5 Continuing Education Credits per year, or
- ☐ 3 College Credits related to the field or leading to a degree in the field per year, or
- ☐ 20 training hours per year, for a total of 60 hours over the last three years.

*Use the sheets on the following pages to create a comprehensive list of trainings, workshops, classes, etc. attended. Copies of transcripts and/or certificates must accompany the list.*  
*Continuing Education Units or CEU's*

## Professional Development Hours

Year One Following Credential Award		
Professional Development Course	Date Completed	Training Hours

Year Two Following Credential Award		
Professional Development Course	Date Completed	Training Hours

Year Two Following Credential Award		
Professional Development Course	Date Completed	Training Hours

## CEUs

Selected Year Following Initial Credentialing	Continuing Education Units Received
Year One Training Program:	
Year Two Training Program:	
Year Three Training Program:	

## College Credit Courses

College or University	Course Title	Credit Hours	Date Completed	Grade

☐ **10. Three Year Professional Development Plan**

Provide an update at least 50% (*14 or more out of the 28*) of short- and long-term goals identified during your Assessment Visit and recorded on Form 6.4 Candidate Profile (first time renewal is based on goals recorded on Form 6.4; subsequent renewal goals are based on the previous renewal packet.)

**Use the format below to complete your professional development plan, attach additional pages.**

- 1). Skill Area Goal: \_\_\_\_\_
- 2). What You Have Done? \_\_\_\_\_
- 3). What Results Have You Recorded? \_\_\_\_\_

For first-time-renewals, additionally provide an update report about any skill areas that received any 'needs more training' votes as recorded on your Credentialed Professional Profile.

- 1). Skill Area Needing More Training: \_\_\_\_\_
- 2). Training Received: \_\_\_\_\_
- 3). What Results Have You Recorded? \_\_\_\_\_
- 4). What You Have Done to Improve your Skills in this Area? \_\_\_\_\_

☐ **10. Commitment to Professionalism**

Create short- and long-term goals for 14 Skill Areas for the next three years. Use the worksheet (4.4) provided on the next page.

**4.4 Short-and Long-Term Goals Worksheet**

Candidate Name \_\_\_\_\_

Skill Area	What I'll do and How I'll do it	When I'll do it
<b>Professionalism: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term Within 6 months		
Long-Term Within 3 years		
<b>Child Development: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Safety: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Health: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Self: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		
<b>Guidance: Specific, Measurable, Achievable, Relevant, Timely</b>		
Short-Term		
Long-Term		



Out of School Environments: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Creative: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Physical: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Cognitive: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Communication: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Social: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Families: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Program Operational Management: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		

## School-Age Care Credential Renewal Documentation ADVANCED PROFESSIONALS

### Renewal Candidate Information

Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

### Required Documentation

☐ 1. **Comprehensive description of work experience for the past three (3) years**

It is expected that the majority of your work experience over the past three (3) years has been in the field of school-age care. Note variations in your employment (unemployed, change of jobs etc.). Any of these variations should be described and will be considered during the review of the application. (Attach additional pages if necessary.)

Place of Employment		Dates of Employment	
Address			
City	State	Zip Code	
Supervisor's Name	Phone		
Title			
Responsibilities			

☐ **2. Professional Membership – New York State Network for Youth Success**

In order to renew your credential, you must currently be a member of New York State Network for Youth Success. Submit a photocopy of your New York State Network for Youth Success membership certificate indicating that you have maintained membership in order to stay up-to-date with the latest research, information, professional development opportunities, and to have access to a networking group of colleagues and fellow-professionals. *\*Please note: upon your next renewal, you will be required to show proof you maintained membership throughout the three-year period.*

☐ **3. Proof of Work in Out of School Time Functions**

Submit a letter from your most current supervisor that indicates your work experience - paid or unpaid.

☐ **4. Letter of Recommendation**

Submit a letter from a school-age care professional, colleague, community partner or supervisor who can knowledgeably speak to your competence in the field of school-age care or SACC program development, giving specific examples.

☐ **5. Updated Résumé**

Submit a photocopy of your up-to-date résumé.

☐ **6 Professional Development/Contributions to the Field**

Document proof of your personal professional development AND a contribution to the field. Use the lists below.

Select at least **ONE**

- ☐ Proof of personal professional development (30 hours)
- ☐ Proof you attended 2 college classes relating to the field (Education, Adult Education, Management, etc.)

Select at least **ONE**

- ☐ Proof you have delivered professional development to the field (certificates, brochures, flyers)
- ☐ Essay describing your involvement in a Regional Network
- ☐ Essay describing your afterschool advocacy efforts
- ☐ Endorsed 3 SAC Credential Candidates (Submit copies of Procedural Verification Forms)
- ☐ Advised 3 SAC Credential Candidates (Submit copies of Request for Visit Forms)
- ☐ Successfully coached one program through Network for Youth Success Accreditation (Provide name of program coached)
- ☐ Other. Please call the Network for Youth Success before submitting.

☐ **7. Commitment to Professionalism**

Choose five relevant skill areas. Write one year and three year goals for each.

(Use form below.)

Skill Area	What I'll do and How I'll do it Specific, Measurable, Achievable, Relevant, Timely	When I'll do it
Short-Term 1 Year		
Long-Term 3 Year		
Short-Term 1 Year		
Long-Term 3 Year		
Short-Term 1 Year		
Long-Term 3 Year		
Short-Term 1 Year		
Long-Term 3 Year		
Short-Term 1 Year		
Long-Term 3 Year		
Short-Term 1 Year		
Long-Term 3 Year		