



New York State School-Age Care Credential



2022-23 Manual

www.NetworkForYouthSuccess.org/credential

TABLE OF CONTENTS**Chapter One**

The Credential Process

Pages 4-22

Chapter Two

Competency Standards

Pages 23-55

Chapter Three

Candidate Instructions

Pages 56-63

Chapter Four

Documenting Competencies

Pages 64-78

Chapter Five

Advisor Instructions

Pages 79-92

Chapter Six

Endorser Instructions

Pages 93-108

Chapter Seven

The Renewal Process

Pages 108-110

Appendix

Pages 111-184

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.

Ongoing revisions are implemented by the New York State Network for Youth Success and are informed by the Statewide Credential Workgroup whose members include: Sally Crosiar, Avril Mills, Arlene Rider, Erin Broderick, Alicia Salamone-Powers, Carla Stough Huffman, Tinnycua Williams, and Roberto Serrano.

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.

Questions relating to the NYS School-Age Care Credential?

Email Erin@NetworkForYouthSuccess.Org

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
 - The Advisor
 - The Endorser
 - The Network (Credentialing Agency)
 - The Host Agency
 - The Instructor
 - The SAC Credential Workgroup
 - 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 their 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, Host Agency, 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 their professional knowledge, skills, and standing in the profession. They usually attend training sessions, work with an Advisor, document their competence, and then meet with an assigned Credential Endorser. The Advisor and School-Age Care Credential Endorser observe the Candidate and review their documentation. The Credential Endorser also interviews the Candidate, and makes a recommendation regarding the Candidate's competence to The Network.

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/coaching and to reapply at a later time.

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.

Brief Overview: The Credential Process, Roles and Responsibilities Chart

Role: Advisor

Responsibilities:

- Observes Candidate's work (minimum of 3 visits - once within first few months, and twice in last few months)
- Coaches Candidate for Improved Quality (after each visit)
- Completes Observation Instrument, Coaching Meeting Notes and Action Plan, 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
- 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
- (Optional) Submits for EIP assistance for Credential Prep Course and Credential Assessment Fee of \$1000 (Application timed according to EIP funding cycles)
- Submits Endorsement Request at <https://networkforyouthsuccess.org/sac-credential-endorsement-form/>
- Places Documentation in the Google Drive according to Network Timeline
 - See Appendix A for a list of required documents
- Distributes Opt-Out Forms
- Records Video Footage (See Appendix R)
- Has Virtual Endorsement Debrief in which Endorser:
 - Asks questions about the documentation
 - 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 calls and meeting with The Network
- Submits class reports
- Creates contracts between their agency and each student

Refer to Host Agency Agreement for detailed list of responsibilities

Role: Credential Agency

Responsibilities:

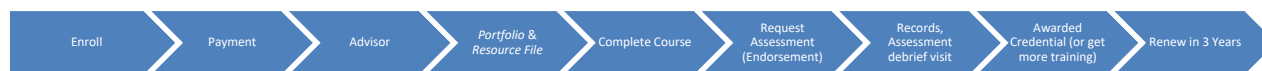
- Maintains up-to-date list of Host Agency sponsored Credential Prep Courses
- Promotes Credential
- Matches Candidate with Endorser
- Reviews Assessment visit procedures
- Awards Credential, or provides notice that Candidate should receive more training
- Alerts Candidate when renewal is due

Role: Endorser

Responsibilities:

- Schedules debrief with candidate
- Reviews *Portfolio* and *Resource File*, Advisor Summary, Action Plan, Advisor Observation Instrument and Recordings
- Scores the Observation Instrument
- Based on findings, the Endorser provides a recommendation that candidate be awarded the credential or deferred pending additional training.

The Steps of the Credential Process



Step 1: Candidate Checks for Eligibility and Enrolls in School-Age Care Credential Preparation Course (Either Face to Face or Distance Learning)

- The Candidate should read Chapter 1 to ensure they meet the qualifications to take the course.
- Candidates can locate a face-to-face (and other virtual, live-instructor course in their area) here: <http://networkforyouthsuccess.org/credential/credentialing-f-f/host-agencies/>
- Candidates may enroll in the distance learning course here: <http://networkforyouthsuccess.org/credential/distance-learning/>
- Candidates may enroll in an (all-state) virtual, live-instructor course here: <https://networkforyouthsuccess.org/credential/virtualcredential/>
- The candidate completes the enrollment process with their host agency, and receives a copy of the policies and procedures.
- Payment must be made to the host agency utilizing the timeline in their policies and procedures.

Step 2: Pay for Your Course

(Optional) Candidate Submits Application for Educational Incentive Program (EIP) Funding

- 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 <https://www.ecetp.pdp.albany.edu/eip.aspx>.
- You may also contact EIP at eip@albany.edu or 1-800-295-9616.

Step 3: Candidate Finds an Approved Credential Advisor

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 Assessment visit Request.

- Candidates can find a list of approved advisors here: <http://networkforyouthsuccess.org/credential/sac-credential-advisors/>

Step 4: Candidate Documents their 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 their work according to the New York State School-Age Care Credential Competency Standards.

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

- See Chapter 4 for more information on documenting competencies.

Step 5: Candidate Completes the SAC Credential Preparatory Course

Each course covers all fourteen of the skill areas. The Candidate must successfully complete at least 75% of the classes in order to move on to their assessments/endorsements.

- Those who complete less than 75% must take the course over.
- Individuals who complete the course, have up to two years to apply for their assessment visit.
- Host agencies will provide students with transcripts (providing payment has been made) within three weeks of course completion. Transcripts will outline OCFS hours and topic areas.
- Completion of the course does NOT mean the candidate has earned their NYS SAC Credential. Candidates must successfully complete their assessment visit to earn their certificate.

Step 6: Candidate Fills out The Request for Visit Application and is Assigned a School-Age Care Credential Endorser

When a Candidate has completed their documentation, they may request an Assessment Visit by submitting their Policies and Procedures Form (Appendix B) into the portal. The portal can be found at: <http://networkforyouthsuccess.org/sac-credential-endorsement-form/>

- Once the Network receives the completed form, the candidate will receive a link to place their documents and an email outlining the next steps (including recording).
- A qualified endorser will contact the candidate to schedule the assessment visit.
- **Assessment visits are ONLY scheduled September through June.**
- **All request for visit applications must be submitted by May 1 to guarantee a visit before the end of the school year and by November 1 to guarantee a visit between November and December.**
- **All visits are scheduled on a first come, first served basis.**

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

The Credential Endorser has a variety of tasks to complete. The responsibilities of the Credential Endorser include:

- Review all documents (prior to the debrief) and ask any questions.
- Review the Candidate's videos.
- Interview the Candidate to discuss competency standards that the Credential Endorser was unable to observe on the day they visit 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 their work.
- **School-Age Care Credential Endorser Recommends that the Candidate Receive the Credential or that they 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 Network – either that the Candidate is competent and should receive the Credential, or that the Candidate needs more training and should reapply at a later date. The Endorser has three days to submit all paperwork to the Network.

Step 8: 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. This can take up to forty-five business days. Once approved, the Candidate will receive their certificate in the mail.

- Should the candidate be deferred, the Network will provide further instructions on training requirements and additional advisement visits within thirty business days. After three months and completion of additional requirements, the candidate may apply for a visit again. There is a \$500.00 fee for a second visit.
- Candidates that are deferred twice, must take the course over again.

Step 9: Candidate Renews the Credential After Three Years

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

- Renewal documentation can be found here. <http://networkforyouthsuccess.org/credential/>
- Candidates are expected to keep track of their expiration date, and to submit their documentation by the expiration date printed on their certificate.
- Candidates must maintain their Network for Youth Success Membership.
<http://networkforyouthsuccess.org/membership/>
- Candidates are responsible for keeping their contact information up to date with the Network.

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 their 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 their Advisor can assist them in developing an individualized learning plan.

Experience

- Must be currently working in a NYS Registered Childcare 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, SAC Credential Standards, 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
- New York State Training and Technical Assistance Professional Credential - Coach, preferred
To find out more about this credential, go to: <http://nyaeyc.org/coach/>

Professional Experience & Expertise

- Two years of experience in an out-of-school time 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 OCFS 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, obtain within one year
- 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).
- May not be in the current role of NYS Licenser or Registrar for any modality of childcare.

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—once within the first few months, and twice in the second half of the class), 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, Resource File, and Recordings*;
- 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 (Appendix I);
- Assist the Candidate in creating short- and long-term goals (Appendix E)
- Complete a Summary of Candidate strengths and areas for growth in each skill area;
- Review the assessment process with the Candidate;
- Renew advisor certification every three years;
- Respond to Network communication within three business days;
- Respond to their active candidates within three business days;
- Sign off on the Candidate's Policies and Procedure Form (Appendix B) stating competence
- Attend at least 65% of the Network-sponsored learning communities
- Complete the Advisor Mentor Program (2022 – Present)

To Apply to Become a SAC Credential Advisor

- Fill out the application here: <http://networkforyouthsuccess.org/credential/>
- Applicants must supply two letters of reference from professionals in the field
- Applicants may be asked to submit resumes and other supporting documents
- ***Applications will be reviewed by The Network, and contacted by the Network regarding their status and next steps.***
- Approvals will be based on information in the application as well as need in the area the advisor is willing to serve in.
- Approved Advisors must take the online advisor training, pass the test with a grade of 90% or above (within two tries), and sign the statement of professionalism.

The Network reserves the right to observe advisors while fulfilling advisement responsibilities.

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 related by blood or marriage or other legal relationship to the Candidate.
- Must not be working for/in the same organization as the Candidate.
- Must not be working in the same organization as the Candidate's Advisor.
- Must not be working in/or for the same organization as the Candidate's Host Agency.
- Endorsers may not be in the current role of NYS Licensuror or Registrar for any modality of care.

School-Age Care Credential Endorser Responsibilities

- Serve as the representative of The Network
- Notify the Network within 3 business days when assigned – either to alert them to a scheduled Assessment visit or to notify them that the Endorser was unable to schedule the Assessment visit and another Endorser should be assigned.
- Review Candidate documentation (*Portfolio, Resource File, Recordings*)
- 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 their work
 - complete the Candidate Profile
 - Review and edit the Candidate's Goals
- Follow standard statewide procedures during Assessment Visits
- Verify that all procedures have been followed and submit completed documentation into the Endorser Portal within three days of the visit.

Endorser Portal: <https://networkforyouthsuccess.org/endorser-uploads/>

- Upon the request of the Network, make any changes to Endorser Documentation and upload it within three days into the Resubmission Portal: <https://networkforyouthsuccess.org/ninja-forms/1571aj4/>
- 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 Network as they change over time.
- Participate in regularly scheduled mandatory SAC Credential Endorser update calls/meetings.
- Respond to Network communication within three business days
- **Make 2-5 visits per year as scheduled and assigned**
- **Call the Network for Youth Success, or check the FAQ sheets should you have any questions or should any adjustment in procedures need to be made.**
- Renew Endorser certification every three years.
- Attend at least 35% of the Network-sponsored learning communities

To Apply to take a NYS Credential Endorser Training,

- Fill out the application here: <http://networkforyouthsuccess.org/credential/>
- Applicants must supply two letters of reference from professionals in the field.
- Applicants may be asked to submit resumes and other supporting documents.
- ***Applications will be reviewed by The Network, and contacted by the Network regarding their status next steps.***
- Approvals will be based on information in the application as well as need in the area the endorser is willing to serve in.
- Approved Endorsers must actively participate in the Endorser Training and sign the statement of professionalism.

The Network reserves the right to observe all Endorsers during SAC Credential Assessment visits.

**New York State School-Age Care Credentialing Agency
New York State Network for Youth Success****Network for Youth Success 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 Workgroup to review and monitor materials and procedures
- Convene quarterly meetings each year (three via web, and one face to face)
- Supply official notification of credential awards to successful candidates
- Supply notification of deferral to candidates needing more training
- 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
- Recruit, train, track, and monitor SAC Credential Advisors
- Maintain relationships with EIP, NYAEYC, OCFS, The National Afterschool Association, Aspire, and other New York State agencies
- Maintain host agency contracts
- Assist in finding mentors for new Advisors
- Provide learning communities

Credential Host Agency Requirements

Education

- Must employ (or contract) instructors with a New York State T-TAP, School-Age to teach all classes.

Professional Experience & Expertise

- See Instructor Experience

Host Agency Responsibilities

- Teach all classes in-person, or via virtual, live-instructor, to ONLY those in your geographic service area. The instructor and students must be in the same space at the same time. At no time should any classes be conducted via phone or internet
 - The full course must contain at least sixty hours of class time (60-75 is recommended)
 - Class size may not exceed 30 participants
 - Class time may not exceed 3 hours in one day, and no more than two per week (approval may be granted for special circumstances),
 - Part 1 must consist of skill areas 1-7, and part 2 must consist of skill areas 8-14
- Advertise all classes using the name(s) SAC Credential Part 1 SAC Credential Part 2, or SAC Credential Parts 1 and 2.
- Attend the annual face to face host agency meeting
- Attend all of the quarterly phone calls
- Obtain vendor status through SUNY EIP (if collecting EIP funding)
- Ensure a TTAP-PDS (school-age) is instructing the course
- Register interested applicants; provide support around EIP navigation
- Enlist, train, and coordinate local cadre of advisors to provide coaching to candidates
- Provide the Network with at least one active endorser
- Create and distribute signed contracts (MOU/Partnership Agreement) with each student
- Create and distribute transcripts for all students enrolled in the course. These must include the training title, individual class dates, training hours, OCFS topic areas, credentialed trainer signature, and whether or not the student passed (attended 75% or more).
- Notify The Network in the event that the instructor is either unable to continue teaching the course or is no longer with the Host Agency.
- Notify The Network immediately in the event that the course syllabus changes
- Submit all paperwork within a Network-designated time lines
- Adhere to the [National Afterschool Association's Code of Ethics](#)
- Create and distribute signed contracts (MOU/Partnership Agreement) with each contracted advisor (if contracting advisors)
- Sign candidate's Policies and Procedure Form (Appendix B)
- Attend at least 65% of the Network-sponsored learning communities

To Apply to be a Host Agency

- Applicants must contact the Network for Youth Success at 518.694.0660.
- Applicants must supply (at least) two letters of reference from professionals in the field
- Applicants may be asked to submit resumes and other supporting documents
- *Applications will be reviewed by The Network*
- Selected applicants must complete the Host Agency Training

The Network reserves the right to do site visits at all Host Agencies.

For a full list of Requirements, see the Host Agency Contract. Contracts can be requested by interested host agencies by contacting the Network at 518.694.0660.

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

- Current 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
- **Valid NYSAEYC T-TAP Credential. To find out more about this credential, go to:**
<http://nyaeyc.org/ttap-credential/>

Professional Experience & Expertise

- Five years of experience in an out-of-school time 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

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 Host Agency Phone Calls
- Attend the once per year Host Agency Meeting
- Send in class 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, including the assessment process, to the candidate
- Assist Candidates 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 within the timeframe outlined in the Host Agency Agreement
- Endorse one candidate per year or as needed
- Create a course syllabus
- Attend at least 65% of the Network-sponsored learning communities

To Apply to be a SAC Credential Instructor

- Applicants must fill out the application here: <http://networkforyouthsuccess.org/credential/>
- Applicants must supply two letters of reference from professionals in the field
- Applicants may be asked to submit resumes and other supporting documents
- ***Applications will be reviewed by a panel of afterschool experts, and contacted by the Network regarding their status next steps.***
- Approvals will be based on information in the application as well as need in the area.

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

Credential Workgroup

Credential Workgroup Responsibilities

- Meets (at least) quarterly and/or subject to need
- Reviews Renewal Packets as needed
- Advises the Network in updating the NYS SAC Standards
- Advises the Network in updating policies and procedures
- Assists in making decisions on applications for advisors, endorsers, instructors, and host agencies as needed
- Assists in creating the agenda for host agency meetings

Credential Workgroup 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 out-of-school time setting
- Recognized leadership in providing educational and/or professional growth opportunities to school-age care providers
- Knowledge of New York State School-Age Care SAC Regulations, SAC Credential Standards and Network for Youth Success Program Accreditation Standards
- Knowledge of SAC Credential procedures

Credential Workgroup members are appointed by The Network. If you are interested in being on the workgroup, contact the Network at 518.694.0660.

Credential Review Panel Qualifications**Credential Review Panel Responsibilities**

- Assists in reviewing endorser packets and renewal packets
- Assists in reviewing advisor, instructor, and endorser applications
- Assists in reviewing advisor and endorser renewal packets

Education

- New York State School-Age Care Credential OR
- Bachelor's degree (in child development or other fields related to school-age care, preferred); 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, OR
- Employed (or contracted) by the Network for Youth Success

Credential Review Panel members are appointed by The Network.

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 & Emotional Development
- 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.

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

Bulleted Indicators

- 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

Numbered Competency Standard

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

Resource files may help to document standards and/or indicators. *RF* in the standards/indicators (and Observation Tool) indicates there is a Resource file that corresponds.

1. Skill Area: Professionalism

Candidate develops and maintains 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 school-age professional continues to set new goals and take advantage of training or educational experiences that will help them to grow more competent. They recognize 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 school-age professional should develop relationships with other school-age professionals and establish a network for information and support.

Competency Standards and Indicators

1-1 Demonstrates knowledge and value of regulations, Network for Youth Success Standards, and professional codes of ethics.

- Speaks convincingly about the purposes of regulations for safe and high-quality care
- Understands and adheres to the National Afterschool Association (NAA) Code of Ethics (*RF 1*)*
- Has knowledge of quality-enhancing tools (ex: Accreditation Self-Study, Quality Self-Assessment Tool, NAA Core Knowledge and Competencies, YPQA) (*RF 32*)

1-2 Views and presents 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
- Demonstrates the mindset to support and grow children, staff, and families
- Plays different roles, including; leader, observer, listener, facilitator, adult friend, and participant

1-3 Continually develops competencies in child development, programming, inclusion, communication and other topics related to children.

- Regularly attends conferences, workshops, and other professional development opportunities
- Belongs to professional organizations related to school-age children, in addition to the New York State Network for Youth Success (*RF 3*)
- Reads professional journals, magazines, newsletters, and the like to increase knowledge of current findings and trends, best practices, and other information related to providing high-quality care for school-age children
- Creates an Aspire profile and tracks professional development using the Aspire Registry (*RF 2*)
- Has an ongoing professional development plan

*RF= Resource File. There is a resource file that corresponds with this standard/indicator.

1-4 Advocates for the needs of children and the value of afterschool programming and professionals.

- Articulates the value, purpose, and process of their work
- Educates families, host site, and the community on the needs of the program (*RF 4*)
- Educates decision makers on the needs of the program and the professional
- Awareness of [Power of 3 Listserv](#) to stay abreast of current advocacy efforts
- Practices and promotes self-care

2. Skill Area: Child Development Knowledge

Candidate demonstrates an understanding of child development 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 a program that meets 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 school-age professionals 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; how the role of environment (both positive and negative including trauma or adverse childhood experiences) impacts functioning; and what they need from adult caregivers. Competent afterschool professionals 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 skill areas.

NOTE: Candidates must score competent in Child Development in order to earn their NYS SAC Credential Certification.

Competency Standards and Indicators

2-1 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively.

- Identifies key characteristics of typically developing children in the 5 to 7 year-old range (*RF 8 and RF 22*)
- Identifies key characteristics of typically developing children in the 8 to 10 year-old range
- Identifies key characteristics of typically developing children in the 11 to 12 year-old range
- Responds to children's developmental stages, as well as to individual children's development
- Describes how they accommodate the needs of younger children to feel safe and secure
- Describes how they help older children develop their own sense of identity through greater independence and choice, planning activities for themselves, and the like
- Understands that environment, including trauma and/or adverse childhood experiences (poverty, abuse, racism, sexuality, violence, death, gender identity, etc.), impacts every area of functioning (including social, emotional, behavioral, physical and mental)

2-2 Plans, organizes, and provides programming for the developmental needs of children.

- Plans and adapts a wide range of activities (sports, math, science, drama, literacy, art, music, etc.) which match children's abilities (*RF7*)
- Identifies resources that help children understand how they change as they grow
- Monitors each activity and responds to ensure children are neither bored or frustrated
- Organizes a program environment that meets the developmental needs of children
- Provides sufficient program materials and equipment that are developmentally appropriate
- Evaluates how programming meets the developmental needs of children

2-3 Includes children of all ability levels, including those with special needs.

- Provides activities and experiences that include children of all abilities
- Modifies activities and experiences to invite and include children of all abilities
- Provides opportunities for children with disabilities to interact with their peers as well as differently-abled children
- Uses the expertise of families, 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 all children including those with special needs

2-4 Uses observations to anticipate individual children's needs as well as the needs their developmental stage might predict.

- Collects information about each child, including about their families, interests, strengths, talents, etc.
- Identifies the strengths and growth opportunities of each child
- Observes, talks with, listens to, and surveys children to determine their interests
- Observes children in different settings and at different times of day, and for different reasons (*RF 18*)
- Shares observation information with children and families when appropriate
- Conducts observations for different reasons
- Records many instances of a child's actions before drawing conclusions
- Uses all opportunities to gather information about children
- Organizes observations in a systematic way

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 areas, outdoor areas, and cyberspace should be free of dangerous conditions and materials. Adults should teach children about safety and comfort 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.

NOTE: Candidates must score competent in Safety in order to earn their NYS SAC Credential Certification.

Competency Standards and Indicators

3-1 Follows New York State OCFS regulations, as well as program policies and procedures designed to keep children safe. (*RF 13*)

- NYS SAC License and most recent compliance history is clearly posted
- Can describe how and why regulations are the foundation on which to build best practice
- Can identify policies that exceed NYS OCFS regulations in safety
- Locates and reviews documents published by NYSOCFS (including but not limited to 414.4, 414.3, Dear Provider Letters, Policy Statements) (*RF 33*)

3-2 Actively works with children to prevent injuries and harm to children.

- Describes measures taken to prevent injuries
- Directly and competently supervises and interacts with children
- Takes responsibility for knowing where each child is during program hours
- Explains, models, and reinforces safety rules with children in all areas of the program
- Maintains appropriate child-adult ratios and group sizes, intervening immediately when children are involved in unsafe play
- Involves children in creating the program's safety rules and consequences (*RF 19*)
- Anticipates and sets clear expectations for special safety concerns related to higher risk activities (active play, glue guns, cooking, excursions, etc.)

3-3 Maintains indoor, outdoor, and cyberspace environments to prevent injuries and harm to children.

- Conducts and records safety checks (daily and monthly)
- Removes or repairs unsafe items and/or advocates for host site to address issues
- Arranges the program space so there are clear traffic paths and exits
- Designates separate areas for quiet and active play to avoid congestion and collisions
- Ensures that children are always supervised by staff or authorized family members by using effective sign-in and sign-out attendance procedures.
- Makes developmentally appropriate supplies and equipment available to children, and creates boundaries to protect children who may not yet have the skills and judgment to use certain materials or equipment safely (eg: monitoring and limiting website access, limiting monkey bars to only children who can reach them, allowing older children to use a hot glue gun)
- Follows a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents
- Monitors technology for appropriate use

3-4 Prepares to act quickly if an accident or injury should occur.

- Has immediate access to well-stocked first aid and safety supplies
- Maintains up-to-date emergency telephone numbers for all families
- Posts emergency phone numbers (children's families, police, fire, ambulance, and poison control) next to the telephone
- Conducts emergency drills (evacuation, shelter in place) frequently, to ensure children understand the established procedures for various situations
- Uses an effective means of communication between and among staff (ex: intercom, walkie-talkies, etc.) who are supervising children in different areas of the program, such as indoor and outdoor areas
- Maintains current First Aid training (CPR, AED, First Aid) to respond to accidents and emergencies. (*RF 10*)
- Is prepared to respond to unusual emergencies (weather, terrorist attacks, etc.), training and practicing such plans to ensure that staff and children are prepared to respond if necessary (according to established policies and procedures)

3-5 Responds quickly and calmly in the event of an emergency.

- Follows established procedures when there is an accident or emergency (*RF 11*)
- Responds quickly and calmly to children in distress
- Records injuries, accidents, and illnesses on a form to share with families and program supervisor

4. Skill Area: Health

Candidate promotes good health (social, emotional, mental, physical, etc.) and nutrition and provides an environment that supports the optimal health of the whole child

Developmental Context

Good health involves sound healthcare (medical, dental, mental, etc.) practices and good nutrition, as well as positive prevention practices. School-age professionals should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared safely, and served in a relaxed atmosphere. 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. School-age professionals should be trained to identify the signs of child abuse and maltreatment and act on them. Prompt care communicates positive feelings about children's value and influences the child's developing identity and feelings of self-worth. Families and providers should exchange information about all aspects of children's health frequently.

NOTE: Candidates must score competent in Health in order to earn their NYS SAC Credential Certification.

Competency Standards and Indicators

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

- Can describe how and why regulations are the foundation on which to build best practice
- Can identify policies that exceed NYSOCFS health-related regulations to promote a healthy environment
- Explains how regulations promote good health and reduce and prevent health-related risks

4-2 Models and teaches habits that promote the physical and mental well-being of children

- Models healthy eating and active living
- Maintains a positive, relaxed atmosphere to promote resilience while reducing tension and stress
- Washes 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
- Helps children learn ways to recognize, relieve, and manage stress
- Practices and has conversations with children about self-care
- Explains reasons for health-related rules to children
- Actively teaches children to make healthy choices
- Encourages children to drink lots of water, especially when active or weather is hot
- Provides resources on health and hygiene such as magazines, books, pamphlets, and visiting health professionals

4-3 Acts to detect and prevent child maltreatment.

- Describes state regulations regarding mandated reporting (*RF 12*)
- Describes the signs of possible child abuse and maltreatment (behavior changes, bruising, etc.)
- Demonstrates an understanding of the applicable laws and regulations related to reporting child abuse and maltreatment
- Conducts and logs daily health checks
- Is alert to and protects children from abusive behavior (physical/emotional) from other children or adults, including staff
- Is alert to trauma-related behaviors and/or developmental delays that might occur in multiple domains including self-regulation, cognition, and physical/mental health

4-4 Maintains an environment that actively promotes optimal health.

- Checks 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, in between activities, 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
- Cleans and disinfects surfaces before and after using for food preparation or serving
- Follows health care plan to disinfect surfaces, toys, and fabrics
- Places tissues, paper towels, and soap within children's reach
- Follows all Department of Health emergency guidance (health and safety) during a public health emergency

4-5 Is prepared to deal with medical emergencies or illness.

- Has medical records accessible for children in case of medical emergencies
- Has emergency medical plans, permission to treat children
- Uses universal precautions to prevent fluid and airborne infections
- Observes children regularly for signs of illness
- Works to avoid and is prepared to handle allergic reactions
- Maintains current Medication Administration Training (MAT)

4-6 Provides healthful, nutritious, and pleasant snack and food experiences for children.

- Provides snacks and meals in accordance with CACFP guidelines (*RF 15*)
- Provides opportunities for children to plan, prepare, and serve meals and snacks
- Offers self-service snacks so children can determine when, what, and how much to eat
- Serves relaxed "family-style" meals and encourages children to sample new foods
- Sits with children and provides a pleasant social environment during meals and snacks
- Uses a flexible schedule so children can rest, relax, be active, and eat as needed (*RF 20*)
- Employs a supportive care-giving style that leads to healthy food attitudes
- Is responsive and firm with children, offering food and activity choices within limits
- Provides opportunities for children to learn healthy nutrition and active play habits that lead to healthy weight
- Accommodates and incorporates children's cultural and religious dietary practices
- Posts snack menu conspicuously for children and families to view

5. Skill Area: Self

Candidate helps each school-age child to know, accept, take pride in one's authentic (true) self, develop a sense of independence, and accept others for who they are.

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 authentic self includes knowing about one's body, feelings, and abilities. It also means identifying oneself and others as a member of a family and larger cultural community. Accepting and taking pride in oneself comes from experiencing success and being accepted by (and accepting of) 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.**

- Shows children in many ways that they are appreciated, valued, and enjoyed
- Encourages children to show appreciation to adults and other children in the program
- Encourages children to identify what makes them unique and lets them know their individuality is valued
- Works with colleagues to make sure that each child receives the individual attention they need
- Allows for youth choice during program development
- Allows children to choose how they want to participate each day (to opt in or out of planned activities)
- Embeds curriculum that integrates the home culture, language, and values of each child

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

- Identifies children's interests through observation, surveys, and conversation (formal and informal)
- Uses children's interests to plan activities and provide materials
- Offers a wide variety of activities daily that do not limit children's options because of individual differences
- Provides children with time and resources needed to pursue their interests and/or master a skill

5-3 Fosters an environment that values the inclusion of all children.

- Makes individualized adaptations and modifications for children based upon their specific needs including personal learning styles, learning issues, and interests.
- Creates and prepares an environment that is designed for all children, including those with special health care needs.
- Helps children learn about, accept, and appreciate a variety of cultures and ethnic groups, including their own.
- Respects the beliefs, values, and traditions of children and families
- Regularly promotes global awareness throughout the program (reading, foods, celebrations, arts, games, and more)
- Decorations, art, and wall hangings are reflective of the children in program and diverse cultures
- Has ethnic, linguistic, gender role, cultural, and racial variety visible throughout the program space

5-4 Provides opportunities for children to experience progress and success.

- Uses specific and genuine encouragement and recognition to celebrate children's efforts and accomplishments
- Helps children gain the skills they need to complete a task and repeatedly experience success so they can overcome fear of trying
- Lets children know they are cared for by offering gentle physical or nonverbal contact (a hug, a touch, a smile)
- Models graceful acceptance and celebration of personal progress and success

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.

- Helps children deal with setbacks and disappointments by accepting their feelings and efforts and responding respectfully with encouragement
- Listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice
- Actively teaches problem-solving practices
- Provides opportunities for children to solve problems

5-6 Creates an environment, activities, and relationships that help children learn positive social values.

- Aligns behavioral expectations with positive social values (respect, responsibility, caring, honesty, trustworthiness, empathy, etc.)
- Provides opportunities for children to demonstrate respect, caring, and honesty to other children, staff, and adults
- Involves children in the program's daily operations and weekly tasks (responsibility)
- Allows children to use their growing independence in safe and age-appropriate ways
- Offers both competitive and cooperative sports and games that help children learn to value fairness, cooperation, and personal growth
- Provides opportunities for children to develop and practice citizenship and leadership skills

6. Skill Area: Guidance

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

Developmental Context

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

Competency Standards and Indicators

6-1 Creates an environment of mutual respect that reduces conflict.

- Fosters positive relationships with each child
- Models expectations as an example for children (mutual accountability)
- Creates a sense of community through positive communication with children and adults
- Establishes positively stated behavior expectations (rules) with input from the children
- Posts behavior expectations as a visual reminder
- Encourages children to be helpful and cooperative
- Holds group meetings during which children can raise concerns and grievances and work together to solve problems
- Teaches children how to develop and practice conflict management techniques to resolve their differences
- Introduces processes to help children negotiate, mediate and/or manage conflicts without adult assistance (conflict resolution, peer mediation, problem-solving)
- Is aware of personal bias and works to examine, respond, and change to reduce its impact on children, families, staff, and others

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

- Has reasonable expectations of behavior based on ages and abilities of the children (developmentally appropriate practice)
- States directions and reminds children of expectations in positive terms
- Relies on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods
- Speaks with children respectfully
- Redirects children from inappropriate to appropriate behavior (for example, from running where not safe to playing a game outside)
- Identifies the possible reasons for a child's behavior
- Looks for and acknowledges positive behavior (Catch children doing something good)
- Discusses children's misbehavior in private conversations (Guide private, praise public)
- Offers helpful strategies (coping, problem-solving, etc.) to children who exhibit negative behaviors
- Provides various outlets (sensory activities, active play, journaling, yoga, quiet time, etc.) for expressing strong feelings
- Seeks opportunities to build a toolbox of positive creative guidance (behavior management) strategies

6-3 Actively works to prevent undesirable behaviors.

- Meets children's needs (belonging, independence, physical and emotional safety, fun) and encourages positive behavior.
- Listens to and accepts children's feelings while helping them understand the results of expressing certain feelings inappropriately
- Models appropriate ways to express negative feelings
- Talks WITH children about their day at school, their friends, their concerns, and their feelings
- Anticipates how children may react to their environment, an activity, the school-day, etc. and plans how to respond positively
- Allows children to experience the natural and logical consequences of their behavior (when safe and appropriate to do so)
- Works with families to help a child with a problem express their feelings in acceptable ways
- Arranges the environment to encourage appropriate behavior (ex: creating clear traffic patterns so children don't get in each other's way, offering adequate materials and time, etc.)
- Matches abilities and challenges of activities so children are neither frustrated nor bored

6-4 Designs and follows a predictable, yet flexible, schedule to meet children's need for movement, rest, nourishment.

- Allows children to choose their own activities creating freedom within structure
- Involves children in planning activities and selecting materials and equipment
- Plans games and activities that encourage both cooperation and competition
- Posts the daily schedule (in words and pictures) to provide visual cues
- Manages transitions to ensure that children do not have to wait with nothing to do
- Allows children to meet their personal needs on individual schedules

6-5 Communicates behavior management policies clearly.

- Knows and follows New York State regulations regarding behavior management policies
- Shares written behavior management policies with children, families, and staff
- Reviews, reflects upon, and amends program behavior management policies when needed

7. Skill Area: Out-of-School Environments

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

Developmental Context

Children learn from their own experience and imitation in an emotionally supportive environment. A reliable routine together with a stimulating choice of materials, activities, and relationships provide children with opportunities to direct their own learning. Environmental elements that invite active exploration, play and movement, and a broad array of choices contribute to children's learning and development as well as their ability to self-manage

Competency Standards and Indicators

7-1 Intentionally selects safe, well-equipped, child-friendly interest areas (learning centers) to provide a variety of learning experiences.

- Separates learning centers so that simultaneous activities of different natures can occur in a safe manner
- Offers a balance of responsive activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)
- Rotates interest areas to reflect changing skills and interests
- Uses visual cues (signs, furniture, tape, or floor covering) to define interest area boundaries
- Locates interest areas so that quiet and noisy activities are separate and children do not get in one another's way
- Supports older children as they create spaces designated for them to socialize
- Seeks children's ideas and suggestions for arranging the environment in ways that meet their developmental needs
- Works with children to develop behavior expectations (rules/limits) related to each learning center

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

- Provides comfortable indoor and outdoor areas where children can enjoy time alone (in view of adults)
- Provides areas that are soft and comfortable for children to sit or lie down
- Provides sufficient time and space for children to carry out their plans and do long-term projects
- Provides a space for children to unwind, "cool off," reflect, and refocus

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

- Arranges for regular use of indoor and outdoor areas for large muscle play
- Adapts the environment as necessary, to make it appropriate for children with special needs
- Actively monitors and adapts space to ensure it is safe for the planned gross motor activity
- When space is limited, uses creativity (rearranges furniture, uses hallways, etc.) to ensure children have the opportunity to move safely in active ways.

7-4 Creates an environment that supports the inclusion of all children.

- Provides materials (dolls, dramatic play props, books, musical instruments) that reflect global languages, cultures and program participants
- Offers a variety of materials and equipment to meet a wide range of skills
- Adapts materials to accommodate for children with special needs in consultation with children, families, and related professionals (*RF 28*)

7-5 Intentionally provides materials that foster inclusion, exploration, discovery, imagination, creativity and supports children's goals.

- Offers a variety of open-ended materials (loose parts) children can use in different ways
- Provides materials that allow children to be successful and provide appropriate challenges to encourage continued growth
- Provides materials that build on interests children develop outside the program
- Makes a variety of materials available so children can access them independently

7-6 Creates a systematic storage plan and area.

- Stores materials that are used together, near each other
- Displays materials, with labels, (shelves, tables, bins) so children can choose what they want to do and return items when finished using them
- Includes sufficient time for clean up at end of morning, afternoon, and full-day sessions to return materials to their storage area
- Uses portable items such as baskets and carts to arrange materials in shared space
- Involves children in setting up and dismantling the environment in shared space
- Provides sufficient storage space for children's belongings and long-term projects (or negotiates for such storage in shared program space)

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

- Coordinates with other programs that share space (school, child care center, etc.)
- Negotiates for adequate storage and access to space for active play, quiet and comfortable time, food preparation, etc.
- Negotiates for space to display children's work

8. Skill Area: Creative

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

Developmental Context

All children are imaginative and have creative potential. They need opportunities (space, time, materials) 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 creativity 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 play and divergent thinking (to reach as many different ideas as possible).

- Shares own interests and creative skills
- Involves community resources to introduce children to a variety of creative processes as well as the cultural diversity of the community
- Encourages and demonstrates what it looks like to take creative risks, celebrate successes, learn from mistakes, and try again
- Accepts and values each child's unique creative expression and encourages children to express their ideas and feelings
- Prompts children to engage in experiences in a spirit of discovery and curiosity

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

- Encourages children to use their bodies in dance, drama, dress up, music, and art
- Arranges the environment so children can spread out, explore, and be messy
- Displays creative work done by children, community members, artists, etc.
- Provides a variety of open-ended materials (loose parts) so children of various developmental stages can do and/or create many things
- Offers materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips
- Makes materials available for children to independently access, use, care for, and put away whenever they feel creative
- Allows creations to stay in place for several days so children can continue and expand their play and learning

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

- Recognizes that the creative process (exploration, experimentation, implementation, refining, showcasing) takes time
- Follows a daily schedule that includes blocks of time long enough for children to organize their own play (with or without direct adult involvement)

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

- Recognizes the developmental differences in how children of different ages approach creative activities (younger focused on process, older focused on product)
- Provides sensory experiences (doughs, slime, etc.)
- Extends children's pretend and dramatic play by posing open-ended or what if questions, connecting pretend play to books, using scripted and non-scripted role play, providing basic props and costumes and/or providing materials for children to make them, etc.
- Introduces prop boxes (collections of items, props, and/or costumes that suggest a specific theme and set the stage for a child's imagination to engage in creative play)
- Plans activities that introduce children to a wide variety of the visual and performing arts, such as drama, dance, music, writing, film, painting, drawing, photography, and sculpture (RF 8)
- Offers activities focused on creativity, rather than activities such as coloring books, worksheets, and prepackaged craft projects designed for all children to use the same way

8-5 Supports children in developing their creative thinking and skills.

- Builds on children's interests and ideas to provide opportunities to expand and explore their ideas
- Helps children learn to use both divergent (to reach as many different solutions as possible) and convergent (to reach a single correct solution) processes to stimulate creative thinking
- Asks a variety of developmentally appropriate questions that encourage children to think about things in new ways
- Helps children understand that it takes hard work and practice to develop their talents
- Helps children develop specific skills they can use in their creative work

9. Skill Area: Physical

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

Developmental Context

Physically healthy children need ample opportunities to move their bodies. Active play helps children develop habits that build strong bones, muscles, endurance, and ability to move with competence, confidence, and joy - habits that contribute to their current health and support a life-long commitment to active living. Adults should provide leadership, materials, equipment, and daily opportunities for indoor and outdoor active play to support development of fundamental movement skills such as running, jumping, throwing, catching, and climbing. Adults also should provide opportunities for play that supports development of fine motor skills such as writing, drawing, and manipulating small objects.

Competency Standards and Indicators

9-1 Provides a variety of developmentally appropriate materials, equipment, and activities for active play.

- Accommodates different small (fine motor) and large (gross motor) muscle development
- Supports development and maintenance of physical health and fitness
- Provides fine motor activities (artwork, puzzles, Legos or blocks)
- Provides and/or advocates for a variety of properly-sized stationary (playgrounds, basketball hoops, etc.) and portable (hoops, cones, chalk, ball bag) equipment
- Water pitchers and/or water fountains are made available throughout the entire day. (Including but not limited to gym, outdoor, enrichment, and relaxation time)

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

- Plans for and implements daily outdoor play whenever possible taking into consideration program policies (*RF 14*)
- Ensures that children have access to appropriate outdoor clothing (boots, sneakers, hats, coats, etc.)
- Provides opportunities for active movement at least thirty minutes of a child's recommended sixty minutes of active play per day (indoor and/or outdoor)
- Provides space and equipment for running, jumping, climbing, etc.
- Advocates for use of space for daily active play

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

- Treats daily physical activity as a core component of program, not a source of reward or punishment
- Regularly introduces children to a wide variety of games and activities (from many cultures, competitive, cooperative) that help children see many alternatives to achieve physical fitness
- Interacts with children during physical activity, modeling fairness, teamwork, and appropriate play
- Observes each child's physical strengths, interests, and needs to help children set goals and/or build skills
- Encourages children to track their own progress rather than comparing themselves to others
- Provides individual skill building activities to assist children in achieving their own goals
- Helps children become aware of and practice coordinating movements (athletics, rhythm, etc.)
- Encourages children to make up and organize their own games
- Consistently reviews rules to ensure safety and fairness in active play
- Ensures that children take breaks from vigorous activity and drink plenty of water to prevent dehydration

9-4 Provides developmentally appropriate activities.

- Plans and implements activities that meet (or appropriately challenge) children's abilities
- Breaks participants into activity groups based on the age and skill level of each participant
- Provides accommodations and modifications so that children of different ages, sizes, and skills, can all find ways to engage in safe and meaningful active (gross and fine motor) play
- Explains and demonstrates how to play games/use equipment to ensure all children can successfully participate

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 familiar routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, and STEAM (science, technology, engineering, arts, mathematics). 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 a playful learning environment.

- Understands and promotes play as a natural vehicle for learning
- Plans and implements intentional engaging activities
- Includes curricula that focuses on topical areas such as literacy, culture, drama, STEAM (science, technology, engineering, arts, mathematics) (*RF 7*)
- Offers children opportunities to experience, do, and explore both indoors and outdoors
- Advocates and negotiates for a variety of spaces that inspire learning (library, computer lab, etc.)

10-2 Encourages children to learn by doing and therefore be in charge of their own learning.

- Offers children space, time, and materials to develop and carry out their plans
- Allows for in-depth studies (activities/experiences) of child-identified themes and ideas (project-based learning)
- Provides open-ended materials which children can use independently to express creativity, make choices, and use in many different ways (construction materials, magnets, binoculars, bug catchers, magnifying glasses, measuring tools, loose parts, writing materials, etc.)
- Encourages children to conduct investigations that allow them to learn new concepts, develop new skills, feed their curiosity, and deepen understanding
- Solicits, accepts, respects, and implements children's ideas, suggestions, and solutions
- Follows a schedule that allows children to choose what they want to do
- Incorporates time for longer-term projects (especially for older children)

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

- Encourages 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)
- Involves children (especially older children or those who have long-term experience in the program) in planning and evaluating the program's routines and activities
- Involves children in setting rules/expectations and establishing procedures for the program's operations
- Allows children plenty of time to talk to each other and to the staff
- Helps children identify (make connections) and apply prior knowledge to new situations
- Understands that children have different strengths and learn in different ways, and provides opportunities for children to shine where they are strongest (ex: provides hands-on activities for kinesthetic learners, rhythmic activities for musical learners, art activities for visual-spatial learners, etc.)

10-4 Helps children develop their language skills.

- Offers and displays a wide range of books and magazines that reflect children's diverse interests (and meets children's diverse reading abilities)
- Provides jokes, riddles, cryptograms, tongue twisters, and brain teasers in multiple formats (books, joke of the day, etc.)
- Asks questions to stimulate children's thinking (recall, problem solving with one right answer, and problem solving with many right answers)
- Asks questions to help children learn to make judgments (favorites, highlights, etc.)
- Talks with and questions 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
- Supports open-inquiry (children generate the questions, problems, and procedures)

10-5 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

- Offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills
- Encourages learning and academic self-discipline as part of, but not the only element of the daily routine
- Determines 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
- Designates a quiet, well-lit homework area that includes pencils, ruler, scissors, paper, markers, crayons, etc.
- Responds to children's requests for assistance
- Develops (and adheres to) a homework contract between families and children that includes information about time frames, communication, assistance, space, etc.
- (For those programs that offer homework as a part of their mission) Encourages children to work on homework for a developmentally appropriate amount of time during program (The National Center for Quality Afterschool recommends a maximum of 10 minutes per grade level per day)
- (For those programs that offer homework as a part of programming) Provides intentional learning activities (not worksheets) for children who have completed their homework to keep them engaged in learning during quiet/homework time.

10-6 Creates an environment of inquiry that allows time and space for exploring the natural world, leads to asking questions, making discoveries, and testing the discoveries for new understanding.

- Regularly provides well-supplied learning centers on topics such as magnetism, outer space, static electricity, solar energy, and weather
- Poses and encourages children to ask "what if..." questions
- Plans a variety of hands-on/minds-on activities that allow children to make observations and predictions, experiment, draw and document conclusions, and make connections
- Builds on children's prior experiences, spurs curiosity, and pursue questions and ideas
- Offers time for children to follow their interests in-depth (ex: project-based learning, deep exploration of a topic)
- Sees and encourages children to see STEAM learning opportunities in daily living (recycling, conservation, energy, food preparation, nutrition, biology, etc.)
- Introduces new concepts and embeds them in daily play (ex: engineering design model, scientific method, etc.)
- Incorporates engineering materials and activities (ex: tubes, straws, blue prints, images of structures, hand tools, safety equipment)

10-7 Exposes children to experiences involving new information, ideas, and concepts (appropriate to their stage of development).

- Shares own special skills and talents with children (ex: gardening, entrepreneurship, crocheting, drawing, dance, sports, history, construction, etc.)
- Makes use of community resources to expose children to meaningful new experiences (ex: zoos, museums, libraries, artists, banks, merchants, elected officials, etc.)
- Provides regular opportunities for children to celebrate and learn about their own heritage family background
- Provides regular opportunities for children to explore a variety of cultures other than their own (ex: money, food, celebrations, arts, language, traditions, clothing)
- Plans intentional use of technology and media to enhance children's learning in a variety of subject areas (ex: keyboarding, research, creation of presentations, virtual field trips, reading, math learning games, photo editing, movie production, etc.)

11. Skill Area: Communication

Candidate understands behavior is a type of communication and provides opportunities and support for school-age children to understand, acquire, and use verbal and nonverbal ways to communicate thoughts and feelings, and listen to others.

Developmental Context

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

Competency Standards and Indicators

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

- Listens attentively to what children, staff members, and families have to say and shows respect for their ideas
- Recognizes that children learn by how adults around them speak and intentionally models standard use of language.
- Shows respect for appropriate generational and/or cultural slang (jargon)
- Uses the different languages spoken by children and their families as a sign of respect and to enrich the program's language learning environment (written and spoken)

11-2 Provides materials that encourage language development.

- Provides props, costumes, and other materials that encourage dramatic play, making up skits, storytelling, performances, puppetry, etc.
- Provides (or arranges for use of) multimedia equipment children can use to record their performances and other creations
- Provides access to writing materials that encourage literacy. (Ex: pens, pencils, paper, composition books, bookbinding materials, computers, etc.)
- Provides access to a variety of books, magazines, and reference materials in response to children's interests and reading abilities
- Includes 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, copies of scripts in the dramatic play area, books on building in the engineering area, art books in the art center, etc.)
- Offers materials and activities that respond to children's individual and developmental skills and interests.
- Intentionally uses materials in multiple ways so children get practice writing, speaking, drawing, and listening
- Provides materials, time, and space for children to create their own games and activities

11-3 Builds opportunities for all children, including English Language Learners (ELL) to develop and use communication skills into all program activities, not just those specifically related to reading, writing, speaking and listening.

- Uses knowledge of developmental stages to promote communication; using printing, cursive, and multiple languages writing on signs, bulletin boards, multimedia, and other written materials based on the ages of the children who use the area
- Recognizes that being multilingual is an asset and supports the development of English language learners (ELL) (ex: labels objects in multiple languages, seeking peer volunteer to help ELL students, using repetition and frequent comprehension checks)
- Keeps in touch with the school attended by children to find out what materials and activities the program could offer to build on or enrich the experiences offered in school
- Uses group meetings as opportunities for children to share their ideas, plan activities, raise concerns, and discuss solutions
- Provides opportunities for children to participate in groups where they share common interests (ex: publishing a newsletter, planting a garden, discussing favorite books, learning about media production, etc.)
- Intentionally expands children's vocabulary, listening and questioning skills, understanding (comprehension), and reading by providing varied opportunities (ex: planning trips, investigations, explorations, special activities, special guests, etc.)
- Arranges the environment so there is time and space for children to work, play, and talk in small groups
- Is attentive 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.
- Helps children find and understand the words to express their ideas and feelings. (ex: feelings and emotions chart, dictionary, role play)
- Encourages children to read and write for pleasure, not because they must complete assigned work
- Asks open-ended questions to encourage children to think and express their ideas.

11-4 Introduces complex communication skills such as assertiveness, persuasion, conflict management, and media literacy as children develop and demonstrate a grasp of listening and speaking.

- Teaches a process to manage conflict
- Teaches assertiveness skills that help children respect their own boundaries and the boundaries of others
- Teaches children it is ok to say no (ex: to peer pressure, personal safety boundaries)
- Helps children express their feelings and discuss problems verbally rather than using aggression to solve a problem
- Teaches children to discuss and agree to rules before beginning a game, sport or activity
- Practices brainstorming with children as a problem-solving tool
- Provides scripted and unscripted role play to rehearse and reinforce complex communication skills (ex: mock bullying situations, helpful bystander, conflict scenarios)
- Helps children explore their thoughts about issues expressed in the media (music, online, news, television, films, etc.) (bold for advisor?)

12. Skill Area: Social and Emotional Development

The candidate supports growth through social interactions, relationships, developmentally appropriate and engaging physical environments, and enriching opportunities.

Candidate helps each school-age child feel accepted, learn to communicate and get along with others, and models, teaches and encourages feelings of and skills to express empathy and mutual respect among school-age children and adults.

Developmental Context

Children need to develop social skills that help them interact cooperatively and productively with other children and adults. To do this, children need to understand their own emotions, feel secure, and appreciate the diversity in the world by valuing themselves and others.

As children grow, they need opportunities to explore their values, gender identities, career options, relationships, and resources that reside in their communities.

Competency Standards and Indicators

12-1 Recognizes how one's personal emotions and behaviors impact others.

- Recognizes, names, and understands their own emotions
- Manages their own feelings, and models acceptable ways of expressing them
- Models positive ways to interact with other people, including those whose culture and lived experiences might be different from their own
- Acknowledges and celebrates what makes each person (child, family, staff, etc.) a unique individual

12-2 Provides opportunities for children to practice and develop the internal skills of self-awareness and self-management (including self-regulation).

- Acknowledges and accepts children's feelings, and assists them in finding positive ways to express them
- Facilitates activities and play that help children identify, name, and manage their emotions (build vocabulary of feeling words)
- Encourages children to develop and explore personal interests
- Teaches/Exposes children to techniques for managing stress (sensory activities, fidget toys, cozy area, going for a walk, etc.)
- Provides opportunities for children to set and work toward achieving goals, as individuals and as part of a group (perseverance)

12-3 Provides opportunities for children to practice social awareness and relationships (External).

- Consistently uses signature practices of warm welcomes (greeting children by name, opening meetings, etc.), engaging activities, and optimistic closure (using reflective prompts to ask about the experience)
- Observes and listens to learn how each child relates to others in the program
- Observes and assists children who have difficulty being accepted by their peers
- Encourages children to listen to and try to understand the experiences and emotions of others
- Provides opportunities for children to develop and practice group process skills (cooperate, share, compromise, empathize, negotiate).
- Sets up areas and activities that encourage children to socialize (soft furniture, music, magazines, and books)
- Provides opportunities for children to identify differences and similarities among, and contributions of various social and cultural groups
- Stops bullying behavior immediately, and teaches children skills to address bullying situations (whether they are bullied or a bystander)

12-4 Provides opportunities for children to become responsible (ethical) decision makers.

- Teaches decision-making/problem-solving techniques and facilitates development (of decision-making skills) through safe, creative and challenging activities
- Encourages children to identify when strong feelings are influencing their actions (ex: A child who has a bad day at school arrives at program and has a melt-down, experiencing disappointment, envy, etc.)
- Provides opportunities for children to make genuine (authentic) choices, experience safe, natural and/or logical consequences, and take responsibility for their choice

12-5 Helps children to feel a part of the larger community.

- Offers opportunities for children to connect to their community through visits to community places that reflect the cultures of the community and program (*RF 24*)
- Invites community members to share their special knowledge and skills with the children
- Provides opportunities for children to contribute their knowledge and skills within their own program and the larger community (this could include project-based learning, park or playground improvements, snack choices, etc.)
- Engages children in service-learning process (brainstorm, research, present, reflect) as a way to support their voice, build community, and develop empathy (fundraise, connect with retirement communities/veterans/animal shelters, park clean up, etc.)
- Creates opportunities for children to become aware of and access community resources (ex: farmers markets, community agencies related to food, housing, domestic violence, etc.)

13. Skill Area: Families

Candidate maintains a culturally responsive, respectful, and cooperative relationship with each school-age child's family, encouraging their involvement in the program, and supporting relationships within the family.

Developmental Context

Today's families take many different forms. Each family has primary responsibility for its own children. The family and the school-age professional become partners who communicate respectfully and openly for the mutual benefit of all. School-age professionals also recognize that parenting and caregiving is a developmental process, and can support the family in this role.

Competency Standards and Indicators

13-1 Demonstrates understanding that it is important to build positive and respectful relationships with children's families as they are the primary caregivers of their child and the most important individual(s) in a child's life.

- Demonstrates respect for families and their input (*RF 27*)
- Encourages families to visit the program at any time
- Takes time to learn and be responsive to families' race, culture, religion, home language, family structure, employment, and other unique childcare and family priorities for the purposes of providing on-going support.
- Learns the names of family members and something about them to build trust and rapport
- Involves families in decision making (about activities offered, children's behaviors, menus, etc.)

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

- Provides a family orientation and on-going family-staff conferences, when appropriate, for shared decision making.
- Uses a variety of easy-to-understand communication strategies using the preferred language of each family, to inform families about the program
- Recognizes that family involvement happens at every point of interaction and is not restricted to formal meetings (*RF 26*)
- Shares interesting, positive information about each child's day (ex: what activities they participated in, what positive behaviors were observed, what they ate for snack etc.), to build a partnering relationship with the family.
- Holds regularly scheduled family meetings and informal family events at times that are convenient for most family members
- Shares and reviews the program's policies (homework, health, behavior management, etc.) with families
- Holds private conversations about behavioral issues and maintains confidentiality about all children and families
- Creates and maintains an area (bulletin board, table, etc.) where families can access information on the program (snack menus, activity schedules, regulations, family handbooks, family resources, staff information, etc.).

13-3 Works collaboratively with families to develop a team approach to working with children in the program.

- Offers families a variety of ways to participate in the program to accommodate families' varied schedules, skills, and interests
- (ex: saving and donating recyclables, attending program events, sharing their skills, participating on family advisory boards, etc.).
- Recognizes families for any contributions (thank you notes, family awards, daily appreciation)
- Regularly (at intake and periodically updating) solicits and uses family input to help shape the program (ex: seeks information about children's interests, snack options, activity choices, hopes and dreams for their children)
- Seeks input from families - experts on their children – for techniques that work well with their children
- Together with families, strives to create positive consistency between home and program
- Involves families in developing and revising program policies

13-4 Serves as a resource to families.

- Supports families through challenges and transitions (divorce, family blending, immigration, homelessness, death, relocation, family illness, food insecurity, etc.) by connecting them with needed resources and/or services
- Surveys families' needs and interests and provides appropriate resources (workshops, flyers, articles, community services)
- Seeks out and shares specific resources to support families with preferred languages other than English (community-based organizations, family workshops, online translation services, etc.)
- Provides opportunities for families to meet and get to know the families of their children's friends in the program (a protective factor that is known to be good for children)

14. Skill Area: Operational Program Management

Candidate is a leader who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record-keeper, communicator, and a cooperative team member who uses creative thinking skills in planning and problem-solving. This skill area is primarily for those who are in a leadership role (site/multi-site director, site supervisor, group teacher, peer mentor, etc.) and those who aspire to be.

Developmental Context

Leading an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the children, families, staff, and the program; and can make plans based on those needs. A systematic approach also includes accurate record keeping (health status, required forms, attendance, etc.), planning, implementation and evaluation. It should include specific plans for meeting children's needs and coordinating communication among involved adults through written information, meetings with families and resource persons, and frequent informal discussions. The Candidate sets high expectations for program quality, provides leadership, and cultivates an empowered staff team and inspiring work culture.

Competency Standards and Indicators

14-1 Works with staff to ensure program excellence.

- Participates in regular staff meetings to plan and evaluate the program (*RF 30*)
- Conducts regularly scheduled observations and evaluations of staff members (if in a supervisory role)
- Discusses children's observation records with colleagues when planning for individuals and for the group
- Appreciates and uses the experience, knowledge, and strengths of each team member
- Provides staff (including substitutes) with adequate information about the program
- Seeks and/or advocates for qualified staff who to the greatest extent possible reflects the diverse languages and communities of the program participants

14-2 Develops a high-quality program responsive to the needs of children and families.

- Uses the New York State Accreditation Self-Study tool and/or the Quality Self-Assessment (QSA) Tool to establish a firm understanding of high-quality programming
- Creates an action plan (including action steps, timelines, and reflection) to continually assess and improve program quality (if in a supervisory role)
- Adapts curriculum to address program needs (cultures, interests, abilities) based upon assessment results, feedback from staff, children, families, etc.
- Involves children in planning and identifying shared interests (periodic surveys, group meetings, etc.) (*RF 6*)
- Coordinates with appropriate resources (within the program as well as in the school and community)
- Involves Family Advisory groups to provide direction for the program
- Advocates for sufficient resources (materials, space, planning time, enough trained staff) (if in a supervisory role)
- Works with staff to create and support individual professional development plans, and promotes high-quality professional development (if in a supervisory role)
- Assesses team member performance using objective tools to observe, reflect, and improve

14-3 Demonstrates understanding of program policies.

- Articulates program policies and procedures and/or knows where to find them
- Follows the program's policies
- Answers family and children's questions about program policies and procedures; refers to the supervisor when appropriate
- Reviews and revises (updates) program policies regularly and as needed (current research, best practices, increased awareness, and circumstances)

14-4 Manages business operations.

- Completes management tasks according to a schedule
- Develops a contract with families so that responsibility of the program and of the families is clearly defined
- Administers program, budget, and personnel appropriate to staff position
- Gives input to supervisors regarding policies, procedures, and long-term program planning
- Guides staff roles and responsibilities using a staff handbook

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 discuss with their advisor and apply to The Network for a waiver. Waivers must be approved by the Network before the Credential Endorser makes their Assessment Visit.

To apply for a waiver, call 518.694.0660.

Chapter Three: Candidate Instructions

Contents Include

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

Introduction

Congratulations! You are about to begin the process to earn 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 their competence:
 - *Portfolio*
 - *Resource File*
 - *Recordings*
 - The Candidate articulates and speaks convincingly about the value, purpose, and process of their 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 Instrument (Appendix G) to understand what your Advisor and Endorser will be looking for when they observe.)

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 of opportunity.

An Advisor must do the following:

- Observe your work with children at least three times (At least two hours each)
 - **One visit must take place within the first two months of the course**
 - **The second two visits should be within the second semester (or second half of the course)**
- Discuss what they 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)
- Help you develop a plan of actionable items to meet the standards (Appendix I)
- Review your *Portfolio* and *Resource File* and coach you regarding content and quality
- Help you develop short- and long-term SMART goals (Appendix E) for your professional development
- Review the assessment process with you

Your Advisor is a key player in your quest to earn your credential. To find an approved advisor, go here: <http://networkforyouthsuccess.org/credential/sac-credential-advisors/>

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 they know there will be someone visiting your program.
- All Advisor observations must be completed before you fill out your request for visit application. (Link: <http://networkforyouthsuccess.org/sac-credential-endorsement-form/>)
- Your advisor must sign off on your Policies and Procedures Form (Appendix B)

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 them 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 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
- Policies and Procedures Form (Appendix B)
- 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
- Appendix G: Observation Instrument
- Appendix H: Advisor Summary Form
- Appendix I: Action Planning Form

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.
- Secure a Network for Youth Success approved Advisor. For a list of approved advisors ask your host agency or go to <https://networkforyouthsuccess.org/credential/sac-credential-advisors/>
- Meet with your Advisor to:
 - Discuss their major responsibilities and provide a copy of Chapters 1, 4, and 5 to your Advisor
 - Discuss and schedule observations and follow-up coaching sessions..
 - Discuss Advisor observations as noted on their Observation Instrument (Appendix G), discuss Advisor recommendations regarding program improvement, implement as many recommendations as is possible.
 - Create an action plan for improvement (Appendix I)
 - Ask your Advisor to review each *Portfolio* entry and request their 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.*
 - Create short- and long-term goals
 - Discuss the assessment process
- Complete your *Portfolio*, making sure it meets the requirements (as discussed in Chapter 4) and deliver to your Advisor for their review.
- Complete your *Resource File*, making sure it meets the requirements (as discussed in Chapter 4) and deliver to your Advisor for their review. (See Appendix F: *Resource File* Requirements)
- When your Advisor has completed their observations and certified that your *Portfolio* and *Resource File* are finished, fill out Appendix B – Policies and Procedures 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 your Host Agency, and Director to sign the Appendix B – Policies and Procedures Form, then fill out the Request for Visit Application. Link: <http://networkforyouthsuccess.org/sac-credential-endorsement-form/>
- Wait for an email from the Network outlining how (and when) to
 - Upload all documents from Appendix A into the appropriate place
 - Distribute Opt-Out forms (per Network Timeline)
 - Record 1.5-3 hours of video segments (per list provided by the Network)

- 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.
- Debrief with the Endorser
- Retain all items listed in Appendix A.
- Fill out the Feedback Form
- Notify The Network immediately if there is a change in your email address or telephone number.

The Assessment Visit

What to Expect from the Endorser

The School-Age Care Credential Endorser is assigned to Candidates on the basis of 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.

Summary of Endorsement Procedures

1. The Network receives your Policies and Procedures form and payment.
2. Network sends an email outlining your timeframe, next steps, and assigning your endorser
3. The Candidate three days to upload all items from Appendix A
4. The Candidate distributes Opt-Out forms
5. The Candidate uploads Opt-Out forms (or notifies Network they did not receive any)
6. The Candidate begins recording (3-5 days)
7. The Candidate uploads all recordings
8. The Candidate participates in the debrief with the Endorser

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 14 skill areas.
You are responsible for recording typical program activities. 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.
- Conduct a “clean-up” interview to discuss competency standards they may have been unable to observe on the particular day of your Assessment Visit.
- Conduct your assessment interview according to standard procedures, sharing their observation notes, recording an overview of your skills, and reviewing your short- and long-term goals for each skill area. The assessment interview generally takes 2 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

- Completed Goals Worksheet
- Something for recording your notes

Chapter Four: Documenting Competencies

Contents Include

- *Portfolio* Preparation
- *Portfolio* Templates and Samples
- New York State School-Age Care Credential *Portfolio* Template
- Sample *Portfolio* Entry
- Professional Development Goal Setting
- *Resource File*
- Recording

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. You should prepare your *Portfolio* in stages over months. The style and presentation of *Portfolios* are as different as the individuals who compile them.

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 they work 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 (Appendix E)
- Collected and completed Family Questionnaires (Appendix C)
- Two letters of recommendation from families of children in your program that speak to your professionalism.
- An up-to-date résumé

*Templates found at: <https://networkforyouthsuccess.org/credential/>

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.

See Appendix Q for how your *Portfolio* will be evaluated.

Portfolio Tips

Style:

- Use the template and do not remove the bolded questions. This template can be found at <http://networkforyouthsuccess.org/credential/>
- 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.
- Make your *Portfolio*'s style an expression of your professionalism.

Portfolio Journal Entry Content:

- Write three entries for each skill area.
- Choose ONE specific indicator to write about for each – ONE way you meet a selected Competency Standard. Do not duplicate indicators or standards. (ex: once you have written about an indicator in standard 2-3, you may not choose to write about another indicator under that standard.)
- Label your entry as shown on the template.
- Answer the key questions on the template about that ONE specific indicator using a few sentences for each.
- Record the Competency Standard and the topic for each entry on the *Portfolio* Entry Outline Form (Appendix D) so that you can avoid repeating any topics.
- Your *Portfolio* should contain 42 different snapshots of how you meet the Competency Standards of the New York State School-Age Care Credential.

Submission of work other than one's own (to the advisor, endorser, instructor, or the Network), may result in revocation of, or inability to apply for, the Credential for all parties involved.

Autobiography Template. <https://networkforyouthsuccess.org/credential/>

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 in 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.



Program Description Template <https://networkforyouthsuccess.org/credential/>

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

Jane 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 until 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 <https://networkforyouthsuccess.org/credential/>

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?

(Put the bulleted indicator here and tell us when 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 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 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.

Family Questionnaires

See Appendix C

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.

You may distribute the survey in a digital format, but must include the individual responses in your documentation.

Professional Development Goal-Setting

See Appendix E

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 on your 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
- Update your short and long-term goals

For more specific instructions on renewal, See Chapter 7 or go to:

<https://networkforyouthsuccess.org/credential/>

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.

- For a list of *Resource File* requirements, see Appendix D
- Include all the required items. Organize these items by number.
- 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.
- Ensure your materials current.
- The information must be collected within 12 months of the date you submit your Assessment visit Request Application.
- 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 Assessment 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 Advisor.
- 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
- [Network for Youth Success Listserv Emails,](https://app.etapestry.com/onlineforms/NewYorkStateNetworkforYou/subscribe.html)
<https://app.etapestry.com/onlineforms/NewYorkStateNetworkforYou/subscribe.html>
- <https://www.facebook.com/NetworkforYouthSuccess/>

Recording

Your recordings are your best chance to showcase your competence and the only chance your Endorser has to see your work with children. All recordings are used by the Endorser to score the NYS SAC Credential Observation Instrument. Each video should show the Candidate demonstrating competence in the 14 skill areas. Candidates should record **themselves** (NOT their staff) meeting these standards (ex: facilitating activities, interacting with children, engaging with parents, conducting group time, etc.).

When to Record

Within 30 days of receiving the Policies and Procedures form (Appendix B), the Network will send an email to the candidate, outlining the procedures for the assessment, including those related to parent permissions (Opt-Out forms) and recording.

Opt-Out Forms

The provided Opt-Out Form and letters describing them, must be distributed to families according to the timeline provided by the Network. Families must have at least one week to return them prior to recording. Only those families wishing to NOT have their children recorded need to return them. The Candidate is responsible for keeping those children out of their recordings.

Video Recording Expectations

Videos Must

- Be of the candidate (NOT other staff members) interacting with children
- Be of items on the list in your endorsement email.
(See Appendix R for an example)
- Include between one and a half and three hours of video
Should more than three hours be uploaded the endorser will only review the first three hours.
- (Ideally) There should be ONE recording that corresponds to each item on recording list
Candidates should NOT upload one long video recording.
- Be recorded in the timeframe provided in the endorsement letter
- Be unedited
- Have clear sound
- Have clear images, with relatively still camera
- Note: additional still photos of items may also be included (and labeled with explanations)

Uploading Expectations

- ALL videos are uploaded according to the timeline provided in the email sent by the Network
- Each video file is placed in the proper “recordings” folder per the instructions provided
- Each video file is labeled according to its corresponding number on the list (Appendix R)
- Candidate has reviewed all files to ensure they have clear sound and images

Chapter Five: Advisor Instructions

Contents Include

- Advisor Roles, Responsibilities, and Maintaining Active Status
- 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
- 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 Assessment Visit Request
- The Advisor Checklist

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:

- Observe the Candidate working with children on at least three different occasions (once within first few months, and twice in last few months of the course), making notes on the Observation Instrument
- Give the Candidate feedback on what you saw during observations, making notes and creating a plan for improvement.
- Guide the professional growth of the Candidate by suggesting ideas, opportunities, and resources that can help build skills where they need them most
- Document your Observations on the Observation Instrument and summarize the Candidate's competencies on the Advisor Summary Form
- Provide guidance to the Candidate as they prepare documentation of skills in the *Portfolio* and *Resource File*
- Confirm readiness by signing Appendix B that the Candidate's *Portfolio* and *Resource File* contain all the necessary information
- Prepare the Candidate for the assessment visit by explaining the process and reviewing the recording requirements

Advisor Roles and Responsibilities

As an advisor, you serve as a mentor and coach to the candidate. As such, you provide guidance to them around the financial aspects of the credential process; perform observations of them in the work setting; provide feedback and recommendations for professional growth; guide them in the development of their *Portfolio* and *Resource File*. **Advisors working independently (of 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:

- Appendix G - Observation Instrument
- Appendix H - Advisor Summary
- Appendix I –Action Plan Form
- Written verification that *Portfolio* and *Resource File* are complete on Appendix B – Policies and Procedures

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 their 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 they have had. Your role is to guide the Candidate in a way that promotes their independence. That means helping the Candidate clarify their goals, stay focused on those goals, and develop their 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 their 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 them. Use that information to help the Candidate expand their competencies.

Guiding the Candidate through the Financial Aspects of the Credential Process

The Network 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) if they choose to do so. Advisors may also contact the SUNY Early Childhood

Education and Training Program at 1-800-295-9616 or at <https://www.ecetp.pdp.albany.edu/eip.aspx>. A video on how to apply can be found here: <http://networkforyouthsuccess.org/credential/>

Maintaining Active Status

Advisors must complete the advisor renewal process every three years to maintain active status. The Advisor Renewal Application can be found here: <https://networkforyouthsuccess.org/credential/>

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 them to grow professionally, there is no replacement for being there and seeing for yourself. Your purpose in observing a Candidate in their work environment is not unlike a Candidate's purpose in observing a child. You are gathering information about the Candidate – how they manage children's health and safety, how they interact with children and parents, how they guide 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 (in-person) on at least three separate visits,**
 - **(Visits are to be) scheduled once within the first two months, and twice within the last few months,**
 - **At least three weeks apart,**
 - **For no less than two hours each time, and**
- Complete Appendix G the Observation Instrument
- Complete Appendix I the Action Planning Form
- Debrief with the Candidate each time you meet

At least three weeks must lapse between each of your three observations. Advisors should observe the Candidate at least once in the first semester (first two months) of the Candidate's Credential Prep Course and at least twice in the second semester (last few months). **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 and can confirm the Candidate is still meeting the standards.**

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 them.

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 them practical feedback that suggests growth strategies. Space your observations at least three weeks apart so that they have 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 they have observed, helps the Candidate reflect on the purpose behind their 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. These actionable items should be documented on the Action Planning Form.

In addition to providing a process for the Advisor to coach the Candidate, The Advisor's Observation Instrument 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 their 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 they observed each time,
- Use different colored ink to make notes each time they observe so that the School-Age Care Credential Endorser can track the Candidate's growth,
- Make substantial notes that describe what they have seen in each skill area,
- Ensure there are notes on every bolded standard and indicator
- Rate each standard
- Following the final observation, complete
 - Appendix H - Advisor Summary, indicating your assessment of the Candidate's strengths, and whether you believe the Candidate is competent in that skill area or needs more training. *Note: The Candidate should not have any needs more trainings in the areas of Health or Safety.*
 - Suggested short- and long-term goals for the Candidate's growth
 - Appendix I, ensuring notes are complete

The Credential Endorser will review your Observation Instrument carefully, looking for notes that tell them more about the Candidate's competency than they are able to observe on the given day they visit. The Credential Endorser will take your votes and suggested goals into consideration, asking the Candidate for more information when your votes might differ from their perceptions.

There is no set formula for the number of skill areas in which 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 their work as it relates to best practice in school age childcare. Candidates with ratings of Needs More Training in any or all of the areas of Health, Safety, or Child Development may, however, be deferred.

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 their 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 Appendix G - 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, Standards, and Indicators in the same order as in the Competency Standards. You should be familiar with the Standards so that you see the reason behind some of the standards and/or indicators – reasons that may not be clear from the Advisor's 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.

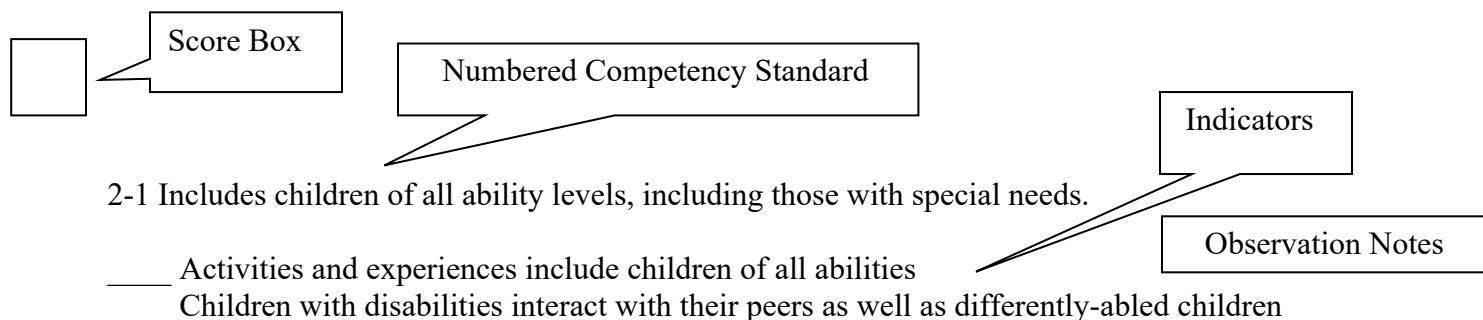
Please be sure that the observations are done in the same program, with the same children that the Candidate will be working with when they are observed by the Credential Endorser. This consistency will give the Credential Endorser the same frame of reference when they read your Observation notes.

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 their 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 they demonstrate that competency in their work. There should be no DNA’s in any of the Health, Safety, or Child Development Standards.

Making Notes About What You Saw

Use the space provided on Appendix G – Observation Instrument to **take notes that explain your reasons for giving a particular score.**

- **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 Observation Instrument and Appendix H - 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 they 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 assist the Candidate in creating an Action Plan.

Completing Your Observation and the Observation Instrument

By the time you complete your observation, you should:

- ___ Have checked off some 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.

By your final observation, you should:

- ___ Have written a score (1, 2, 3, or DNA) by each numbered competency.
 - ___ Ensure you have notes written in ALL bolded standards and indicators.
 - ___ Double check to make sure there are no low scores in any of the health, safety, and/or child development standards.
- (Remember a Candidate may not successfully complete their assessment if they are rated Needs More Training in any or all of these areas.)*

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. They may fear that you'll negatively criticize, that you won't understand the context in which you observed their 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 their 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 they mention 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 their responses, then they 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 Observation Instrument reflects these standards. Refer to the Competency Standards to better understand the context of the standards and indicators of competence.) You are also obligated to help the Candidate increase their 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 they already demonstrate 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 create their goals before they meet with the Credential Endorser. Because you will have spent more time with the Candidate than the Credential Endorser, they 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 they will do it, and when they 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 they are already doing is terrific, encourage the Candidate to find new ways to stretch, grow, and continually improve their 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 their growth goal.

Engage the Candidate in brainstorming about new and/or different ways to apply their 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 them develop the competencies they most need.

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 74 -75 and Appendix E for more information on SMART goals.**

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

The Candidate documents competencies in their *Portfolio* and *Resource File*.

See Appendix F for *Resource File* Requirements

See Appendix D for the *Portfolio* Journal Outline

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.

It is the Advisor's responsibility to carefully review the final documents and to sign the Candidate's Policies and Procedures Form (Appendix B).

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 they are on the right track before they invest huge quantities of time. Ask the Candidate to show their entries to you periodically so that you can provide useful feedback and guidance throughout their 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 their individual style while still containing all the required content.

The Candidate will present the *Portfolio* and *Resource File* to the Credential Endorser prior to their assessment. However, they will still count on your more complete knowledge of these materials. Encourage the Candidate to use spell and grammar checkers, to proof-read their entries, and to use correct language.

The Advisor as Evaluator

The Advisor is responsible for writing a Summary of the Candidate's Competence (Appendix H) AND the Action Planning Form (Appendix I) that is attached to the Candidate's *Portfolio*. The Advisor Summary Form 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 Action Planning form should show actionable items with steps for completion, timelines, if the item was completed, and any notes including barriers.

The Advisor as Guide for the Candidate to submit their Visit Request

Before the Candidate is eligible to submit their documentation into the Request for Visit Application, they must verify that the items on Assessment Checklist - Appendix A have been completed.

On completion of all these tasks, the Advisor must sign Appendix B – Policies and Procedures and the Candidate submits it with all of the other documentation in the Assessment Visit Request Application. Your signature on the Policies and Procedures Form indicates that you have completed your responsibilities, and that the Candidate is ready for their Assessment Visit.

When The Network receives the Assessment Visit Request, the Assessment Process begins.

See page 97 for a *Summary of the Assessment Procedures*.

This process, including Recordings (See page 78 and Appendix R) should be reviewed with the Candidate.

Candidates Who are NOT Ready

Candidates who are not ready for an Assessment Visit should be counseled to postpone the request.

They may not be ready if:

- their documentation is not yet complete,
- if you have not yet completed your tasks, or
- they have any low ratings in health, safety, or child development
- if significant improvement in skills is needed.

There may be instances when a Candidate is satisfied with their 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, they can apply again at a later time or appeal the process. However, unless the appeal is granted, they will be responsible to pay the Endorsement fee again.

Advisor Checklist

- Read Advisor Instructions and all the Candidate's materials carefully.
- **Schedule three observations with the Candidate** – one within the first few months of the Candidate's Credential Prep Course and two within the last few months. 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 the Observation Instrument (Appendix G).
- **Schedule coaching meetings** with the Candidate to offer constructive feedback, including growth strategies, after each observation.
- **Create an action plan**
- After your final observation, **complete the Advisor Summary Form (Appendix H)**, 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.
- Guide the Candidate in preparation of their *Portfolio* and *Resource File*.
- **Carefully review all Candidate documentation** for completion and assess whether you believe the Candidate is ready to be successful in their assessment before signing off on Form 3.1 Assessment Visit Request.
- **Review the assessment process**, including recording information, with the Candidate.
- **Provide the Candidate copies** of your completed, dated, Observation Instrument, Advisor Summary, and Action Plan.

Candidate Materials

- Introduction and Eligibility Requirements
- Competency Standards
- Candidate Instructions
- Endorsement Policies and Procedures Form (Appendix B)
- Documenting Competencies
 - *Portfolio* Preparation
 - *Portfolio* Templates and Samples
 - Family Questionnaires
 - Professional Development Goal –Setting (Appendix E)
 - Résumé
 - *Resource File* Preparation

Advisor Materials

- All of the above plus,
- Advisor Instructions
- Advisor Observation Instrument (Appendix G)
- Advisor Summary Form (Appendix H)
- Action Plan Form (Appendix I)
- Portfolio Evaluation (Appendix Q)
- Portfolio Journal Outline (Appendix D)
- *Resource File* Requirements (Appendix F)

Chapter Six: Credential Endorser Instructions

Contents Include

- Endorser Roles, Responsibilities, and Maintaining Active Status
- 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
- The Observation and Interview
- Administrative Reporting Requirements
- Performance Evaluation
- Assessment Visit Problems and How to Prevent Them
- Credential Endorser Observation Instrument
- Assessment Procedure Verification (Appendix J)
- Competency Standards for School-Age Care Professionals-at-a-Glance (Appendix K)
- Candidate Profile (Appendix L)
- Candidate Feedback to Credentialing Agency (Appendix M)
- Appeals Process (Appendix N)
- Renewal Process-at-a-Glance (Appendix O)
- School-Age Care Credential Endorser Checklist (Appendix P)

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 the Network 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 Network for Youth Success. 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 their 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 programs!

Role of the School-Age Care Credential Endorser

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

- See Chapter 1 for a detailed list of Credential Endorser Eligibility Requirements
- See Chapter 1 for a detailed list of Credential Endorser Responsibilities

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:

- New York State School-Age Care Credential Endorser Instructions and Observation Instructions
- Observation Instrument (Appendix G)
- Assessment Candidate Profile (Appendix L)
- Appeals Process (Appendix N) and Renewal-at-a-Glance (Appendix O)
- Assessment Checklist (Appendix P)

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

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

Maintaining Active Status

- **Endorsers must complete the endorser renewal process every three years to maintain active status.**
- The Network monitors every credential visit by checking Assessment Visit materials for completeness, and reviewing Candidate Surveys for satisfaction and/or trouble spots.

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 their 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

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. Endorsements are assigned based on availability and lack of potential for conflict of interest. Ideally, the Credential Endorser will have no prior knowledge of either the Candidate or the program they work for.

Accepting and Scheduling an Assignment

The Network for Youth Success will contact the Credential Endorsers by e-mail introducing the Candidate to the Endorser. This email will include the Candidate's name and the timeline in which the assessment process should take place. The Endorser will also be provided with access to the Candidate's documents. Credential Endorsers should contact the Candidate to schedule the assessment visit – and let The Network know the date of the debrief visit – **within three days of receiving the assignment.**

Summary of Assessment Procedures

- The Network receives the Candidate's Policies and Procedures form and payment
- Network sends an email to the Endorser and Candidate
- The Candidate three days to upload all items from Appendix A
- The Endorser has three days to contact the Candidate to schedule the debrief
- The Endorser may begin reviewing the Candidate's documents (and ask any questions)
- The Endorser notifies the Network of the Scheduled debrief date
- The Candidate distributes Opt-Out forms
- The Candidate uploads Opt-Out forms (or notifies Network they did not receive any)
- The Candidate begins recording (3-5 days)
- The Candidate uploads all recordings
- The Endorser reviews all recordings, and records information about the Candidate's behavior in relation to the 14 skill areas.
 - Candidates are responsible for recording typical program activities and are not expected to stage a "show" or a series of special lessons. The Endorser 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 Candidate participates in the debrief with the Endorser via Zoom or other live platform (2 hours)
 - Endorser Conducts a "clean-up" interview to discuss competency standards they may need clarification on.
 - Endorser Conducts your debrief according to standard procedures, sharing their observation notes, recording an overview of skills, and reviewing short- and long-term goals for each skill area. It interview generally takes 2 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.

Free From Conflict of Interest

A reliable, valid, and credible Credentialing Process depends on the Credential Endorser's objectivity and independent perspective. The Network 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;
- is employed in the same program where the Candidate works;
- is employed (or contracted by) by the same organization as the Candidate's Advisor; or
- is employed (or contracted by) the same organization as the Candidate's Host Agency

When in doubt about a potential conflict of interest, a School-Age Care Credential Endorser must contact The Network 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 Network for a waiver.

Waivers must be approved before the Credential Endorser makes their 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 they need to successfully conduct an Assessment Visit. However, there are certain questions or problems that might require guidance from The Network. 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, they MUST contact The Network for guidance. They may also consult the Endorser FAQ Sheet.

Scheduling the Assessment Visit

Once the Credential Endorser has been assigned to make an Assessment Visit, they are 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 Network 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, they provide 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 communicate directly with the Candidate to confirm the Assessment Visit schedule and location. Travel costs will not be reimbursed for 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 them grow professionally.
- How the process works – when and how to log-in to the debrief, what you need to review (*Portfolio, Resource File*), that you will use the recordings to fill out the Observation Instrument, how the debrief will take place, expectations for the debrief (quiet space free of all distractions), etc.
- 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.
- The Candidate has an opportunity to express their competence and to ask questions.
- Information shared in the interview will not be shared with anyone in power to remove the Candidate from their employment.

What You Need From the Candidate:

- All documents from Appendix A
- The Candidate's Recordings

Preparing for an Assessment Visit

All Endorsers have access to a folder with all the blank materials needed for an Endorsement Visit.

The folder includes the following:

- Endorser Observation Instrument (Appendix G)
- Assessment Procedural Verification Form. (Appendix J)
- Candidate Profile (Appendix L)
- Appeals Process (Appendix N)
- Renewal-at-a-Glance (Appendix O)
- Credential Endorser Checklist (Appendix P)

All Endorsers also have access to a folder with their Candidate's materials including:

- Advisor Materials (Summary, Action Plan, Observation Instrument)
- Candidate's *Portfolio* and *Resource File*
- Opt-Out forms
- Candidate's Recordings

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
- Endorser Observation Instrument (Appendix G-Endorser)

In addition,

- Check to be sure of the proper date and time for your debrief
- Log-in to the debrief early
- Have needed links to forms available
- Maintain as objective an outlook toward the Candidate's competence

Reviewing the Candidate's Documentation

The Candidate's *Portfolio*, *Resource Files*, and Advisor materials are an important piece of gaining a full picture the Candidate's competence.

At least once week prior to the debrief the Endorser should begin reviewing the documents and recording on the Observation Instrument.

- The Endorser should choose one color to record pertinent information from the *Portfolio* and *Resource File*, including examples.
 - See Appendix F for the *Resource File* Requirements
 - See Appendix R for the *Portfolio* Evaluation
- A second color to record information found in the Advisors documentation (Observation Instrument, Summary, Action Plan)
- A third color to record observations from the Recordings, and
- A fourth color should be used to record answers to interview questions (during the Debrief Visit)

Refer to the FAQ sheet should documents be incomplete, missing, or incorrect.

The Assessment Observation (Appendix G)

Purpose of Observation

Your purpose in observing a Candidate in their work environment is not unlike a Candidate's purpose in observing a child. You are gathering information about the Candidate – how they manage children's health and safety, how they interact with children and parents, how they guide 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 them.

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.

The Endorser must observe the Candidate's 1.5 to 3 hours of recordings. **Should a Candidate upload more than three hours the Endorser is only responsible for watching the first three hours.**

General Observation Guidelines

- Listen and watch as the Candidate goes about their 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.
- Keep your focus on the Candidate rather than on any other staff members.

The Observation Instrument. (Appendix G)

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

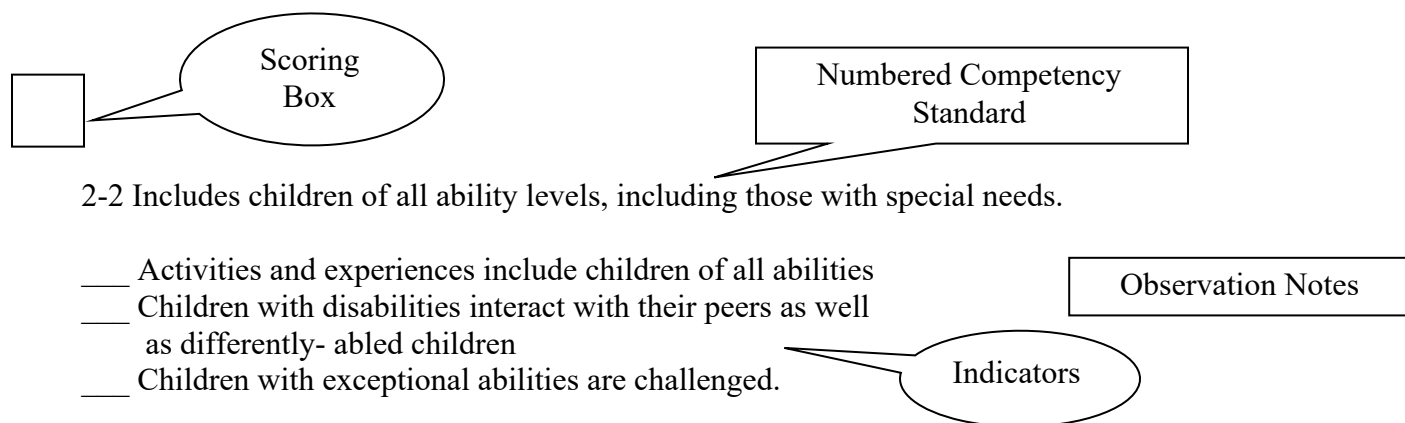
reason behind some of the competencies and/or indicators – reasons that may not be clear from the briefer Observation Instrument. Understanding the reasons and intent of the Competency Standards will help you focus and understand what you’re looking for.

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 and go through the Candidate’s documents, 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 they demonstrate that competency in their work. There should be no DNA’s in the areas of Health, Safety and/or Child Development.

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 their interview.

There is space to make additional comments following each skill 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 their 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 themselves and to articulate the value, purpose, and process of their 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 The Assessment Visit Procedures (Appendix J), using the checklist as an agenda for the interview.
- Complete Candidate Profile (Appendix L) 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 your feedback form, and ask the Candidate to do the same on theirs. Be specific and clear.
- Let the Candidate know that the Appeals Process (Appendix N), Renewal-at-a-Glance (Appendix O), and Candidate Profile (Appendix L) will be emailed to them, with a feedback form as soon as the Endorser's paperwork is submitted. They will need to sign off that they reviewed the profile and fill out the feedback form.
- Double check all forms to see that they are completed properly. All forms on the Endorser Checklist (Appendix P) should be entered into The Endorser Portal **within 3 days**.

Maintain Objectivity and Demonstrate Fairness

As the official representative of The Network, 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 their growth and you want them 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 their 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 their perceptions regarding any disagreement between the two of you on the Candidate Feedback Form.

Administrative Reporting

School-Age Care Credential Endorsers **MUST** enter the assessment visit materials from Appendix P into the Endorser Portal within 3 business days of the debrief.

Endorser Portal: <https://networkforyouthsuccess.org/endorser-uploads/>

You are responsible to send the following:

- Endorser Observation Instrument (Appendix G-Endorser)
- Assessment Procedures Verification (Appendix J)
- Candidate Profile (Appendix L)
- Candidate's Goals
- Mileage and travel receipts with Reimbursement Form

Performance Evaluation

The Network 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 Network responds to Credential Endorsers' comments and questions on the School-Age Care Credential Endorser Feedback Form
- The Network discusses with Credential Endorsers correspondence from the field concerning Credential Endorser performance
- Endorsers may also be observed while conducting any activities of the visit

Stipend

The Network for Youth Success will issue a stipend within six weeks of receiving the Endorser's completed paperwork. The stipend will always include:

- \$120 for the completed visit (English)
- \$140 for the completed visit (Languages other than English)

The stipend may also include:

- Mileage (at the federal rate) <https://www.irs.gov/tax-professionals/standard-mileage-rates>
- Tolls (with a receipt or EZ Pass statement)
- NYC Subway and bus (up to \$5.50 each, no receipt needed)
- Scanning (up to \$10.00 with a receipt)
- Metro North or Long Island Railroad (with a receipt)
- Meals (at the federal rate) <https://www.gsa.gov/portal/content/101518>
 - Dinner when the travel is one hour or more
 - Lunch when travel is two hours or more
 - Must turn in an itemized receipt for meals
 - Alcohol will not be reimbursed

Any other expenses, including ride-sharing services, 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 didn't upload materials. Prevented by:

- Reminder email regarding the time line

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

The Candidate is interrupted by programmatic issues. Prevented by:

- Confirm time prior to the visit
- Remind the Candidate of the expectations for the visit

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
- Check the FAQ sheet

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 their case in writing on the Candidate Feedback Form and to write a letter to The Network if they choose.
- 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 to prepare

Uncooperative Program Director. Prevented by:

- Reminding Candidate to alert Program Director of visit
- Asking Candidate if they anticipate any challenge
- Endorser contact with Program Director prior to visit
- Giving program director standardized letter of introduction

Candidate' technology does not work. Prevented by:

- Be familiar with the platform you are using so you can assist
- Ask ahead of time if they are familiar with the platform you are using
- Provide call-in numbers if there is an issue with computer sound
- Ask the Candidate to log-in early to address these issues before the debrief

Chapter Seven: Renewing Your Credential

Contents Include

- Instructions

Credential Renewal Packet

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.

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.

You must renew your Credential every three years. To renew, go to <https://networkforyouthsuccess.org/sac-credential-renewal/>. Your entire packet must be uploaded by the expiration date on your certificate. It is your responsibility to keep track of your expiration date and keep your contact information up to date with the Network.

The renewal fee is \$150.00 and can be paid by personal check, money order, credit card, signed EIP award voucher, or by calling to make a credit card payment. Renewal packets will not be processed until payment is received.

Appendix

Appendix A: Assessment Checklist

Appendix B: Policies and Procedures

Appendix C: Family Questionnaires

Appendix D: *Portfolio* Journal Outline

Appendix E: Short and Long-Term Goal Worksheet

Appendix F: *Resource File* Requirements

Appendix G: Observation Instrument

Appendix H: Advisor Summary

Appendix I: Action Planning Form

Appendix J: Assessment Procedural Verification Form

Appendix K: Competency Standards at a Glance

Appendix L: Candidate Profile

Appendix M: Candidate Feedback Form

Appendix N: Appeals Process

Appendix O: Renewal Form

Appendix P: Endorser Checklist

Appendix Q: *Portfolio* Evaluation

Appendix R: Recording List

Appendix S: Opt-Out Forms & Sample Letter

Appendix A – Assessment Checklist

Ready for your Assessment?

Materials	Where to Submit
<input type="checkbox"/> Policies and Procedures Form (Appendix B)	Request for Visit Application: http://networkforyouthsuccess.org/sac-credential-endorsement-form/
<input type="checkbox"/> \$1,000 assessment fee (EIP scholarship, check made payable to Network for Youth Success, or credit card)	EIP: https://www.ecetp.pdp.albany.edu/eip.aspx Check: 415 River Street, Troy, NY 12180 Credit Card: https://app.etapestry.com/onlineforms/NewYorkStateNetworkforYou/endorserenew.html
<input type="checkbox"/> SAC Credential Prep Course Application	Google Drive Folder*
<input type="checkbox"/> A copy of your <i>Portfolio</i> with the following items: <ul style="list-style-type: none"> ○ Program Description ○ Résumé ○ Autobiography ○ 3 Entries per Skill Area ○ Family Questionnaires ○ Short- and Long-Term Goals ○ Two letters of Recommendation Organized and Clearly Labeled by Skill Area	Google Drive Folder
<input type="checkbox"/> <i>Resource File</i> (All 33 Entries) Organized and Labeled by Number	Google Drive Folder
<input type="checkbox"/> Advisor's Observation Instrument (Appendix G)	Google Drive Folder
<input type="checkbox"/> Advisor Summary (Appendix H)	Google Drive Folder
<input type="checkbox"/> Action Plan (Appendix I)	Google Drive Folder

*Google Drive Folder link will be provided after receipt of Request for Visit

Appendix B – Policies and Procedures Form

(Page 1 of 2)

CANDIDATE INFORMATION

Candidate Name:

PLEASE READ THE STATEMENTS BELOW, INITIAL NEXT TO EACH INDICATING YOU HAVE READ AND AGREE TO THE STATEMENTS, AND SIGN BELOW.

_____	I verify that I have completed all SAC Credential Requirements identified in Appendix A
_____	I verify that I have a high school diploma or GED and am at least 18 years old.
_____	I am ready to be assessed for the New York State School-Age Care Credential.
_____	All work submitted is my own.
_____	I understand that the \$1000 assessment fee is non-refundable.
_____	I understand the \$1000 assessment fee must be used within the year it is submitted (from 1/1-12/31)
_____	I understand should the assessment be cancelled or postponed due to insufficient paperwork, lack of payment, candidate tardiness, no shows, incorrect address, or not being ready, I will be responsible for paying for a second visit.
_____	I understand I am responsible for paying EIP (if utilizing an EIP scholarship) back for visits cancelled or rescheduled by the candidate, visits not scheduled within the timeframe, or deferrals.
_____	I understand by scheduling a visit with the endorser I am agreeing to all the terms of payment above.
_____	I understand all visits take place during the school-year. This form must be entered in the portal (and payment received) 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.

Candidate Signature:	
----------------------	--

Dates and times that I am NOT available for the Debrief Visit Please include half days, weekends, evenings, full days, and other not typical days.	
Dates and times that are best to meet for the Debrief	

My program ends on:	
---------------------	--

Appendix B – Policies and Procedures Form

(Page 2 of 2)

Candidate Name:

HOST AGENCY INFORMATION

Host Agency Name:	
Start and End Date of Course:	
Host Agency Instructor:	

I verify that the candidate listed above has completed the SAC Credential Preparatory Program.

Host Agency Instructor Signature:

Date:

ADVISOR INFORMATION

Advisor Name:	
---------------	--

I verify that the candidate and I have fulfilled all SAC Credential requirements as identified in Appendix A and that she/he is ready to be successful during their assessment visit.

Advisor Signature:

Date:

PROGRAM INFORMATION

Program Director Name:	
Program Director Email:	

I authorize a virtual visit from the SAC Credential Endorser on a date to be arranged with the candidate. I understand that the Credential process evaluates the competence of the candidate and not our overall program.

Program Director Signature:

Date:

Appendix C – Family Questionnaire**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 do they like best?

Does your child feel like they have a say in how to spend time at the program?

What does your child wish they 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?

Appendix D - Portfolio Journal Entry Outline

(Page 1 of 2)

Skill Area	Standard & Indicator Written About Choose standards that are not always observable – or that you do particularly well	Status <i>Ex: Submitted, Edits Needed, Done</i>
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

Appendix D - Portfolio Journal Entry Outline

Skill Area	Standard & Indicator Written About Choose standards that are not always observable – or that you do particularly well	Status <i>Ex: Submitted, Edits Needed, Done</i>
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

Appendix E - Short-and Long-Term Goals Worksheet

(Page 1 of 2)

Candidate Name _____

Skill Area	What I'll do and How I'll do it	When I'll do it
Professionalism: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term Within 6 months		
Long-Term Within 3 years		
Child Development: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Safety: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Health: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Self: Specific, Measurable, Achievable, Relevant, Timely		
Short-Term		
Long-Term		
Guidance: Specific, Measurable, Achievable, Relevant, Timely		
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		

Candidate Name _____

Skill Area	What I'll do and How I'll do it	When I'll do it
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		

Appendix F - Resource File Requirements

(Page 1 of 4)

	No.	Resource File	Skill Area
<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 (In Aspire, find a link for My Aspire Certificate under the My Resources Tab.)	1
<input type="checkbox"/>	3	Provide brochures and membership information from 2 or 3 professional school-age associations and list two benefits of each. <ul style="list-style-type: none"> • Provide proof you are a member of the Network for Youth Success. 	1
<input type="checkbox"/>	4	Describe 3 ways that you have advocated (booth at open house, meetings with state officials, etc.) 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. (For more information go to: https://networkforyouthsuccess.org/accreditation/)	1, 14
<input type="checkbox"/>	6	Provide documentation of how you engage youth in the planning of program activities. Examples; a recent meeting with agenda topics and minutes (dated); notes from a webbing session; brainstorming sessions and/or lesson plans created by children, youth and staff. Be sure to state children's contributions and how these contributions were considered in the outcome.	2,5,14
<input type="checkbox"/>	7	Provide two lesson plans (to include directions, materials and how children should use them, open-ended questions) for each of the following: <ul style="list-style-type: none"> • Art (one performing and one visual) • Culture • SEL • STEAM • Literacy Template here: https://networkforyouthsuccess.org/credential/	2,7,10
<input type="checkbox"/>	8	Develop 2 creative art activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds. (If you run a middle school program include how you would make them appropriate for 13-16)	2,7, 8
<input type="checkbox"/>	9	Provide a copy of your five-hour Foundations in Health and Safety training certificate.	3
<input type="checkbox"/>	10	Provide documentation of current Adult/Child/CPR/First-Aid certification. (Copies 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

- | | | | |
|---|----|--|---------------|
| □ | 11 | Describe both the Red Cross as well as your organization's procedures for handling a child who receives a head injury. | 3 |
| □ | 12 | Provide documentation of training in child abuse and maltreatment taken within the last two years. (Not the 5 hour Foundations course) | 3,4 |
| □ | 13 | Provide a copy of New York State regulations appropriate for your modality of care. <ul style="list-style-type: none"> • Under what subsection/letter would you find the requirement for an emergency evacuation plan? (Copy and paste the regulation AND list the regulation number(s) and letter(s) where you found it. • Under what section/letter would you find the required staff/child ratio information? (Copy and paste the regulation AND list the regulation number(s) and letter(s) where you found it. | 3, 14 |
| □ | 14 | Compare your current policy regarding outdoor play to the Child Care Weather Watch document. (https://idph.iowa.gov/Portals/1/Files/HCCI/weatherwatch.pdf) Describe how you might use it to determine when it is safe to take children outside. | 3,9 |
| □ | 15 | Design a weekly snack (or supper) menu using CACFP guidelines. Include the snack and portion size. | 4 |
| □ | 16 | Provide 2 nutritional cooking and/or food preparation activities (promoting vegetables or fruit, low fat/low sugar) listing all materials and how you expect children to use them. Use resources such as Cornell Cooperative Extension 4-H, MyPlate, 4-H, USDA, etc. | 4 |
| □ | 17 | Choose one book from your program's book selection (library) that addresses each of the topic areas (bullets) below.
List the titles, authors, publishers, copyright dates, a summary (in your own words), and why you would recommend the book to a child or family. <ul style="list-style-type: none"> • separation, divorce, remarriage or blended families • cultures that are represented by the children in your program • cultures that are different from the predominant cultures of the children in your program • death or other traumatic events (emergency situations, getting lost, fighting with siblings, etc.) | 5,7,
10,11 |

Identify two more books that you could add to your program's library to address topics that you don't currently have (or would like to expand on what you have).

- ☐ 18 Provide a copy of one completed observation tool for recording information about children's development (socialization, engagement, self-regulation, etc.). Please remove the child's identity. 5, 14
Describe your procedure (including how you observe, when you observe, where you keep these notes, how you use these notes, etc.) for ensuring every child is observed periodically.
- ☐ 19 Provide a copy of the program's rules developed with input from the children. 3, 6
Keep in mind, rules should be listed in the positive, and be few enough for the children to remember them.
Include:
- A description of how the rules were developed.
 - A description of how the rules help children to self-regulate.
 - A photo of where the rules are posted, and an explanation of why you posted them there.
- ☐ 20 Provide a copy of your daily schedule including time blocks, activities and age groupings. 4, 7
- ☐ 21 Provide a copy of your homework contract/policy. (If you don't have one, describe how your program handles homework.) 7, 10
- ☐ 22 Develop 2 gross motor skill activities and demonstrate how you would make them appropriate for 5-7, 8-10, and 10-12 year olds. (If you run a middle school program include how you would make them appropriate for 13-16) 2, 9
- ☐ 23 List 5 ways in which your program helps school-age children develop friendships and increase social skills. 12
- ☐ 24 List 5 potential community partners who could offer enrichment activities to the children in your program. 12
Include:
- the purpose of the activities,
 - contact person information,
 - and how the activity could enhance children's development in your program.
 - Note whether or not you have had these community partners in your program
- ☐ 25 Complete a SEL Self-Inventory. You can use CASEL's Personal SEL Reflection: <https://schoolguide.casel.org/resource/adult-sel-self-assessment/>, or another credible one. Provide a summary of your findings. 12
- ☐ 26 List 5 ways you support families in your program. 13
- ☐ 27 List 5 activities families can participate in to help feel a part of the program. 13

- | | | | |
|---|----|---|-------|
| □ | 28 | Provide name and contact information of agencies in the community that provide resources for children with special needs. | 7, 13 |
| □ | 29 | Provide the following 6 record-keeping forms from your program. <ul style="list-style-type: none"> • participant registration form, • accident/incident report • attendance record including wellness check form • Individual Allergy and Anaphylaxis Emergency Plan (OCFS-6029) • Individual Health Care Plan for a Child with Special Health Care Needs (LDSS-7006) • family/children surveys currently being used. | 14 |
| □ | 30 | Write a concise summary of a recent staff or planning meeting. Include date, time, staff present, notes of what was discussed) | 14 |
| □ | 31 | Provide a copy of your program's staff handbook (outline policies and procedures). | 14 |
| □ | 32 | Provide a copy of ONE of the following quality enhancing tools, and summarize what the document includes. <ul style="list-style-type: none"> • YPQA • NYS Accreditation Self-Study • NYS Quality Self-Assessment • NAA Core Competencies | 1, 14 |
| □ | 33 | Show how you can navigate the NYS Office of Children and Family Services (OCFS) website by <ul style="list-style-type: none"> • Providing one dear provider letter from within the last year • Providing a copy of the 2020 Dec - Anaphylaxis Policy for Child Day Programs • Providing a copy of Part 413 Definitions | 3, 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)

Appendix G – Observation Instrument

(Page 1 of 26)

____ Advisor ____ Endorser Observation Instrument (Check One)

Candidate's Name:	
Observer's Name:	
Start Time	End Time
Date of Observation 1:	Staff to Child Ratio
Date of Observation 2:	
Date of Observation 3:	
(Optional) Date of Observation 4:	
(Optional) Date of Observation 5:	
Date of Endorsement:	

Preferred Language of Candidate
Languages Spoken in Program

Advisor 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 Observation Instrument.)

Endorser Reminders:

- Your observation must be at least 1.5 hours long, and no longer than 3 hours
- 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 (recordings)
- Each competency must be rated, and must have notes
- **Refer to the Advisor's Tool for bolded indicators**

Using the Observation Instrument

As you observe, check off the indicators that you see and add specific notes/examples (including direct quotes) describing what you saw and heard. 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.

Score	Competency Standards and Indicators	Notes
	1-1 Demonstrates knowledge and value of regulations, Network for Youth Success Standards, and professional codes of ethics.	
—	Speaks convincingly about the purposes of regulations for safe and high-quality care	
—	Understands and adheres to the National Afterschool Association (NAA) Code of Ethics (<i>RF 1</i>)	
—	Has knowledge of quality-enhancing tools (ex: Accreditation Self-Study, Quality Self-Assessment, NAA Core Knowledge and Competencies, YPQA) (<i>RF 32</i>)	

Callouts in the diagram:

- Scoring Box:** Points to the Score column.
- Numbered Competency Standard:** Points to the competency number 1-1.
- Notes:** Points to the Notes column.
- Indicators:** Points to the list of specific indicators under the competency standard.

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 they demonstrate that competency in their work.

1. Skill Area: Professionalism

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 school-age professional continues to set new goals and take advantage of training or educational experiences that will help them to grow more competent. They recognize 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 school-age professional should develop relationships with other school-age professionals and establish a network for information and support.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	1-1 Demonstrates knowledge and value of regulations, Network for Youth Success Standards, and professional codes of ethics.	
<input type="checkbox"/>	Speaks convincingly about the purposes of regulations for safe and high-quality care	
<input type="checkbox"/>	Understands and adheres to the National Afterschool Association (NAA) Code of Ethics (<i>RF 1</i>)*	
<input type="checkbox"/>	Has knowledge of quality-enhancing tools (ex: Accreditation Self-Study, Quality Self-Assessment, NAA Core Knowledge and Competencies, YPQA) (<i>RF 32</i>)	
<input type="checkbox"/>	1-2 Views and presents self as professional in current work with children, families, and other professionals.	
<input type="checkbox"/>	Dresses in an appropriate manner	
<input type="checkbox"/>	Arrives on time – is dependable and reliable	
<input type="checkbox"/>	Speaks of work in positive terms	
<input type="checkbox"/>	Maintains a work environment that is conducive to professional practice	
<input type="checkbox"/>	Demonstrates the mindset to support and grow children, staff, and families	
<input type="checkbox"/>	Plays different roles, including; leader, observer, listener, facilitator, adult friend, and participant	
<input type="checkbox"/>	1-3 Continually develops competencies in child development, programming, inclusion, communication and other topics related to children.	
<input type="checkbox"/>	Regularly attends conferences, workshops, and other professional development opportunities	
<input type="checkbox"/>	Belongs to professional organizations related to school-age children, in addition to the New York State Network for Youth Success (<i>RF 3</i>)	
<input type="checkbox"/>	Reads professional journals, magazines, newsletters, and the like to increase knowledge of current findings and trends, best practices, and other information related to providing high-quality care for school-age children	
<input type="checkbox"/>	Creates an Aspire profile and tracks their professional development using the Aspire Registry (<i>RF 2</i>)	
<input type="checkbox"/>	Has an ongoing professional development plan	

**RF= Resource File.
There is a resource file that corresponds with this standard/indicator.*

	1-4 Advocates for the needs of children and the value of afterschool programming and professionals.
--	---

Articulates the value, purpose, and process of their work

**Educates families, host site, and the community on the needs of the program
(RF 4)**

Educates decision makers on the needs of the program and the professional

Awareness of Power of 3 Listserv to stay abreast of current advocacy efforts

Practices and promotes self-care

2. Skill Area: Child Development Knowledge

School-Age Care contributes to children's development in ways uniquely different from children's experiences in school or at home. If school-age professionals 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; how the role of environment (both positive and negative including trauma or adverse childhood experiences) impacts functioning; and what they need from adult caregivers. Competent afterschool professionals 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 skill areas.

NOTE: Candidates should score competent in Child Development in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
	2-1 Demonstrates reasonable expectations regarding what children of various developmental stages are able to do physically, emotionally, socially, cognitively, and creatively.	
_____	Identifies key characteristics of typically developing children in the 5 to 7 year-old range (RF 8 and RF 22)	
_____	Identifies key characteristics of typically developing children in the 8 to 10 year-old range	
_____	Identifies key characteristics of typically developing children in the 11 to 12 year-old range	
_____	Responds to children's developmental stages, as well as to individual children's development	
_____	Describes how they accommodate the needs of younger children to feel safe and secure	
_____	Describes how they help older children develop their own sense of identity through greater independence and choice, planning activities for themselves, and the like.	
_____	Understands that environment, including trauma and/or adverse childhood experiences (poverty, abuse, racism, sexuality, violence, death, gender identity), impacts every area of functioning (including social, emotional, behavioral, physical and mental)	
	2-2 Plans, organizes, and provides programming for the developmental needs of children.	
_____	Plans and adapts a wide range of activities (sports, math, science, drama, literacy, art, music, etc.) which match children's abilities (RF7)	
_____	Identifies resources that help children understand how they change as they grow	
_____	Monitors each activity and responds to ensure children are neither bored or frustrated	
_____	Organizes a program environment that meets the developmental needs of children	
_____	Provides sufficient program materials and equipment that are developmentally appropriate	
_____	Evaluates how programming meets the developmental needs of children	

2-3 Includes children of all ability levels, including those with special needs.

Provides activities and experiences that include children of all abilities

Modifies activities and experiences to invite and include children of all abilities

Provides opportunities for children with disabilities to interact with their peers as well as differently-abled children

Uses the expertise of families, 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 all children including those with special needs

2-4 Uses observations to anticipate individual children's needs as well as the needs their developmental stage might predict.

Collects information about each child, including about their families, interests, strengths, talents, etc.

Identifies the strengths and growth opportunities of each child

Observes, talks with, listens to, and surveys children to determine their interests

Observes children in different settings and at different times of day, and for different reasons (*RF 18*)

Shares observation information with children and families when appropriate

Conducts observations for different reasons

Records many instances of a child's actions before drawing conclusions

Uses all opportunities to gather information about children

Organizes observations in a systematic way

Observation 1 List ALL activities offered (not learning centers) observed	Observation 2 List ALL activities offered (not learning centers) observed
Observation 3 List ALL activities offered (not learning centers) observed	Observation 4 (optional) List ALL activities offered (not learning centers) observed
Observation 5 (optional) List ALL activities offered (not learning centers) observed	Assessment visit List ALL activities offered (not learning centers) observed

3. Skill Area: Safety

One of the most essential services for school-age children is to ensure their safety and well-being. Indoor areas, outdoor areas, and cyberspace should be free of dangerous conditions and materials. Adults should teach children about safety and comfort 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.

NOTE: Candidates should score competent in Safety in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
	3-1 Follows New York State OCFS regulations, as well as program policies and procedures designed to keep children safe. <i>(RF 13)</i>	
_____	NYS SAC License and most recent compliance history is clearly posted	
_____	Can describe how and why regulations are the foundation on which to build best practice	
_____	Can identify policies that exceed NYS OCFS regulations in safety	
_____	Locates and reviews documents published by NYSOCFS (including but not limited to 414.4, 414.3, Dear Provider Letters, Policy Statements) <i>(RF 33)</i>	
	3-2 Actively works with children to prevent injuries and harm to children.	
_____	Describes measures taken to prevent injuries	
_____	Directly and competently supervises and interacts with children	
_____	Takes responsibility for knowing where each child is during program hours	
_____	Explains, models, and reinforces safety rules with children in all areas of the program Maintains appropriate child-adult ratios and group sizes, intervening immediately when children are involved in unsafe play	
_____	Involves children in creating the program's safety rules and consequences <i>(RF 19)</i>	
_____	Anticipates and sets clear expectations for special safety concerns related to higher risk activities (active play, glue guns, cooking, excursions, etc.)	

3-3 Maintains indoor, outdoor, and cyberspace environments to prevent injuries and harm to children.

- _____ Conducts and records safety checks (daily and monthly)
- _____ Removes or repairs unsafe items and/or advocates for host site to address issues
- _____ Arranges the program space so there are clear traffic paths and exits
- _____ Designates separate areas for quiet and active play to avoid congestion and collisions
- _____ Ensures that children are always supervised by staff or authorized family members by using effective sign-in and sign-out attendance procedures.
- _____ Makes developmentally appropriate supplies and equipment available to children, and creates boundaries to protect children who may not yet have the skills and judgment to use certain materials or equipment safely (eg: monitoring and limiting website access, limiting monkey bars to only children who can reach them, allowing older children to use a hot glue gun)
- _____ Follows a daily schedule that provides time for active and quiet play so that children do not get overtired and have accidents
- _____ Monitors technology for appropriate use

3-4 Prepares to act quickly if an accident or injury should occur.

- _____ Has immediate access to well-stocked first aid and safety supplies
- _____ Maintains up-to-date emergency telephone numbers for all families
- _____ Posts emergency phone numbers (children's families, police, fire, ambulance, and poison control) next to the telephone
- _____ Conducts emergency drills (evacuation, shelter in place) frequently, to ensure children understand the established procedures for various situations
- _____ Uses an effective means of communication between and among staff (i.e. intercom, walkie-talkies, etc.) who are supervising children in different areas of the program, such as indoor and outdoor areas
- _____ Maintains current First Aid training (CPR, AED, First Aid) to respond to accidents and emergencies. (*RF 10*)
- _____ Is prepared to respond to unusual emergencies (weather, terrorist attacks, etc.), training and practicing such plans to ensure that staff and children are prepared to respond if necessary (according to established policies and procedures)

3-5 Responds quickly and calmly in the event of an emergency.

____ Follows established procedures when there is an accident or emergency (*RF 11*)

____ Responds quickly and calmly to children in distress

____ **Records injuries, accidents, and illnesses on a form to share with families and program supervisor**

4. Skill Area: Health

Good health involves sound healthcare (medical, dental, mental, etc.) practices and good nutrition, as well as positive prevention practices. School-age professionals should model and encourage good health and nutrition habits with school-age children. Food should be nutritious, prepared safely, and served in a relaxed atmosphere. 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. School-age professionals should be trained to identify the signs of child abuse and maltreatment and act on them. Prompt care communicates positive feelings about children's value and influences the child's developing identity and feelings of self-worth. Families and providers should exchange information about all aspects of children's health frequently.

NOTE: Candidates should score competent in Health in order to earn their NYS SAC Credential Certification.

Score	Competency Standards and Indicators	Notes
	4-1 Follows New York State OCFS regulations that address health, sanitation, and food handling practices.	
—	Can describe how and why regulations are the foundation on which to build best practice	
—	Can identify policies that exceed NYSOCFS health-related regulations to promote a healthy environment	
—	Explains how regulations promote good health and reduce and prevent health-related risks	
	4-2 Models and teaches habits that promote the physical and mental well-being of children.	
—	Models healthy eating and active living	
—	Maintains a positive, relaxed atmosphere to promote resilience while reducing tension and stress	
—	Washes 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	
—	Helps children learn ways to recognize, relieve, and manage stress Practices and has conversations with children about self-care	
—	Explains reasons for health-related rules to children	
—	Actively teaches children to make healthy choices	
—	Encourages children to drink lots of water, especially when active or weather is hot	
—	Provides resources on health and hygiene such as magazines, books, pamphlets, and visiting health professionals	

4-3 Acts to detect and prevent child maltreatment.

____ **Describes state regulations regarding mandated reporting (*RF 12*)**

____ **Describes the signs of possible child abuse and maltreatment (behavior changes, bruising, etc.)**

____ **Demonstrates an understanding of the applicable laws and regulations related to reporting child abuse and maltreatment**

____ Conducts and logs daily health checks

____ Is alert to and protects children from abusive behavior (physical/emotional) from other children or adults, including staff

____ **Is alert to trauma-related behaviors and/or developmental delays that might occur in multiple domains including self-regulation, cognition, and physical/mental health**

4-4 Maintains an environment that actively promotes optimal health.

____ Checks 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, in between activities, 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

____ Cleans and disinfects surfaces before and after using for food preparation or serving

____ Follows health care plan to disinfect surfaces, toys, and fabrics

____ Places tissues, paper towels, and soap within children's reach

____ Follows all Department of Health emergency guidance (health and safety) during a public health emergency

4-5 Is prepared to deal with medical emergencies or illness.

Has medical records accessible for children in case of medical emergencies

Has emergency medical plans, permission to treat children

Uses universal precautions to prevent fluid and airborne infections

Observes children regularly for signs of illness

Works to avoid and is prepared to handle allergic reactions

Maintains current Medication Administration Training (MAT)

4-6 Provides healthful, nutritious, and pleasant snack and food experiences for children.

Provides snacks and meals in accordance with CACFP guidelines (*RF 15*)

Provides opportunities for children to plan, prepare, and serve meals and snacks

Offers self-service snacks so children can determine when, what, and how much to eat

Serves relaxed “family-style” meals and encourages children to sample new foods

Sits with children and provides a pleasant social environment during meals and snacks

Uses a flexible schedule so children can rest, relax, be active, and eat as needed (*RF 20*)

Employs a supportive care giving style that leads to healthy food attitudes

Is responsive and firm with children, offering food and activity choices within limits

Provides opportunities for children to learn healthy nutrition and active play habits that lead to healthy weight

Accommodates and incorporates children’s cultural and religious dietary practices
Posts snack menu conspicuously for children and families to view

5. Skill Area: Self

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 authentic self includes knowing about one's body, feelings, and abilities. It also means identifying oneself and others as a member of a family and larger cultural community. Accepting and taking pride in oneself comes from experiencing success and being accepted by (and accepting of) 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.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	5-1 Respects the individuality of children.	
<input type="checkbox"/>	Shows children in many ways that they are appreciated, valued, and enjoyed	
<input type="checkbox"/>	Encourages children to show appreciation to adults and other children in the program	
<input type="checkbox"/>	Encourages children to identify what makes them unique and lets them know their individuality is valued	
<input type="checkbox"/>	Works with colleagues to make sure that each child receives the individual attention they need	
<input type="checkbox"/>	Allows for youth choice during program development	
<input type="checkbox"/>	Allows children to choose how they want to participate each day (to opt in or out of planned activities)	
<input type="checkbox"/>	Embeds curriculum that integrates the home culture, language, and values of each child	
<input type="checkbox"/>	5-2 Helps children identify, plan, and pursue their own interests and talents.	
<input type="checkbox"/>	Identifies children's interests through observation, surveys, and conversation (formal and informal)	
<input type="checkbox"/>	Uses children's interests to plan activities and provide materials	
<input type="checkbox"/>	Offers a wide variety of activities daily that do not limit children's options because of individual differences	
<input type="checkbox"/>	Provides children with time and resources needed to pursue their interests and/or master a skill	

5-3 Fosters an environment that values the inclusion of all children.

_____ Makes individualized adaptations and modifications for children based upon their specific needs including personal learning styles, learning issues, and interests.

_____ Creates and prepares an environment that is designed for all children, including those with special health care needs.

_____ Helps children learn about, accept, and appreciate a variety of cultures and ethnic groups, including their own.

_____ Respects the beliefs, values, and traditions of children and families

_____ Regularly promotes global awareness throughout the program (reading, foods, celebrations, arts, games, and more)

_____ Decorations, art, and wall hangings are reflective of the children in program and diverse cultures

_____ Has ethnic, linguistic, gender role, cultural, and racial variety visible throughout the program space

5-4 Provides opportunities for children to experience progress and success.

_____ Uses specific and genuine encouragement and recognition to celebrate children's efforts and accomplishments

_____ Helps children gain the skills they need to complete a task and repeatedly experience success so they can overcome fear of trying

_____ Lets children know they are cared for by offering gentle physical or nonverbal contact (a hug, a touch, a smile)

_____ Models graceful acceptance and celebration of personal progress and success

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.

Helps children deal with setbacks and disappointments by accepting their feelings and efforts and responding respectfully with encouragement

Listens carefully to children and takes their concerns seriously without interrupting, judging, or giving unasked-for advice

Actively teaches problem-solving practices
Provides opportunities for children to solve problems

5-6 Creates an environment, activities, and relationships that help children learn positive social values.

Aligns behavioral expectations with positive social values (respect, responsibility, caring, honesty, trustworthiness, empathy, etc.)

Provides opportunities for children to demonstrate respect, caring, and honesty to other children, staff, and adults

Involves children in the program's daily operations and weekly tasks (responsibility)

Allows children to use their growing independence in safe and age-appropriate ways

Offers both competitive and cooperative sports and games that help children learn to value fairness, cooperation, and personal growth

Provides opportunities for children to develop and practice citizenship and leadership skills

6. Skill Area: Guidance

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

Score	Competency Standards and Indicators	Notes
	6-1 Creates an environment of mutual respect that reduces conflict.	
_____	Fosters positive relationships with each child	
_____	Models expectations as an example for children (mutual accountability)	
_____	Creates a sense of community through positive communication with children and adults	
_____	Establishes positively stated behavior expectations (rules) with input from the children	
_____	Posts behavior expectations as a visual reminder	
_____	Encourages children to be helpful and cooperative	
_____	Holds group meetings during which children can raise concerns and grievances and work together to solve problems	
_____	Teaches children how to develop and practice conflict management techniques to resolve their differences	
_____	Introduces processes to help children negotiate, mediate and/or manage conflicts without adult assistance (conflict resolution, peer mediation, problem-solving)	
_____	Is aware of personal bias and works to examine, respond, and change to reduce its impact on children, families, staff, and others	

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

- _____ Has reasonable expectations of behavior based on ages and abilities of the children (developmentally appropriate practice)
- _____ States directions and reminds children of expectations in positive terms
- _____ Relies on cooperative and respectful guidance and discipline methods rather than coercive and authoritarian (frightening, demeaning, or humiliating) methods
- _____ Speaks with children respectfully
- _____ Redirects children from inappropriate to appropriate behavior (for example, from running where not safe to playing a game outside)
- _____ Identifies the possible reasons for a child's behavior
- _____ Looks for and acknowledges positive behavior (Catch children doing something good)
- _____ Discusses children's misbehavior in private conversations (Guide private, praise public)
- _____ Offers helpful strategies (coping, problem-solving, etc.) to children who exhibit negative behaviors
- _____ Provides various outlets (sensory activities, active play, journaling, yoga, quiet time, etc.) for expressing strong feelings
- _____ Seeks opportunities to build a toolbox of positive creative guidance (behavior management) strategies

6-3 Actively works to prevent undesirable behaviors.

Meets children's needs (belonging, independence, physical and emotional safety, fun) and encourages positive behavior.

Listens to and accepts children's feelings while helping them understand the results of expressing certain feelings inappropriately

Models appropriate ways to express negative feelings

Talks WITH children about their day at school, their friends, their concerns, and their feelings

Anticipates how children may react to their environment, an activity, the school-day, etc. and plans how to respond positively

Allows children to experience the natural and logical consequences of their behavior (when safe and appropriate to do so)

Works with families to help a child with a problem express their feelings in acceptable ways

Arranges the environment to encourage appropriate behavior (ex: creating clear traffic patterns so children don't get in each other's way, offering adequate materials and time, etc.)

Matches abilities and challenges of activities so children are neither frustrated nor bored

6-4 Designs and follows a predictable, yet flexible, schedule to meet children's need for movement, rest, nourishment.

Allows children to choose their own activities creating freedom within structure

Involves children in planning activities and selecting materials and equipment

Plans games and activities that encourage both cooperation and competition

Posts the daily schedule (in words and pictures) to provide visual cues

Manages transitions to ensure that children do not have to wait with nothing to do

Allows children to meet their personal needs on individual schedules

6-5 Communicates behavior management policies clearly.

____ **Knows and follows New York State regulations regarding behavior management policies**

____ **Shares written behavior management policies with children, families, and staff**

____ **Reviews, reflects upon, and amends program behavior management policies when needed**

7. Skill Area: Out-of-School Environments

Children learn from their own experience and imitation in an emotionally supportive environment. A reliable routine together with a stimulating choice of materials, activities, and relationships provide children with opportunities to direct their own learning. Environmental elements that invite active exploration, play and movement, and a broad array of choices contribute to children's learning and development as well as their ability to self-manage

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	7-1 Intentionally selects safe, well-equipped, child-friendly interest areas (learning centers) to provide a variety of learning experiences.	
<input type="checkbox"/>	Separates learning centers so that simultaneous activities of different natures can occur in a safe manner	
<input type="checkbox"/>	Offers a balance of responsive activity choices (active and quiet; indoor and outdoor; individual, small group, and large group)	
<input type="checkbox"/>	Rotates interest areas to reflect changing skills and interests	
<input type="checkbox"/>	Uses visual cues (signs, furniture, tape, or floor covering) to define interest area boundaries	
<input type="checkbox"/>	Locates interest areas so that quiet and noisy activities are separate and children do not get in one another's way	
<input type="checkbox"/>	Supports older children as they create spaces designated for them to socialize	
<input type="checkbox"/>	Seeks children's ideas and suggestions for arranging the environment in ways that meet their developmental needs	
<input type="checkbox"/>	Works with children to develop behavior expectations (rules/limits) related to each learning center	
<input type="checkbox"/>	7-2 Provides space in which children can enjoy quiet and privacy.	
<input type="checkbox"/>	Provides comfortable indoor and outdoor areas where children can enjoy time alone (in view of adults)	
<input type="checkbox"/>	Provides areas that are soft and comfortable for children to sit or lie down	
<input type="checkbox"/>	Provides sufficient time and space for children to carry out their plans and do long-term projects	
<input type="checkbox"/>	Provides a space for children to unwind, "cool off," reflect, and refocus	

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

- ___ Arranges for regular use of indoor and outdoor areas for large muscle play
- ___ Adapts the environment, as necessary, to make it appropriate for children with special needs
- ___ Actively monitors and adapts space to ensure it is safe for the planned gross motor activity
- ___ When space is limited, uses creativity (rearranges furniture, uses hallways, etc.) to ensure children have the opportunity to move safely in active ways.

7-4 Creates an environment that supports the inclusion of all children.

- ___ Provides materials (dolls, dramatic play props, books, musical instruments) that reflect global languages, cultures and program participants
- ___ Offers a variety of materials and equipment to meet a wide range of skills
- ___ Adapts materials to accommodate children with special needs in consultation with children, families, and related professionals (*RF 28*)

7-5 Intentionally provides materials that foster inclusion, exploration, discovery, imagination, creativity and supports children's goals.

- ___ Offers a variety of open-ended materials (loose parts) children can use in different ways
- ___ Provides materials that allow children to be successful and provide appropriate challenges to encourage continued growth
- ___ Provides materials that build on interests children develop outside the program
- ___ Makes a variety of materials available so children can access them independently

7-6 Creates a systematic storage plan and area.

- _____ Stores materials that are used together, near each other
- _____ Displays materials, with labels, (shelves, tables, bins) so children can choose what they want to do and return items when finished using them
- _____ Includes sufficient time for clean up at end of morning, afternoon, and full-day sessions to return materials to their storage area
- _____ Uses portable items such as baskets and carts to arrange materials in shared space
- _____ Involves children in setting up and dismantling the environment in shared space
- _____ Provides sufficient storage space for children's belongings and long-term projects (or negotiates for such storage in shared program space)

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

- _____ Coordinates with other programs that share space (school, child care center, etc.)
- _____ Negotiates for adequate storage and access to space for active play, quiet and comfortable time, food preparation, etc.
- _____ Negotiates for space to display children's work

Observation 1 List the learning centers and materials observed in each	Observation 2 List the learning centers and materials observed in each
Observation 3 List the learning centers and materials observed in each	Observation 4 (optional) List the learning centers and materials observed in each
Observation 5 (optional) List the learning centers and materials observed in each	Assessment visit List the learning centers and materials observed in each

8. Skill Area: Creative

All children are imaginative and have creative potential. They need opportunities (space, time, materials) 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 creativity by respecting creative play and by providing a wide variety of activities and materials that encourage spontaneous expression and expand children's imaginations.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	8-1 Models and offers enthusiastic leadership for creative play and divergent thinking (to reach as many different ideas as possible).	
<input type="checkbox"/>	Shares own interests and creative skills	
<input type="checkbox"/>	Involves community resources to introduce children to a variety of creative processes as well as the cultural diversity of the community	
<input type="checkbox"/>	Encourages and demonstrates what it looks like to take creative risks, celebrate successes, learn from mistakes, and try again	
<input type="checkbox"/>	Accepts and values each child's unique creative expression and encourages children to express their ideas and feelings	
<input type="checkbox"/>	Prompts children to engage in experiences in a spirit of discovery and curiosity	
<input type="checkbox"/>	8-2 Creates an environment that encourages children's creative expression.	
<input type="checkbox"/>	Encourages children to use their bodies in dance, drama, dress up, music, and art	
<input type="checkbox"/>	Arranges the environment so children can spread out, explore, and be messy	
<input type="checkbox"/>	Displays creative work done by children, community members, artists, etc.	
<input type="checkbox"/>	Provides a variety of open-ended materials (loose parts) so children of various developmental stages can do and/or create many things	
<input type="checkbox"/>	Offers materials that allow children to explore subjects and interests introduced at school or through experiences such as field trips	
<input type="checkbox"/>	Makes materials available for children to independently access, use, care for, and put away whenever they feel creative	
<input type="checkbox"/>	Allows creations to stay in place for several days so children can continue and expand their play and learning	

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

Recognizes that the creative process (exploration, experimentation, implementation, refining, showcasing) takes time

Follows a daily schedule that includes blocks of time long enough for children to organize their own play (with or without direct adult involvement). **Write the schedule here, including time blocks and what activities are offered.**

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

Recognizes the developmental differences in how children of different ages approach creative activities (younger focused on process, older focused on product)

Provides sensory experiences (doughs, slime, etc.)

Extends children's pretend and dramatic play by posing open-ended or what if questions, connecting pretend play to books, using scripted and non-scripted role play, providing basic props and costumes and/or providing materials for children to make them, etc.

Introduces prop boxes (collections of items, props, and/or costumes that suggest a specific theme and set the stage for a child's imagination to engage in creative play)

Plans activities that introduce children to a wide variety of the visual and performing arts, such as drama, dance, music, writing, film, painting, drawing, photography, and sculpture (RF 8)

Offers activities focused on creativity, rather than activities such as coloring books, worksheets, and prepackaged craft projects designed for all children to use the same way

	8-5 Supports children in developing their creative thinking and skills.
--	---

_____ Builds on children's interests and ideas to provide opportunities to expand and explore their ideas

_____ Helps children learn to use both divergent (to reach as many different solutions as possible) and convergent (to reach a single correct solution) processes to stimulate creative thinking

_____ Asks a variety of developmentally appropriate questions that encourage children to think about things in new ways

_____ Helps children understand that it takes hard work and practice to develop their talents

_____ Helps children develop specific skills they can use in their creative work

9. Skill Area: Physical

Physically healthy children need ample opportunities to move their bodies. Active play helps children develop habits that build strong bones, muscles, endurance, and ability to move with competence, confidence, and joy - habits that contribute to their current health and support a life-long commitment to active living. Adults should provide leadership, materials, equipment, and daily opportunities for indoor and outdoor active play to support development of fundamental movement skills such as running, jumping, throwing, catching, and climbing. Adults also should provide opportunities for play that supports development of fine motor skills such as writing, drawing, and manipulating small objects.

Score	Competency Standards and Indicators	Notes
	9-1 Provides a variety of developmentally appropriate materials, equipment, and activities for active play.	
_____	Accommodates different small (fine motor) and large (gross motor) muscle development	
_____	Supports development and maintenance of physical health and fitness	
_____	Provides fine motor activities (artwork, puzzles, Legos or blocks)	
_____	Provides and/or advocates for a variety of properly-sized stationary (playgrounds, basketball hoops, etc.) and portable (hoops, cones, chalk, ball bag) equipment	
_____	Water pitchers and/or water fountains are made available throughout the entire day. (Including but not limited to gym, outdoor, enrichment, and relaxation time)	
	9-2 Provides space and time for all children to engage in active play every day.	
_____	Plans for and implements daily outdoor play whenever possible taking into consideration program policies (<i>RF 14</i>)	
_____	Ensures that children have access to appropriate outdoor clothing (boots, sneakers, hats, coats, etc.)	
_____	Provides opportunities for active movement at least thirty minutes of a child's recommended sixty minutes of active play per day (indoor and/or outdoor)	
_____	Provides space and equipment for running, jumping, climbing, etc.	
_____	Advocates for use of space for daily active play	

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

- _____ Treats daily physical activity as a core component of program, not a source of reward or punishment
- _____ Regularly introduces children to a wide variety of games and activities (from many cultures, competitive, cooperative) that help children see many alternatives to achieve physical fitness
- _____ Interacts with children during physical activity, modeling fairness, teamwork, and appropriate play
- _____ Observes each child's physical strengths, interests, and needs to help children set goals and/or build skills
- _____ Encourages children to track their own progress rather than comparing themselves to others
- _____ Provides individual skill building activities to assist children in achieving their own goals
- _____ Helps children become aware of and practice coordinating movements (athletics, rhythm, etc.)
- _____ Encourages children to make up and organize their own games
- _____ Consistently reviews rules to ensure safety and fairness in active play
- _____ Ensures that children take breaks from vigorous activity and drink plenty of water to prevent dehydration

9-4 Provides developmentally appropriate activities.

- _____ Plans and implements activities that meet (or appropriately challenge) children's abilities
- _____ Breaks participants into activity groups based on the age and skill level of each participant
- _____ Provides accommodations and modifications so that children of different ages, sizes, and skills, can all find ways to engage in safe and meaningful active (gross and fine motor) play
- _____ Explains and demonstrates how to play games/use equipment to ensure all children can successfully participate

10. Skill Area: Cognitive

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 familiar routines and experiences as learning opportunities, and providing exposure to play, reading, writing, riddles and jokes, dance, drama, music, and STEAM (science, technology, engineering, arts, mathematics). Cognitive growth also requires healthy development in other areas: consistent physical growth, secure emotional behavior, and positive social interaction.

Score	Competency Standards and Indicators	Notes
	10-1 Creates a playful learning environment.	
___	Understands and promotes play as a natural vehicle for learning	
___	Plans and implements intentional engaging activities	
___	Includes curricula that focuses on topical areas such as literacy, culture, drama, STEAM (science, technology, engineering, arts, mathematics) (<i>RF 7</i>)	
___	Offers children opportunities to experience, do, and explore both indoors and outdoors	
___	Advocates and negotiates for a variety of spaces that inspire learning (library, computer lab, etc.)	
	10-2 Encourages children to learn by doing and therefore be in charge of their own learning.	
___	Offers children space, time, and materials to develop and carry out their plans	
___	Allows for in-depth studies (activities/experiences) of child-identified themes and ideas (project-based learning)	
___	Provides open-ended materials which children can use independently to express creativity, make choices, and use in many different ways (construction materials, magnets, binoculars, bug catchers, magnifying glasses, measuring tools, loose parts, writing materials, etc.)	
___	Encourages children to conduct investigations that allow them to learn new concepts, develop new skills, feed their curiosity, and deepen understanding	
___	Solicits, accepts, respects, and implements children's ideas, suggestions, and solutions	
___	Follows a schedule that allows children to choose what they want to do	
___	Incorporates time for longer-term projects (especially for older children)	

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

- _____ Encourages 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)
- _____ Involves children (especially older children or those who have long-term experience in the program) in planning and evaluating the program's routines and activities
- _____ Involves children in setting rules/expectations and establishing procedures for the program's operations
- _____ Allows children plenty of time to talk to each other and to the staff
- _____ Helps children identify (make connections) and apply prior knowledge to new situations
- _____ Understands that children have different strengths and learn in different ways, and provides opportunities for children to shine where they are strongest (ex: provides hands-on activities for kinesthetic learners, rhythmic activities for musical learners, art activities for visual-spatial learners, etc.)

10-4 Helps children develop their language skills.

- _____ Offers and displays a wide range of books and magazines that reflect children's diverse interests (and meets children's diverse reading abilities)
- _____ Provides jokes, riddles, cryptograms, tongue twisters, and brain teasers in multiple formats (books, joke of the day, etc.)
- _____ Asks questions to stimulate children's thinking (recall, problem solving with one right answer, and problem solving with many right answers)
- _____ Asks questions to help children learn to make judgments (favorites, highlights, etc.)
- _____ Talks with and questions 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
- _____ Supports open-inquiry (children generate the questions, problems, and procedures)

10-5 Balances children's academic needs with their needs to relax, have snacks, learn new skills, get exercise, and develop social skills.

Offers a balance of homework assistance with appropriate fun learning activities to develop and strengthen skills

Encourages learning and academic self-discipline as part of, but not the only element of the daily routine

Determines 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

Designates a quiet, well-lit homework area that includes pencils, ruler, scissors, paper, markers, crayons, etc.

Responds to children's requests for assistance

Develops (and adheres to) a homework contract between families and children that includes information about time frames, communication, assistance, space, etc.

(For those programs that offer homework as a part of their mission) Encourages children to work on homework for a developmentally appropriate amount of time during program (The National Center for Quality Afterschool recommends a maximum of 10 minutes per grade level per day)

(For those programs that offer homework as a part of programming) Provides intentional learning activities (not worksheets) for children who have completed their homework to keep them engaged in learning during quiet/homework time.

10-6 Creates an environment of inquiry that allows time and space for exploring the natural world, leads to asking questions, making discoveries, and testing the discoveries for new understanding.

Regularly provides well-supplied learning centers on topics such as magnetism, outer space, static electricity, solar energy, and weather

Poses and encourages children to ask “what if…” questions

Plans a variety of hands-on/minds-on activities that allow children to make observations and predictions, experiment, draw and document conclusions, and make connections

Builds on children’s prior experiences, spurs curiosity, and pursue questions and ideas

Offers time for children to follow their interests in-depth (ex: project-based learning, deep exploration of a topic)

Sees and encourages children to see STEAM learning opportunities in daily living (recycling, conservation, energy, food preparation, nutrition, biology, etc.)

Introduces new concepts and embeds them in daily play (ex: engineering design model, scientific method, etc.)

Incorporates engineering materials and activities (ex: tubes, straws, blue prints, images of structures, hand tools, safety equipment)

10-7 Exposes children to experiences involving new information, ideas, and concepts (appropriate to their stage of development).

Shares own special skills and talents with children (ex: gardening, entrepreneurship, crocheting, drawing, dance, sports, history, construction, etc.)

Makes use of community resources to expose children to meaningful new experiences (ex: zoos, museums, libraries, artists, banks, merchants, elected officials, etc.)

Provides regular opportunities for children to celebrate and learn about their own heritage family background

Provides regular opportunities for children to explore a variety of cultures other than their own (ex: money, food, celebrations, arts, language, traditions, clothing)

Plans intentional use of technology and media to enhance children’s learning in a variety of subject areas (ex: keyboarding, research, creation of presentations, virtual field trips, reading, math learning games, photo editing, movie production, etc.)

11. Skill Area: Communication

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

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	11-1 Models positive communication skills in interactions with staff members, families, and children.	
<input type="checkbox"/>	Listens attentively to what children, staff members, and families have to say and shows respect for their ideas	
<input type="checkbox"/>	Recognizes that children learn by how adults around them speak and intentionally models standard use of language.	
<input type="checkbox"/>	Shows respect for appropriate generational and/or cultural slang (jargon)	
<input type="checkbox"/>	Uses the different languages spoken by children and their families as a sign of respect and to enrich the program's language learning environment (written and spoken)	
<input type="checkbox"/>	11-2 Provides materials that encourage language development.	
<input type="checkbox"/>	Provides props, costumes, and other materials that encourage dramatic play, making up skits, storytelling, performances, puppetry, etc.	
<input type="checkbox"/>	Provides (or arranges for use of) multimedia equipment children can use to record their performances and other creations	
<input type="checkbox"/>	Provides access to writing materials that encourage literacy. (Ex: pens, pencils, paper, composition books, bookbinding materials, computers, etc.)	
<input type="checkbox"/>	Provides access to a variety of books, magazines, and reference materials in response to children's interests and reading abilities	
<input type="checkbox"/>	Includes reading and writing materials in all interest areas (Ex: pencils and paper in the science and nature area so children can record the results of their experiments, copies of scripts in the dramatic play area, books on building in the engineering area, art books in the art center, etc.)	
<input type="checkbox"/>	Offers materials and activities that respond to children's individual and developmental skills and interests.	
<input type="checkbox"/>	Intentionally uses materials in multiple ways so children get practice writing, speaking, drawing, and listening	
<input type="checkbox"/>	Provides materials, time, and space for children to create their own games and activities	

11-3 Builds opportunities for all children, including English Language Learners (ELL) to develop and use communication skills into all program activities, not just those specifically related to reading, writing, speaking and listening.

Uses knowledge of developmental stages to promote communication; using printing, cursive, and multiple languages writing on signs, bulletin boards, multimedia, and other written materials based on the ages of the children who use the area

Recognizes that being multilingual is an asset and supports the development of English language learners (ELL) (ex: labels objects in multiple languages, seeking peer volunteer to help ELL students, using repetition and frequent comprehension checks)

Keeps in touch with the school attended by children to find out what materials and activities the program could offer to build on or enrich the experiences offered in school

Uses group meetings as opportunities for children to share their ideas, plan activities, raise concerns, and discuss solutions

Provides opportunities for children to participate in groups where they share common interests (ex: publishing a newsletter, planting a garden, discussing favorite books, learning about media production, etc.)

Intentionally expands children's vocabulary, listening and questioning skills, understanding (comprehension), and reading by providing varied opportunities (ex: planning trips, investigations, explorations, special activities, special guests, etc.)

Arranges the environment so there is time and space for children to work, play, and talk in small groups

Is attentive 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.

Helps children find and understand the words to express their ideas and feelings. (ex: feelings and emotions chart, dictionary, role play)

Encourages children to read and write for pleasure, not because they must complete assigned work

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

11-4 Introduces complex communication skills such as assertiveness, persuasion, conflict management, and media literacy as children develop and demonstrate a grasp of listening and speaking.

- _____ Teaches a process to manage conflict
- _____ Teaches assertiveness skills that help children respect their own boundaries and the boundaries of others
- _____ Teaches children it is ok to say no (ex: to peer pressure, personal safety boundaries)
- _____ Helps children express their feelings and discuss problems verbally rather than using aggression to solve a problem
- _____ Teaches children to discuss and agree to rules before beginning a game, sport or activity
- _____ Practices brainstorming with children as a problem-solving tool
- _____ Provides scripted and unscripted role play to rehearse and reinforce complex communication skills (ex: mock bullying situations, helpful bystander, conflict scenarios)
- _____ **Helps children explore their thoughts about issues expressed in the media (music, online, news, television, films, etc.)**

12. Skill Area: Social and Emotional Development

Children need to develop social skills that help them interact cooperatively and productively with other children and adults. To do this, children need to understand their own emotions, feel secure, and appreciate the diversity in the world by valuing themselves and others. As children grow, they need opportunities to explore their values, gender identities, career options, relationships, and resources that reside in their communities.

Score	Competency Standards and Indicators	Notes
	12-1 Recognizes how one's personal emotions and behaviors impact others.	
_____	Recognizes, names, and understands their own emotions	
_____	Manages their own feelings, and models acceptable ways of expressing them	
_____	Models positive ways to interact with other people, including those whose culture and lived experiences might be different from their own	
_____	Acknowledges and celebrates what makes each person (child, family, staff, etc.) a unique individual	
	12-2 Provides opportunities for children to practice and develop the internal skills of self-awareness and self-management (including self-regulation).	
_____	Acknowledges and accepts children's feelings, and assists them in finding positive ways to express them	
_____	Facilitates activities and play that help children identify, name, and manage their emotions (build vocabulary of feeling words)	
_____	Encourages children to develop and explore personal interests	
_____	Teaches/Exposes children to techniques for managing stress (sensory activities, fidget toys, cozy area, going for a walk, etc.)	
_____	Provides opportunities for children to set and work toward achieving goals, as individuals and as part of a group (perseverance)	

12-3 Provides opportunities for children to practice social awareness and relationships (External).

Consistently uses signature practices of warm welcomes (greeting children by name, opening meetings, etc.), engaging activities, and optimistic closure (using reflective prompts to ask about the experience)

Observes and listens to learn how each child relates to others in the program

Observes and assists children who have difficulty being accepted by their peers

Encourages children to listen to and try to understand the experiences and emotions of others

Provides opportunities for children to develop and practice group process skills (cooperate, share, compromise, empathize, negotiate).

Sets up areas and activities that encourage children to socialize (soft furniture, music, magazines, and books)

Provides opportunities for children to identify differences and similarities among, and contributions of various social and cultural groups

Stops bullying behavior immediately, and teaches children skills to address bullying situations (whether they are bullied or a bystander)

12-4 Provides opportunities for children to become responsible (ethical) decision makers.

Teaches decision-making/problem-solving techniques and facilitates development (of decision-making skills) through safe, creative and challenging activities

Encourages children to identify when strong feelings are influencing their actions (ex: A child who has a bad day at school arrives at program and has a melt-down, experiencing disappointment, envy, etc.)

Provides opportunities for children to make genuine (authentic) choices, experience safe, natural and/or logical consequences, and take responsibility for their choice

12-5 Helps children to feel a part of the larger community.

Offers opportunities for children to connect to their community through visits to community places that reflect the cultures of the community and program (*RF 24*)

Invites community members to share their special knowledge and skills with the children

Provides opportunities for children to contribute their knowledge and skills within their own program and the larger community (this could include project-based learning, park or playground improvements, snack choices, etc.)

Engages children in service-learning process (brainstorm, research, present, reflect) as a way to support their voice, build community, and develop empathy (fundraise, connect with retirement communities/veterans/animal shelters, park clean up, etc.)

Creates opportunities for children to become aware of and access community resources (ex: farmers markets, community agencies related to food, housing, domestic violence, etc.)

13. Skill Area: Families

Today's families take many different forms. Each family has primary responsibility for its own children. The family and the school-age professional become partners who communicate respectfully and openly for the mutual benefit of all. School-age professionals also recognize that parenting and caregiving is a developmental process, and can support the family in this role.

Score	Competency Standards and Indicators	Notes
<input type="checkbox"/>	13-1 Demonstrates understanding that it is important to build positive and respectful relationships with children's families as they are the primary caregivers of their child and the most important individual(s) in a child's life.	
<input type="checkbox"/>	Demonstrates respect for families and their input (<i>RF 27</i>)	
<input type="checkbox"/>	Encourages families to visit the program at any time	
<input type="checkbox"/>	Takes time to learn and be responsive to families' race, culture, religion, home language, family structure, employment, and other unique childcare and family priorities for the purposes of providing on-going support.	
<input type="checkbox"/>	Learns the names of family members and something about them to build trust and rapport	
<input type="checkbox"/>	Involves families in decision making (about activities offered, children's behaviors, menus, etc.)	
<input type="checkbox"/>	13-2 Develops a system of regular communication with families.	
<input type="checkbox"/>	Provides a family orientation and on-going family-staff conferences, when appropriate, for shared decision making.	
<input type="checkbox"/>	Uses a variety of easy-to-understand communication strategies using the preferred language of each family, to inform families about the program	
<input type="checkbox"/>	Recognizes that family involvement happens at every point of interaction and is not restricted to formal meetings (<i>RF 26</i>)	
<input type="checkbox"/>	Shares interesting, positive information about each child's day (ex: what activities they participated in, what positive behaviors were observed, what they ate for snack etc.), to build a partnering relationship with the family.	
<input type="checkbox"/>	Holds regularly scheduled family meetings and informal family events at times that are convenient for most family members	
<input type="checkbox"/>	Shares and reviews the program's policies (homework, health, behavior management, etc.) with families	
<input type="checkbox"/>	Holds private conversations about behavioral issues and maintains confidentiality about all children and families	
<input type="checkbox"/>	Creates and maintains an area (bulletin board, table, etc.) where families can access information on the program (snack menus, activity schedules, regulations, family handbooks, family resources, staff information, etc.).	

13-3 Works collaboratively with families to develop a team approach to working with children in the program.

Offers families a variety of ways to participate in the program to accommodate families' varied schedules, skills, and interests (ex: saving and donating recyclables, attending program events, sharing their skills, participating on family advisory boards, etc.).

Recognizes families for any contributions (thank you notes, family awards, daily appreciation)

Regularly (at intake and periodically updating) solicits and uses family input to help shape the program (ex: seeks information about children's interests, snack options, activity choices, hopes and dreams for their children)

Seeks input from families - experts on their children – for techniques that work well with their children

Together with families, strives to create positive consistency between home and program

Involves families in developing and revising program policies

13-4 Serves as a resource to families.

Supports families through challenges and transitions (divorce, family blending, immigration, homelessness, death, relocation, family illness, food insecurity, etc.) by connecting them with needed resources and/or services

Surveys families' needs and interests and provides appropriate resources (workshops, flyers, articles, community services)

Seeks out and shares specific resources to support families with preferred languages other than English (community-based organizations, family workshops, online translation services, etc.)

Provides opportunities for families to meet and get to know the families of their children's friends in the program (a protective factor that is known to be good for children)

14. Skill Area: Operational Program Management

Leading an effective program requires a systematic and responsive approach. A systematic approach means that the Candidate can determine the needs of the children, families, staff, and the program; and can make plans based on those needs. A systematic approach also includes accurate record keeping (health status, required forms, attendance, etc.), planning, implementation and evaluation. It should include specific plans for meeting children's needs and coordinating communication among involved adults through written information, meetings with families and resource persons, and frequent informal discussions. The Candidate sets high expectations for program quality, provides leadership, and cultivates an empowered staff team and inspiring work culture.

Score	Competency Standards and Indicators	Notes
	14-1 Works with staff to ensure program excellence.	
_____	Participates in regular staff meetings to plan and evaluate the program (RF 30)	
_____	Conducts regularly scheduled observations and evaluations of staff members (if in a supervisory role)	
_____	Discusses children's observation records with colleagues when planning for individuals and for the group	
_____	Appreciates and uses the experience, knowledge, and strengths of each team member	
_____	Provides staff (including substitutes) with adequate information about the program	
_____	Seeks and/or advocates for qualified staff who to the greatest extent possible reflects the diverse languages and communities of the program participants	
	14-2 Develops a high-quality program responsive to the needs of children and families.	
_____	Uses the New York State Accreditation Self-Study tool and/or the Quality Self-Assessment (QSA) Tool to establish a firm understanding of high-quality programming	
_____	Creates an action plan (including action steps, timelines, and reflection) to continually assess and improve program quality (if in a supervisory role)	
_____	Adapts curriculum to address program needs (cultures, interests, abilities) based upon assessment results, feedback from staff, children, families, etc.	
_____	Involves children in planning and identifying shared interests (periodic surveys, group meetings, etc.) (RF 6)	
_____	Coordinates with appropriate resources (within the program as well as in the school and community)	
_____	Involves Family Advisory groups to provide direction for the program	
_____	Advocates for sufficient resources (materials, space, planning time, enough trained staff) (if in a supervisory role)	
_____	Works with staff to create and support individual professional development plans, and promotes high-quality professional development (if in a supervisory role)	
_____	Assesses team member performance using objective tools to observe, reflect, and improve	

14-3 Demonstrates understanding of program policies.

- _____ **Articulates program policies and procedures and/or knows where to find them**
- _____ Follows the program's policies
- _____ Answers family and children's questions about program policies and procedures; refers to the supervisor when appropriate
- _____ **Reviews and revises (updates) program policies regularly and as needed (current research, best practices, increased awareness, and circumstances)**

14-4 Manages business operations.

- _____ **Completes management tasks according to a schedule**
- _____ **Develops a contract with families so that responsibility of the program and of the families is clearly defined**
- _____ **Administers program, budget, and personnel appropriate to staff position**
- _____ **Gives input to supervisors regarding policies, procedures, and long-term program planning**
- _____ **Guides staff roles and responsibilities using a staff handbook**

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?

Appendix H - Advisor Summary Form

(Page 1 of 2)

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 ____
<i>Portfolio</i>			Competent ____ Needs More Training ____
<i>Resource File</i>			Competent ____ Needs More Training ____

Appendix I – Sample Action Planning Form: <https://networkforyouthsuccess.org/credential/>



Candidate:
Candidate Email:
Candidate Phone:

Skill Area/Standard	Action Steps	Responsible	Time Frame	Notes
		<input type="checkbox"/> Candidate <input type="checkbox"/> Candidate to Delegate to _____	<input type="checkbox"/> Due by <input type="checkbox"/> Begin by	

Updated _____

Appendix J - Assessment Procedural Verification.

(Page 1 of 2)

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

_____ Endorser introduces forms to be used in the Assessment Interview:

Appendix J - Assessment Procedural Verification

Appendix K - New York State School-Age Care Credential Competency Standards-at-a-Glance

Appendix L - Assessment Candidate Profile

Appendix N - Appeals Process

Appendix O - Renewal-at-a-Glance

Appendix P - Credential Endorser Checklist

CANDIDATE DOCUMENTATION_____ *Portfolio* includes autobiography, program description, and three entries for each skill area_____ *Portfolio* includes Family Questionnaires (25 or 10%), resume, and at least two letters of reference_____ *Resource File* is complete per Appendix F – *Resource File* Requirements

_____ Candidate Goals are complete

ADVISOR DOCUMENTATION

_____ Advisor Observation Instrument (Appendix G) 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

_____ Advisor Summary Form (Appendix H) and Votes available and complete

_____ Advisor Action Plan is complete. (Appendix I)

ENDORSER DOCUMENTATION

_____ Endorser Observation Instrument (Appendix G-Endorser) available

_____ Includes notes on observation and “Clean-Up Interview”

EVALUATION OF 14 SKILL AREAS**(5 minutes per skill area)**

- _____ Endorser follows process for evaluating each Skill Area.
(Read, Share, Discuss, Vote)
- _____ Endorser records strengths and weaknesses, votes, and short and long term goals on Candidate Profile (Appendix E)

VERIFICATION OF PROCESS**(5 minutes per skill area)**

- _____ Candidate and Endorser completed evaluation of all 14 Skill Areas
- _____ There were no variations in procedure
- _____ If there were variations in procedures, please make note here:

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 themselves in a professional and ethical manner.”

- _____ Final vote is recorded on the last page of Candidate Profile.
- _____ Endorser reviews Candidate Profile for completion
- _____ Endorser and Candidate discuss overall competence
- _____ Endorser and Candidate vote and record Endorser signature on Candidate Profile
- _____ Endorser reviews Candidate Profile
- _____ Endorser explains the Appeals Process (Appendix N)
and Renewal-at-a-Glance (Appendix O)
- _____ Endorser verifies procedures by signing the appropriate statement below
- _____ Endorser reviews next steps, including that
 - they will submit their information into the portal in three days
 - the candidate will receive an email with profile, updated goals, appeals and renewals process, and feedback form
 - the Network has 45 business days to email their certificate to them.
- _____ Endorser reviews Endorser Checklist (Appendix P)

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:** _____

Appendix K - 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 themselves 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 & Emotional: 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.

Appendix L – Candidate Profile

(Page 1 of 4)

- **The total votes in each skill area** must add up to three. The Endorser, Candidate, and Advisor get a vote.
- **Advisor votes** be found on the Advisor Summary Form
- ***Needs Training*** in any or all of the following skill areas: Child Development, Safety, and Health may result in a deferral.
- Only the Endorser and the Candidate **vote on overall competence** (final vote).

Skill Area	Overview Candidate's Performance	Votes (Must add up to 3 in each skill area.)
Professionalism		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Child Development		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Safety		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Health		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Self		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training

Guidance		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Out-of-School Environments		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Creative		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Physical		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training
Cognitive		<input type="checkbox"/> Competent <input type="checkbox"/> Needs Training

Communication		<u> </u> Votes <u> </u> Competent <u> </u> Needs Training
Social & Emotional		<u> </u> Competent <u> </u> Needs Training
Families		<u> </u> Competent <u> </u> Needs Training
Operational Management		<u> </u> Competent <u> </u> Needs Training
Candidate Portfolio		<u> </u> Competent <u> </u> Needs Training
Candidate Resource File		<u> </u> Competent <u> </u> Needs Training

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 themselves 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.

☐ **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:

Endorser

Today’s Date

Appendix M - Candidate Feedback to Credentialing Agency

This Form is online at: <http://networkforyouthsuccess.org/candidate-feedback-form/>

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.

Before the Assessment visit	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
The Assessment Visit	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.**

Appendix N - 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 Network

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 Network 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 a second Endorser will review the documents and recordings at no additional cost.

If The Network does not uphold the appeal, the Candidate may reapply by submitting a new *Assessment Visit Request* and proceeding through all steps of the process and fulfilling all New York State School-Age Care Credential Process requirements. A new 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.**

Appendix O - 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
- You have maintained your professional membership with the Network for Youth Success
- You continue to receive ongoing professional development.
- You have updated a three-(3) year professional development plan that includes:
- You are regarded as competent with school-age children as indicated in a letter of recommendation from a

For detailed instructions, or to fill out the renewal application, go to:

<http://networkforyouthsuccess.org/credential/>

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. You may also contact EIP at 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.

Appendix P - Credential Endorser Checklist

Following completion of the Assessment visit, please submit your forms in the portal.

<http://networkforyouthsuccess.org/endorser-uploads/>

_____ Endorser Observation Instrument

_____ Assessment Procedural Verification

_____ Assessment Candidate Profile

_____ Candidate's Typed Goals

_____ Mileage and Reimbursement Forms

_____ Receipts

Appendix Q - Portfolio Evaluation☐ **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)
- ___ 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**

- ___ There are three entries for each functional area and they are clearly labeled, numbered and dated within the same school year as request for visit application 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.

☐ **Family Questionnaires (See Appendix C)**

- ___ 10 Family Questionnaires or 25% of the questionnaires distributed - whichever number is higher

☐ **Resume**

- ___ Current, includes descriptions of job skills

☐ **Two Letters of Recommendation**

- ___ Written about the SAC Professional
- ___ Authored by current families of children in the program, speaking to the competence of the candidate

☐ **SMART Goals (See Appendix E)**

- ___ 14 short-term goals (ONE for each skill area), 14 long-term goals (ONE for each skill area), 1 long-term goal for the *portfolio* and 1 long-term goal for the *Resource file*
- ___ All goals written in the SMART format

Appendix R – Sample Recording List

What to Record*

Use a recording device to capture videos and photos of your program. Ensure each video has good quality sound.

Please record **yourself** in the following scenarios. Please make sure the recording device is steady. We must see **you interacting with children** in most of these clips.

Please note, these videos are used to score you in the standards in your SAC Credential tool.

1. Tour of your program space (even if you will not be utilizing it today, include outdoor place space, gyms, computer labs, art rooms, cooking areas, etc.)
2. Arrival of children (w/ attendance and health check)
3. Candidate providing a STEM activity
4. Candidate providing an organized physical activity
5. Candidate providing a creative arts activity
6. Candidate interacting w/ parents (at least two)
7. Children engaged in relaxing activities (manipulatives, reading, writing)
8. Transition between two activities
9. Culture (activities, music, bulletin boards/signage, country of the month boards)
10. Homework – time, space, materials
11. Departure of children
12. Storage space so we can see the materials you have and how well they are labeled and organized (include where you store materials and cleaning supplies)
13. Each of your centers, so we can see labels and the materials in each one (If you have a book center, please show us some of your books)
14. Parent Area (including flyers, snack schedules, health information) daily/weekly schedules, etc.)
15. Snack Time
16. Group time (check-in, review of daily agenda, rules, etc.)
17. Any bulletin boards, signage, artwork, long-term projects, or materials that are displayed (art, rules, etc.)
18. Med kits (open them up so we can see what is inside, also show us where they are stored)
19. You (and/or your staff) setting up the program space (including cleaning/disinfecting procedures-feel free to explain while recording)
20. Speak about how you incorporate community partners (if you do)
21. Anything else you may think is pertinent

**This list is subject to change. Always refer to your endorsement letter for the most up-to-date information*

Appendix S – Opt-Out Forms and Letter

(1 of 2)

STUDENT PHOTOGRAPHS, VIDEOS, AND/OR SOUND RECORDINGS OPT-OUT

Student(s) Names _____

Instructions: Please complete all sections of this Opt-Out Form and return the signed form to your child's Site Supervisor by **PUT DATE IN HERE THAT IS ON YOUR TIMELINE**.

A parent may withhold permission to have a student photographed, videotaped, and/ or audiotaped during afterschool-sponsored activities, learning experiences, and/or media events, including NYS SAC Credential Endorsement and/or Advisement Visits.

As the parent or guardian of the student identified above, I understand that if I opt-out, my child will not be included in pictures/videos/recordings taken by Network for Youth Success staff, Advisors, and/or Endorsers for the purpose of staff technical assistance and program improvement.

If you do not want your child to be photographed, videotaped and/or audiotaped, check the box below and sign:

☐ DO NOT allow my child to be photographed, videotaped and/or audio taped during afterschool Advisement and/or Endorsement Visits.

Parent Name (Please Print) _____

Parent Signature _____ Date _____

(2 of 2)

Dear Parents,

Put Your Name Here recently participated in the New York State School-Age Care Preparatory Program.

This program, spanning over several months, has allowed this individual to evaluate his/her own work in relation to the New York State School-Age Care Standards, get feedback and support from people who have extensive experience working with school-age children, and improve his/her skills for the benefit of the children.

The last step in the process of earning this professional credential is to go through the final assessment, the endorsement visit. Once the individual listed above successfully completes his/her endorsement visit, s/he will earn their New York State School-Age Care Credential.

Typically, this endorsement visit is done as an in-person observation, where an endorser would be present in the program space observing the individual. Due to COVID-19 and for the health and safety of the children, staff, and families in your community, we have opted to conduct all visits via live streaming and/or video recording this year.

The virtual observation/recordings will be done during the **week(s)** of **ENTER MONTH HERE**.

Recordings will be used **ONLY** for purposes of assessing the Candidate's professionalism and will be deleted following the Candidate's assessment.

I have included a **STUDENT PHOTOGRAPHS, VIDEOS, AND/OR SOUND RECORDINGS OPT-OUT** form in the event you do not want your child recorded on the day of the endorsement visit.