

**Appendix F - Resource File Requirements**

(Page 1 of 4)

No.	<i>Resource File</i>	<b>Skill Area</b>
☐	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
☐	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
☐	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"> <li>• Provide proof you are a member of the Network for Youth Success.</li> </ul>	1
☐	4 Describe 3 ways that you have advocated (booth at open house, meetings with state officials, etc.) for your program.	1, 2
☐	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: <a href="https://networkforyouthsuccess.org/accreditation/">https://networkforyouthsuccess.org/accreditation/</a> )	1, 14
☐	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
☐	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"> <li>• Art (one performing and one visual)</li> <li>• Culture</li> <li>• SEL</li> <li>• STEAM</li> <li>• Literacy</li> </ul> Template here: <a href="https://networkforyouthsuccess.org/credential/">https://networkforyouthsuccess.org/credential/</a>	2,7,10
☐	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
☐	9 Provide a copy of your five-hour Foundations in Health and Safety training certificate.	3
☐	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"> <li>• 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.</li> <li>• 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.</li> </ul>  | 3, 14         |
| ☐ | 14 | Compare your current policy regarding outdoor play to the Child Care Weather Watch document. ( <a href="https://idph.iowa.gov/Portals/1/Files/HCCI/weatherwatch.pdf">https://idph.iowa.gov/Portals/1/Files/HCCI/weatherwatch.pdf</a> ) 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.<br>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"> <li>• separation, divorce, remarriage or blended families</li> <li>• cultures that are represented by the children in your program</li> <li>• cultures that are different from the predominant cultures of the children in your program</li> <li>• death or other traumatic events (emergency situations, getting lost, fighting with siblings, etc.)</li> </ul> | 5,7,<br>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

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