This manual was developed as a collaborative effort of Maine Roads to Quality, the Maine Afterschool Network, and the Early Childhood Division of the Department of Health and Human Services
Spring 2013
Maine Youth Development Credential I

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Maine Youth Development Credential I

Purpose and History
In response to a need for additional professional development opportunities for Youth Development practitioners and to ensure that school age children and youth have access to quality out of school time experiences, the Maine Department of Health and Human Services through the work of the Maine Afterschool Network has lent its support to the creation of a Youth Development Credentialing system to ensure that specialized training and advanced college course work are available for providers who work with school age children and youth.

In 2009, the Maine Afterschool Network created a subcommittee, chaired by the Director of Maine Roads to Quality, to consider the practitioner competencies necessary to work successfully with children and youth in school age settings across the state. This subcommittee included representatives from the following organizations: Maine Roads to Quality, Maine Afterschool Network, DHHS Early Childhood Division, Maine Resource Development Centers, Maine’s 21st Century Community Learning Center, Center for Community Inclusion, and University of Maine Cooperative Extension.

This group met over the course of 18 months to develop a draft of the Youth Development competencies and the presented them to the larger Maine Afterschool Network and other stakeholders for approval in the spring of 2010. After competencies were defined the subcommittee reviewed existing training across the state to determine what, if any, gaps in the training available for school age practitioners existed. The group found that training linked to the Maine State Learning Results that provided information and guidance around extending learning opportunities into out of school time was missing from the available options in our state. Accordingly, the committee recommended the creation of such a training curriculum. In the fall of 2010, The National Institute for Out of School Time was contracted to work with the school age community in Maine to implement Links to Learning, a training designed to meet this need. This 45 hour training was designed to support Youth Development Professionals understand how their program activities can intentionally connect the multiple worlds of children and youth and optimally support their development and learning (p.9 Links to Learning Guide, 2005). Maine Roads to Quality and the Maine Afterschool Network began piloting the Youth Development Credential I during the 2011-2012 program year, with Maine’s first two participants of the pilot receiving their Youth Development Credential. This journey has led to Maine being able to now offer the credential to youth development professionals who work with children and youth in a variety of out-of-school time settings throughout Maine.

Section One: Overview of the Maine Youth Development Credential I

A. Youth Development Credential I Competencies
The Youth Development Credential I is based on competencies in the following areas:
- Guidance toward healthy relationships
- Child and adolescent development
- Health, wellness, and safety
- Observation and assessment
- Curriculum and activities
- Learning environment
- Program planning and evaluation
- Cross cultural competence
- Connecting with families, schools and community
- Professionalism

B. Maine Youth Development Credential I Requirements
The length of time necessary to obtain the Maine Youth Development Credential I is determined by the applicant. The applicant should review all of the requirements for awarding the credential and develop a reasonable schedule to meet each section’s requirements in a thoughtful manner which will reflect an
understanding of the knowledge, skills, and abilities specific to his/her work with school age children and youth. Please see Appendix on page 8 for an applicant checklist for completing all required sections of the credential.

Youth Development Professionals applying for this credential will fulfill all of the following requirements to demonstrate competencies in the above areas through:

- Successful completion of 135 hours of training within the past 5 years including specific Maine Roads to Quality Core Knowledge /DHHS State Approved Training
  - Creating Inclusive Youth Development Settings (30 hours)
  - Foundations in Health, Wellness, and Safety (18 hours)
  - Links to Learning (45 hours)
  - Partners in Caring (12 hours)
  - Working with School Age Children and Youth (30 hours)

- Submission of a Portfolio of competency statements and resources that demonstrate the candidate’s knowledge, skills and abilities specific to work with school age children and youth
- Participation in the Maine Youth Development Credential I On-site Observation
- Distribution of Maine Youth Development Credential I Parent Surveys to families in the candidate’s program

C. Additional Requirements:
Applicants will hold a minimum of a high school diploma/GED, or if high school students, be working towards a diploma or GED.
Applicants will have completed at least 360 hours experience working/volunteering with children in the last five years.
Applicants will be members of the Maine Roads to Quality Professional Registry or have submitted a complete application to the Maine Roads to Quality Registry for review. The Maine Roads Registry will verify the applicant’s level of education, work experience and training required for the Youth Development Credential I.

D. Cost
The cost of the Youth Development Credential I is $25.00 for the initial application. The cost is $15.00 for renewals.

E. Credential Renewal
The credential will be awarded for three years, with renewal based upon documentation of a 3.0 credit college course in Early Childhood Education, Elementary Education, Youth Development or a related field, or 4.5 CEUs in Early Childhood Education, Elementary Education, Youth Development or a related field. Subsequent renewals will be required every five years with the same criteria.

Section Two: Specific Requirements for the Maine Youth Development Credential I

A. Training/Educational Requirements
Applicants will be able to document that they have met the 135 hours of Maine Roads to Quality and/or Department of Health and Human Services (DHHS) state approved training requirements for Credential I through their MRTQ Registry Transcript. Please see Appendix on page 13 for a complete list of Youth Development Credential I Training requirements.
B. The Candidate’s Portfolio/Documentation of Competency Statements and Resources File

Applicants will submit a Portfolio of evidence to Maine Roads to Quality for review. The competency statements and resource file items will demonstrate the applicant’s understanding and implementation of the Maine Youth Development Credential I competencies - those pieces of knowledge, skills and abilities specific to work with school age children and youth that are the foundation of the Maine Youth Development Credential I. Maine Roads to Quality’s School Age Coordinator may offer support for Portfolio development on an as needed basis. Please see the Appendix, pages 14-23 for Portfolio requirements.

C. Portfolio Review

The Portfolio will be reviewed at Maine Roads to Quality by Maine Roads to Quality staff and/or members of the Maine Afterschool Network (the Credential Review Team). The applicant will be notified that his/her Portfolio was successfully reviewed and a date for the On-site observation will be set up at a mutually agreeable time for the applicant and the Maine Youth Development Credential I Observer. Successful Portfolio completion means that all Competency Statements and Resource Items are complete and indicate that the candidate meets the level of competency demonstrated in each competency area. The Portfolio will be returned to the applicant and the applicant will be sent an appropriate number of Parent Questionnaires to be completed prior to the On-site Observation. If any Portfolio activities are not met, either because they are not submitted, or because they do not demonstrate a full understanding or mastery of the corresponding competency, the applicant will receive a letter notifying them that the successful completion of the Portfolio has been deferred until the applicant either:

1. Submits the missing Portfolio items
2. Revises the Portfolio items to demonstrate full competency in the standard

If an applicant does not respond to the letter within 90 days the application will be considered incomplete, and the Youth Development Credential I process will end here.

D. Maine Youth Development Credential I Parent Survey

The Parent Survey is a tool to help the Maine Youth Development Credential I Review Team determine that the candidate has a good understanding of child and youth development and offers care and education that is responsive and appropriate for this age group. Once the applicant’s Portfolio has been successfully reviewed, the applicant will be sent parent survey letters and parent surveys to distribute to the parents of the children & youth in her/his care. The surveys are to be returned to the applicant in sealed envelopes and returned to the observer at the time of the on-site observation. Criteria for the parent surveys are at least a 75% return rate and an 80% positive response rate of those returned. Please see Appendix on pages 30-31 for the Maine Youth Development Credential I Parent Survey and the Parent Survey Letter.

E. Maine Youth Development Credential I On-site Observation

The Maine Youth Development Credential I On-site Observation will serve as an opportunity for the applicant to demonstrate competence in the areas of: health, wellness and safety; guidance toward healthy relationships; observation and assessment; learning environment; curriculum and activities; program planning and evaluation; and connecting with families, schools, and community. Professionalism, child/adolescent development, and cross-cultural competence will have been demonstrated in the applicant’s Portfolio. Once the applicant’s Maine Youth Development Credential I Portfolio has been reviewed at Maine Roads to Quality, and all of the Portfolio items have been successfully met, the applicant must participate in an on-site observation. Maine Roads to Quality will assign an observer to conduct the Maine Youth Development Credential I Observation. The assigned Credential Observer will contact the applicant to arrange a mutually agreed upon date for the observation, conduct the observation, and collect the sealed parent survey packet to return to Maine Roads to Quality. Criterion for the completed on-site observation tool is that at least 80% of the competencies have been met. The on-site observation must take place within three months of notification of successful Portfolio review. Please see Appendix on pages 26-29 for the Maine Youth Development Credential I On-site Observation Tool.
Section Three: Applying for the Youth Development Credential I

A. Application Process
Applicants who would like to apply for the Youth Development Credential I should fill out the application form indicating the following:

- □ Acknowledgement of 360 hours experience working with children within the last 5 years
- □ Completion of the 135 hours of required training
- □ The required Youth Development Credential I portfolio

Please see page 9 for the Youth Development Credential I application.

B. Maine Roads to Quality Registry Requirements
Applicants need to be a fully enrolled member of the Registry to be considered an applicant for Maine’s Youth Development Credential I. The applicant’s personal information, employment status, and training record at the Registry must be up to date. If the applicant is not a member of the Maine Roads Registry, s/he may access the Registry application on line at https://mrtq.musk.usm.maine.edu/public/login.aspx to join online, or request an application from Maine Roads to Quality. The applicant’s Portfolio review will be deferred until enrollment in the Registry is complete.

Please send the Portfolio (either in printed format or downloaded to a CD or flash drive) and the Application for the Maine Youth Development Credential I, along with a check of $25 payable to the University of Southern Maine for the cost of the portfolio review to:

Maine Roads to Quality
Muskie School of Public Service/USM
PO Box 9300, 34 Bedford Street
Portland, ME 04104

Please be sure to make a copy of the application and corresponding documentation before mailing to MRTQ.

Section Four: Awarding the Credential

A. Evaluation and Credential Decisions
The Youth Development Credential I will be awarded upon successful evaluation of the Portfolio, Parent Surveys, the Observation Tool, documentation of training and/or college course work recorded on the Registry at Maine Roads to Quality, and 360 hours of work/volunteer experience working with school age children and youth within the last five years. All volunteer and work hours must be documented and verified by your supervisor. Decisions on awarding credentials will be made by Credential Review Team. Initial credentials are awarded for three years.

B. Credential Decision Appeals Procedure
Applicants are given 90 days to revise any portfolio entry that does demonstrate competency. If the Credential I is not awarded because additional requirements have not been met, the applicant will be notified in writing. If the applicant wishes to appeal this decision, the applicant should:

1. Contact the Review Team to review all information that was submitted with his/her application to determine if an error was made and can be corrected.
2. If the applicant’s concern is not satisfactorily resolved, the member can file an appeal in writing addressing the issues that resulted in the credential not being awarded.
3. The Youth Development Credential I Review Team will review the appeal and make a decision to award or not award the credential.
4. If the applicant wishes to appeal the committee's decision, he/she can then appeal to the Department of Health and Human Services, Early Childhood Division for a final decision.

Appendices and Glossary of Terms
Maine Youth Development Credential I Applicant Checklist

The length of time necessary to obtaining the Maine Youth Development Credential I is determined by the applicant. The applicant should review the entire requirement for awarding the credential and develop a reasonable schedule to meet each section’s requirements in a thoughtful manner which will reflect an understanding of the knowledge, skills, and abilities specific to the work with school age children.

Please use the following check list to assist you in your planning to meet the Youth Development Credential I Requirements.

- I have received the Maine Youth Development Credential I Overview and Assessment Guidance Application Packet.
- I am a Maine Roads Registry Member*
  *Please remember that it takes 4-6 weeks to process a complete Registry application.
- I have completed all of the required MRTQ/DHHS State Approved training and/or I have made up any session I may have missed.
- I have reviewed my Maine Roads Transcript to be sure that my personal, employment, and training information is current.
- I have created my Portfolio of Competency Statements and Resource File Items including all the required entries.
- I have completed the Maine Youth Development Credential I Application and sent it to Maine Roads to Quality along with my portfolio and a check for $ 25.00 made out to the University of Southern Maine.
- My Portfolio of documentation was successfully reviewed and I have a date for my on-site observation.
- I have distributed the Parent Questionnaires and they have been returned to me in sealed envelopes. I have returned the questionnaires to the on-site observer.
- My On-site visit is complete.
Youth Development Credential I Application

Section 1 Contact Information
Name: ____________________________________________________________
Home Address: _______________________________________________________
City: ________________________ State: ________________ Zip__________
Home Telephone: ________________________ Home Email: __________________

Maine Roads to Quality Registry
Please check one:□
   □ I am a member of the Maine Roads Registry.
   □ I am in the process of joining the Maine Roads Registry.

Work Experience:
   □ I have 360 hours of experience working with children within the last 5 years.

Section Two: Youth Development Credential Training Documentation
Please indicate which option for which you are choosing to document the required training:
   □ I have completed the required 135 hours Contact Hours which can be verified by my MRTQ transcript.
   Creating Inclusive Youth Development Settings 30 hours
   Foundations in Health, Wellness, and Safety 18 hours
   Links to Learning 45 hours
   Partners in Caring – Families and Caregivers 12 hours
   Working with School Age Children and Youth 30 hours
   □

Section Three: Youth Development Credential I Portfolio
   □ I am submitting my Youth Development Credential I Portfolio for review which covers the required 10 Competency Areas and resource items. I have also enclosed a check for $25.00 made out to the University of Southern Maine.

______________________________________            ___________________
(Signature)                                      (Date)

Please return to: Maine Roads to Quality, PO Box 9300, 34 Bedford St., Portland, ME 04104
Maine Youth Development Credential I Competencies

**Guidance toward Healthy Relationships**

Models and encourages interactions that are respectful of self and others

Establishes and communicates limits for acceptable behavior

Addresses inappropriate behaviors or situations rather than labeling youth

Uses redirection, environmental arrangement, and planning to minimize potential for challenging behavior

**Child and Adolescent Development:**

Recognizes the major milestones of development for children and youth ages 5 – 13 across the domains of: physical, social-emotional, intellectual development

Demonstrates through appropriate lesson and activity planning, that children and youth develop through active hands on exploration and application

Articulates potential environmental and cultural influences on the development of children and youth

Recognizes basic temperament/personality differences and their possible influence on development.

**Health, Wellness, and Safety:**

Understands and abides by State of Maine Licensing Regulations regarding health and safety for school age programs, including mandated reporting of child abuse and neglect.

Develops process for daily health and safety checks of indoor/outdoor environments to ensure the safety of school age children and youth.

Promotes health and safety of all youth through appropriate supervision.

Demonstrates knowledge of CPR/First Aid techniques for children, youth and adults

Promotes healthy practices and illness prevention through hand washing, sanitizing, and cleanliness of program environment.

Understands common health and wellness issues of children and youth ages 5-13.

**Observation and Assessment**

Assists with the collection of information about child and youth behavior, development, and interests

Understands the behaviors of youth and children in the context of typical development and uses age appropriate expectations as the basis for observation
Communicates observations in written and oral form in cooperation with supervisor or staff team

Understands and maintains confidentiality regarding observation of children and youth

**Curriculum and Activities:**

Demonstrates activity planning that reflects the mission of the program.

Understands the importance of providing youth with independent access to learning materials.

Ensures opportunities for children and youth to engage in activities that are developmentally and culturally appropriate for varying cognitive, social, emotional, and physical development levels of children and youth.

Recognizes varying learning styles of children and youth, and works to ensure a wide array of activities.

Develops strategies for smooth transitions between activities.

**Learning Environment**

Provides a welcoming atmosphere for children, youth, and families.

Organizes the indoor and outdoor environments to meet the wide variety of interests, learning styles, and abilities of children and youth.

Defines spaces for a variety of activities to take place.

Selects, arranges and utilizes developmentally appropriate equipment and materials for all children & youth.

Plans and implements a schedule to meet the individual needs of children and youth.

**Program Planning and Evaluation**

Articulates program mission and goals.

Engages youth in all aspects of program planning and evaluation.

Demonstrates knowledge of program’s policies and procedures.

Ensures appropriate room arrangement and design for effective use of space.

Plans program within fiscal and administrative policies of the organization; including purchasing supplies, keeping accurate fiscal and attendance records.
**Cross Cultural Competence**

Recognizes and supports cultural differences and diverse family structures and socioeconomic or educational realities

Uses inclusive language that is respectful of all family types

Provides opportunities for children, youth, and families to share cultural backgrounds

**Connecting with Families, Schools and Communities**

Demonstrates ability to support relationships between youth, families, schools, and communities by sharing information.

Establishes relationships with appropriate school and community resources to support children and families.

Recognizes and respects various family structures.

Utilizes a variety of communication strategies to inform families of the program’s mission, goals, and activities.

Establishes a collaborative relationship and coordinates information sharing with families and schools to support youth learning.

Maintains confidentiality regarding families and youth.

**Professionalism**

Is a member of Maine Roads to Quality Professional Registry.

Attends staff orientation and training.

Abides by NAA’s Code of Ethical Conduct, using the NAA Code of Ethics to guide practice.

Demonstrates knowledge of applicable regulation and laws pertaining to working with children and youth at the local, state, and national levels.

Strives to maintain positive working relationships with colleagues, professionals, and families.

Meets personal needs to maintain energy and enthusiasm to work with youth and to prevent burn-out.
Training/Educational Requirements

Applicants will document that they have met the training requirements for Credential I through their MRTQ Registry Transcript.

Below is the framework for Credential I

<table>
<thead>
<tr>
<th>Youth Development Credential I (135 Contact Hours)</th>
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</thead>
<tbody>
<tr>
<td>Creating Inclusive Youth Development Settings (30 contact hours)</td>
</tr>
<tr>
<td>Foundations in Health, Wellness and Safety (18 contact hrs. - online)</td>
</tr>
<tr>
<td>Links To Learning (45 contact hours. 33 classroom hours, 12 homework hours)</td>
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<tr>
<td>Partners in Caring – Families and Caregivers (12 contact hours – online)</td>
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<tr>
<td>Working with School Age Children and Youth (30 contact hours - online)</td>
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</tbody>
</table>
### Maine Youth Development Credential I
Competencies Areas, Indicators of Best Practice & Portfolio Requirements

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of best practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate's Portfolio</th>
</tr>
</thead>
</table>
| **1. Guidance toward Healthy Relationships**         | a.) Models and encourages interactions that are respectful of self and others  
b) Establishes and communicates limits for acceptable behavior  
c) Addresses inappropriate behaviors or situations rather than labeling youth  
d) Uses redirection, environmental arrangement and planning to minimize potential for challenging behavior.  
e) Develops a plan for engaging children and youth in meaningful decision-making and leadership activities.  
f) Utilizes best practice strategies including mediation, conflict resolution, and others to prevent bullying and harassment. | Write a competency statement of at least 500 words describing how you, as a youth development professional, model and encourage respectful interactions, establish limits for acceptable behavior, address inappropriate behaviors, minimize potential challenging behaviors, engage children in decision making, and use best practice strategies to resolve conflicts and prevent behaviors such as bullying and harassment. |
<p>| <strong>Competency Statement</strong>                             |                                                                                                                                                                                                                            | Explain why Healthy Relationships are important to positive youth development based on these indicators.                                                                                             |
| <strong>1a.</strong>                                              |                                                                                                                                                                                                                            | Reflect upon ways you would like to see your program improve in the area of Guidance toward Healthy Relationships.                                                                                   |
| <strong>Resource File Item</strong>                               |                                                                                                                                                                                                                            | <strong>Resource File Activity for this competency area:</strong>                                                                                                                                           |
| <strong>1a.</strong>                                              |                                                                                                                                                                                                                            | 1a. Please submit a copy of your programs guidance and behavior policies. Please include any changes you would suggest in these policies to reflect what you have learned about Guidance toward Healthy Relationships. |
| <strong>Suggestions for the Candidate by the Review Team:</strong>|                                                                                                                                                                                                                            | <strong>Resources to guide you in developing Competency Statement 1:</strong>                                                                                                                              |
|                                                      |                                                                                                                                                                                                                            | <em>Reaching Potential through Quality Afterschool</em> - (Maine Afterschool Network, 2007)                                                                                                          |
|                                                      |                                                                                                                                                                                                                            | Working with School Age Children &amp; Youth, Mod 1;                                                                                                                                               |
|                                                      |                                                                                                                                                                                                                            | Links to Learning Curriculum Guide, Section 2, 18-19.                                                                                                                                       |</p>
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<tr>
<th>Competency</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
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</thead>
</table>
| 2. Child and Adolescent Development | a) Recognizes the major milestones of development for children and youth ages 5 – 15 across the domains of physical, social-emotional, intellectual development.  
b) Develops lessons and activities incorporating active hands-on exploration and application.  
c) Articulates potential environmental and cultural influences on the development of children and youth at different ages  
d) Recognizes basic temperament/personality differences and their possible influence on development.  
e) Is acquainted with and able to employ current wisdom regarding different learning styles, the way the brain processes information, and brain development.  
f) Demonstrates basic understanding of how trauma affects the development of children and youth.  
g) Demonstrates basic understanding of “developmental assets” and their positive impact on children and youth. | Write a Competency Statement of at least 500 words describing how you and your program include activities to meet the various ages and developmental levels, cultural influences, temperament, learning styles, and risk/protective factors of the children in your youth development program.  
Explain why it is important to have knowledge of child and youth development as a youth development professional. In addition, describe how knowing a child’s particular temperament, culture, learning style, traumatic experiences, and developmental assets help you in planning activities to meet the children and youth’s needs.  
Reflect upon ways in which you would like to see your program improve in the competency area of Child and Adolescent Development.  
**Resource File Activities for this competency area:**  
2a. Describe one child’s learning style. Explain the ways that your program meets this child’s preferred learning style and way of constructing knowledge. (Links to Learning Curriculum Guide, Section 2, pages 15-17)  
2b. Include a sample lesson plan implemented to meet a child’s or children’s development, temperament or learning style.  
2c. Fill out Handout 2-1 (p. 24, Links to Learning Curriculum Planning Guide, Section 2 to identify the Risk and Protective Factors of a child in your program. Use this knowledge to inform your program in the areas of environment, relationships, and curriculum planning used to maximize the program’s positive impact on children and youth.  
**Resources to guide you in developing Competency Statement 2.**  
Working with School Age Children & Youth, Module 2  
Links to Learning Curriculum Guide, pages 23 & 24, the developmental assets on pages 70-71. |
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
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<tbody>
<tr>
<td><strong>3. Health, Wellness, and Safety</strong></td>
<td>a) Understands and abides by State of Maine Licensing Regulations regarding health and safety for school-age programs by promoting rights for children as detailed in Maine Rules for the Licensing of Child Care Facilities, Section 10, 10-148 CMR Ch 32, Jan. 2008.</td>
<td>Write a Competency Statement of at least 500 words describing how you and your program abide by the State of Maine Licensing regulations for health and safety, including your process for daily health and safety checks of the environment, promote good health and illness/accident prevention through appropriate supervision. Describe how you include children and youth in appropriate hand washing techniques, and protect children from illnesses through sanitation and cleanliness of the environment. Explain why it is important to understand the common health and wellness issues of children and youth related to nutrition, physical fitness, and cyber-safety. Upon completion of the State of Maine Health and Safety Checklist (Resource File Item 3a), reflect upon your program’s strengths and weaknesses, and ways your program might improve in the competency area of health, wellness and safety.</td>
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<tr>
<td>Competency Statement</td>
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<tr>
<td>___Meets</td>
<td>b) Develops process for daily health and safety checks of indoor-outdoor environments to ensure the safety of school-age children and youth.</td>
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<tr>
<td>___ Does not Meet</td>
<td>c) Promotes good health and provides an environment that contributes to the prevention of illness and accidents through appropriate supervision.</td>
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<tr>
<td>Resource File Item 3a.</td>
<td>d) Demonstrates knowledge of CPR/First Aid techniques for children, youth and adults.</td>
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<tr>
<td>___Meets</td>
<td>e) Practices, models and assists children and youth in appropriate hygienic techniques including hand washing, sanitizing, and cleanliness of environment.</td>
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<tr>
<td>___ Does not Meet</td>
<td>f) Understands common health and wellness issues of children and youth ages 5 to 15 and integrates activities related to nutrition and physical fitness into curricular areas.</td>
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<td>3b.</td>
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<td>___ Does not Meet</td>
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<td>___ Does not Meet</td>
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<tr>
<td>Suggestions for the Candidate by the Review Team:</td>
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<tr>
<td>Competency</td>
<td>Indicators of Best Practice</td>
<td>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</td>
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</tbody>
</table>
| **4. Observation and Assessment** | | **Write a competency statement of at least 500 words explaining how you and your program observe and assess children’s behavior, development, and interests in the context of your program.**  
Explain why it is important to observe children’s development and to communicate the information gathered with your supervisor and staff, as well as family members. Describe the importance of keeping children’s observation and personal information confidential.  
Reflect upon how you can use the information gathered from observations and assessments to inform your program. |

**Competency Statement**

___Meets ___ Does not Meet

**Resource File Item**  
4a. ___Meets ___ Does not Meet  
4b. ___Meets ___ Does not Meet

**Suggestions for the Candidate by the Review Team:**

<table>
<thead>
<tr>
<th>Competency Statement</th>
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<tbody>
<tr>
<td>4a. Using an age appropriate observation tool, conduct a 15 minute observation of a child during three different daily routine activities, looking for the child’s strengths, interests, and developmental abilities (including physical, social, emotional, cognitive and communicative skills) to explain how these skills effect the child’s behaviors and promote engagement in your program’s activities. (Links to Learning Curriculum Guide, Section 2, pages 20-22).</td>
</tr>
<tr>
<td>4b. Include a copy of an observation form that may be used to conference with families regarding their child’s development and interests while participating in your Youth Development Program. (WWSAC&amp;Y, Mod. 4)</td>
</tr>
</tbody>
</table>

**Resources to guide you in developing Competency Statement 4**

Working with School Age Children & Youth, Module 4  
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
</tr>
</thead>
</table>
| 5. Curriculum and Activities        | a.) Demonstrates an understanding that lesson plans are the blueprint for implementing curriculum and follows an activity plan that includes youth input.    
  b.) Demonstrates understanding of the importance of providing youth with independent access to learning materials.  
  c.) Ensures opportunities for children and youth to engage in activities that are developmentally and culturally appropriate for varying cognitive, social, emotional and physical development levels.    
  d.) Recognizes varying learning styles of children and youth, and works to ensure a wide array of activities.  
  e.) Develops strategies for smooth transitions between activities.                                                                                                                                                                                                                                                                                                                                                             | Write a competency statement of at least 500 words that describes how you plan learning activities that meet the needs and interests of the varied cognitive, social, emotional, and physical abilities of the children in your youth development program.  
  Explain why it is important to:  
  - plan activities with youth input;  
  - provide youth with independent access to materials;  
  - plan a wide array of learning activities;  
  - plan activities that are culturally and developmentally appropriate for the youth in your program;  
  - provide children and youth time to transition easily between activities;  
  - allow children the opportunity to reflect upon the activities offered.  
  Reflect upon changes that you might make to your curriculum and activity planning in order to most effectively engage the children and youth in the programming you offer.                                                                                                                                                                                                                                                          |
| Competency Statement                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ___Meets                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ___ Does not Meet                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Resource File Item 5a              |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ___Meets                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ___ Does not Meet                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5b.                                | 5a. Plan an activity describing how the activity meets the children’s needs and interests. Explain how your program includes youth input in curriculum and activity planning and allows for independent access of learning materials by youth. Links to Learning Curriculum Planning Guide, Section 5)  
  5b. Think about your hardest transition for the children in your care. Imagine yourself as one of the children participating in this transition. Record your thoughts and feelings in the first person, as if you were thinking the child’s thoughts, as the transition happens. Reflect on what you have learned and any changes you might want to make to the transition including: environmental design that meets the social emotional needs of children. (Creating Inclusive Youth Development Settings, Module 3: Universal design).  
  Resources to Guide you in developing Competency Statement 5  
  Links to Learning, Section 5, 75-80  
  Links to Learning Curriculum Planning Guide, Section 5, pages 81-85  
  Creating Inclusive Youth Development Settings, Module 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Learning Environment</td>
<td>a) Provides a welcoming atmosphere for children, youth, and families&lt;br&gt;b) Organizes the indoor and outdoor environments to meet the wide variety of interests, learning styles and abilities of children and youth.&lt;br&gt;c) Defines spaces for a variety of activities to take place.&lt;br&gt;d) Selects, arranges and utilizes developmentally appropriate equipment and materials for all children and youth.&lt;br&gt;e) Plans and implements a schedule to meet children’s and youth’s individual needs.</td>
<td>Write a competency statement of at least 500 words that explains how your program ensures appropriate room arrangement and design to make effective use of program space, ensure accessibility for all students, and allow a variety of activities to take place. Describe why it is important to use the environment to establish a group identity, to offer support and security to the children and youth, and to be functional and safe as well as welcoming and organized. Reflect upon the areas that are currently challenging for you, and how you might make changes in the environment to best meet the needs of children, families, and staff.</td>
</tr>
<tr>
<td>Competency Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__Meets ___ Does not Meet</td>
<td>Resource File Item 6a. __Meets __ Does not Meet 6b. __Meets __ Does not Meet</td>
<td>Resource File Activities for this competency area: 6a. Draw or take photos of your current environment. Describe any changes that you would make to your learning environment to ensure that your environment meets the wide variety of interests, learning styles, and developmental abilities of the children in your setting. 6b. Create an IDEAL daily schedule based upon the developmental needs and learning styles of the children in your program. (Working with School Age Children &amp; Youth, Module 6 Portfolio Activity) or (Links to Learning Curriculum Guide, section 3, pages 38-42)</td>
</tr>
<tr>
<td>Competency Area</td>
<td>Indicators of Best Practice</td>
<td>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</td>
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</tbody>
</table>
| **7. Program Planning and Evaluation** | Articulates program:  
- mission  
- goals  
- objectives  
- activities  
  b) Engages youth in all aspects of program planning and evaluation.  
  c) Demonstrates knowledge of program’s policies and procedures.  
  d) Ensures appropriate room arrangement and design for effective use of space.  
  e) Plans program within fiscal and administrative policies of the organization; including purchasing supplies, keeping accurate fiscal and attendance records.  
  f) Plans programs to meet all children’s individual learning goals and needs, including those with special needs.  
  g) Utilizes experiential learning activities to expand and support daytime school program; includes core competencies and Maine K-12 Learning Results intentionally in program planning. | Write a competency statement of at least 500 words describing your program’s mission statement and goals for children and youth as stated in your Parent/Family Handbook Policies. Explain how the activities you offer, your use of space, and your program support children’s individual learning goals and needs, including students with special needs.  
  Describe why it is important to intentionally plan activities that align with your program’s mission & goals. Explain how you use policies and procedures listed in your parent/family handbook and staff handbook to guide program planning and evaluation.  
  Reflect upon how you and your staff approach program planning, share daily administrative duties, and engage families, youth, and staff in evaluation of your programming in terms of potential areas for improvement.  |

**Suggestions for the Candidate by the Review Team:**

**7a.** Include a copy of your program’s Parent/Family and Staff Handbooks describing your program’s mission and goals as well as a signed statement of understanding.

**7b.** In a one page document, explain how you keep accurate records of attendance, incident/accident reports, children’s records, and costs of supplies. (WWSAC&Y, Module 7)

**7c.** After reading Links to Learning, section 6, pages 89-164, use the Linking to Quality Standards and Learning Benchmarks and Sample Activity Plan Templates on pages 174-175 to develop an experiential learning activity that expands upon the children’s school day learning in one of the Key Learning Areas. Discuss how intentionality in program planning can expand children’s learning in this key area.

**Resources to Guide you in developing Competency Statement 7**

- Links to Learning Curriculum Guide, Section 3, pp. 29-31
- Links to Learning, section 6, pages 89-164, 174-175
- Working with School Age Children and Youth, Module 7
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
</tr>
</thead>
</table>
| **8. Cross-Cultural Competence** | a) Recognizes and supports cultural differences and diverse family structures and socioeconomic or educational realities.  
b) Uses inclusive language that is respectful of all family types.  
c) Provides opportunities for children, youth and families to share cultural backgrounds through use of materials that reflect the language, art, music, stories and games from various cultural traditions  
d) Demonstrates awareness of own cultural competence related to gender, race, ethnicity, religion, socioeconomics, sexual orientation, and disability.  
e) Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur. | Write a competency statement of at least 500 words describing ways that your program teaches tolerance and cultural competence. Explain how your youth development program recognizes and supports cultural differences and families of diverse family structures, socioeconomic, and educational levels.  
Explain why it is important to be aware and respectful of diverse family structures, cultural traditions, race, ethnicity, religion, socioeconomics, sexual orientation, abilities and disabilities.  
Reflect upon what your program might change about their intake forms, policies and materials, environment or staff training to be more inclusive and culturally competent. |
| Competency Statement |                                                                                                                                                                                                                           |                                                                                                                                                                                                 |
| ___ Meets  
___ Does not Meet | Return                                                                                                                                                                                                                     |                                                                                                                                                                                                 |
| Resource File Item  
8a. ___ Meets  
___ Does not Meet  
8b. ___ Meets  
___ Does not Meet | Return                                                                                                                                                                                                                     |                                                                                                                                                                                                 |
| Suggestions for the Candidate by the Review Team: | Return                                                                                                                                                                                                                     |                                                                                                                                                                                                 |

**Resource File Activities for this competency area:**

8a. Complete the Cultural Competence Survey located in Module 8 of the Working with School Age Children and Youth curriculum to assess your own cultural competence. In a paragraph or two, explain what you might do to become more culturally competent.

8b. What are some “labels” that you hear used by youth and staff at your program? How do you assist others in going beyond the label? Using Handout 5.4 in Creating Inclusive Youth Development Settings, think of the curriculum you use or activities that happen in your out-of-school setting. Describe how you might adapt the activity/curriculum for diverse students and families, or for a student with different physical needs, learning needs or social delays to guard against exclusion of children. Explain how you would intervene to address a situation where negative stereotyping, discriminatory statements, or exclusion of a student occurred in your program.

**Resources to Guide you in developing Competency Statement 8**

Creating Inclusive Youth Development Settings, Module 5  
Working with School Age Children & Youth, Module 8
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Indicators of Best Practice</th>
<th>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Connecting with Families, Schools and Communities</strong></td>
<td><strong>Competency Statement</strong></td>
<td>Write a competency statement of at least 500 words, describe how your program collaborates with school and community resources in a respectful way to support children and families that is inclusive of all families. Explain how your policies and practices promote sharing of information with schools and families to support youth learning. (Links to Learning, Section 6)</td>
</tr>
<tr>
<td></td>
<td>___Meets</td>
<td>Explain why it is important to use various strategies to inform families of your program’s mission, goals and activities that support youth learning and development. (Links to Learning, Section 7).</td>
</tr>
<tr>
<td></td>
<td>___ Does not Meet</td>
<td>Reflect upon the resources available to help your program be inclusive to all children and families, including children with special needs or special health concerns? Identify areas where you feel you could use additional support to collaborate with families, schools and communities to meet the needs of the various youth and families served by your program.</td>
</tr>
<tr>
<td></td>
<td><strong>Resource File Item</strong></td>
<td><strong>Resource File Activities for this competency area:</strong></td>
</tr>
<tr>
<td></td>
<td>9a. Include one way that your program shares information with families, schools and/or the community (sample newsletter, parent board, etc).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9b. Identify one to three agencies and contact persons that you could go to for additional support for your program or the families you serve.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Suggestions for the Candidate by the Review Team:</strong></td>
<td><strong>Resources to Guide you in developing Competency Statement 9</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating Inclusive Youth Development Settings, Mod. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundations in Health, Wellness &amp; Safety, Module 6</td>
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<td></td>
<td></td>
<td>Links to Learning, Sections 6 &amp; 7</td>
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<td></td>
<td></td>
<td>Partners in Caring, Module 2</td>
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<tr>
<td></td>
<td></td>
<td>Working with School Age Children &amp; Youth, Module 8</td>
</tr>
<tr>
<td>Competency Area</td>
<td>Indicators of Best Practice</td>
<td>Competency Statements and Resource File Items to be included in the Candidate’s Portfolio</td>
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<tr>
<td>-----------------</td>
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<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10. Professionalism | a) Is a member of Maine Roads to Quality Professional Registry  
b) Attends staff orientation and training and develops a personal plan for professional development  
c) Abides by NAA’s Code of Ethical Conduct, using the NAA Code of Ethics to guide practice  
d) Demonstrates knowledge of applicable regulations and laws pertaining to working with children and youth at the local, state and national levels, including ADA.  
e) Strives to maintain positive working relationships with colleagues, professionals and families.  
g) Employs professional work habits such as dependability, time management, appropriate dress and appearance  
h) Maintains confidentiality, impartiality, and appropriate interpersonal boundaries.  
f) Meets personal needs in order to maintain energy and enthusiasm for working with youth and to prevent “burn-out.” | Write a competency statement of at least 500 words describing how your youth development program supports professionalism of staff, including staff orientation, training and educational opportunities, annual staff performance reviews, and yearly plans for professional development. (WWSAC&Y, Module 10)  
Describe why it is important to maintain positive working relationships with colleagues, professionals, and families, employing professional work habits and maintaining professional boundaries and confidentiality.  
After reading the National Afterschool Association’s NAA’s Code of Ethical Conduct (Working with School Age Children and Youth, Module 10), reflect upon how you would use the NAA Code of Ethics to guide your practice. |

**Suggestions for the Candidate by the Review Team:**

<table>
<thead>
<tr>
<th>Competency Statement</th>
<th>10a.</th>
<th>10b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Meets</td>
<td>___ Meets</td>
<td>___ Meets</td>
</tr>
<tr>
<td>___ Does not Meet</td>
<td>___ Does not Meet</td>
<td>___ Does not Meet</td>
</tr>
</tbody>
</table>

**Resource File Activities for this competency area:**

10a. Include a copy of your Maine Roads to Quality Professional Registry Transcript. You can print your transcript by logging into the MRTQ Registry online at [https://mrtq.musk.usm.maine.edu/public/login.aspx](https://mrtq.musk.usm.maine.edu/public/login.aspx).

10b. Identify three methods you use to manage your stress level and keep a healthy attitude toward your work with children, youth and families

**Resources to Guide you in developing Competency Statement 10**

Working with School Age Children and Youth, Module 10.
Sample Competency Statement 1: Guidance Toward Healthy Relationships

As a youth development professional, I believe it is important to model respectful interactions with children and youth. By showing them that you respect their thoughts and feelings, you are teaching them respect, and they in turn, are more likely to respect you as an adult. Children and youth need to know what is expected of them in the program. We need to have realistic expectations of their abilities and developmental levels, in order to give them the opportunity to meet our expectations. With this in mind, we have to realize that a child with atypical developmental needs will most likely not have the same abilities and developmental level as others his or her age that are typically developing.

At my youth development program, we had weekly class meetings. At the beginning of the year, we met and came up with rules for behavior that we all agreed upon. At our weekly meetings, we would discuss activities planned for the coming week, as well as addressing any issues that came up from the children. We would also spend time reminding children of the rules, and discussing examples of respectful and disrespectful behaviors. In addition to our weekly meetings, we would meet as a group if we discovered that potential challenging behaviors were occurring that affected the group as a whole. For instance, at one point during the year, I became frustrated and concerned that I had to repeatedly speak to the same children over and over again. After meeting with the children/youth individually, I decided to implement what I called “One and Done”. I gathered all of the youth together, mentioning that I did not like feeling frustrated. I also stated that I knew they were all aware of our rules for behavior, understood my expectations of them, and realized that these rules were in place for the safety and wellbeing of us all. I explained that I would speak to the individual displaying inappropriate behavior once and say “one and done”. This would be their opportunity to choose a more appropriate behavior or activity. If I needed to speak with the child a second time, I would be choosing an appropriate activity for the child to do. This worked very well, again reminding them of my expectations, as well as preventing frustration for me and my staff. This also allowed the child an opportunity to make a more appropriate choice of behavior.

Children and youth, particularly when they are emotionally engaged in a conflict, may need help in resolving that conflict. I rearranged our environment to include a “Peace Table”. The Peace Table is an area where one person could go if they needed to cool down if frustrated, or where two people could go to work out a disagreement. The table included some sensory materials, stress balls, sand tray, or play-dough. It also included a round smiley face pillow if someone needed to squeeze something to de-stress. Above the table were the ABCD’s of Problem Solving (A=Ask what the problem is, B=Brainstorm possible solutions, C=Choose one solution, D=Do It (try the solution, if it doesn’t work, try another solution you brainstormed about). This was a conflict resolution strategy that the children were familiar with and had been given the opportunity to practice. If the children needed help, a staff member was nearby to assist. Allowing children to gain skills in resolving their own conflicts is important because as they get older, an adult will not always be with them to assist in conflict resolution.

It is important that children know that they can come to you as a youth development worker for support when they need it. Developing healthy and respectful relationships with the youth you serve, allows them to develop trust, and be more willing to come to you as the adult when conflicts or challenges occur. This is of particular importance should bullying or harassment occur. Our program’s mission is based on the principles of caring, honesty, respect, and responsibility. As staff, we also took part and were trained in the Olweus Bullying Prevention Program. The principles of our mission fit very well with our classroom bullying prevention rules. We were able to use both our mission and our bullying prevention program to help us guide children in appropriate behavior and making caring and respectful choices as members of our youth development program.

In our summer camp program, the youth sign a behavior contract. During the school year, parents sign that they have read our guidance and behavior policies in our family handbook, but the children are not held
accountable and may not be aware of such policies. If I were to change anything in the area of guidance toward healthy relationships, I would sit down with the children individually and go over our behavior policies, give examples of appropriate and inappropriate behavior as well as answering any questions, and have the child sign a behavior agreement that they understood and would abide by this contract. I believe that this gives the child an opportunity to have some control over their situation, and models for them respectful behavior we have for them as they continue to learn and grow.

(Competency 1 Word Count: 837)

Sample Resource File Activity for Guidance toward Healthy Behavior

1a. Please submit a copy of your program’s guidance and behavior policies. Please include any changes you would suggest in these policies to reflect what you have learned about Guidance toward Healthy Relationships.

1a. Behavior Management

*When children make inappropriate choices the childcare provider will REDIRECT them to another choice or activity area

*Verbal children are encouraged to use their words with their peers and childcare providers

*Children are encouraged to solve peer problems. Childcare providers will assist and model the use of conflict resolution strategies

*Childcare providers will set logical consequences for behavior

*Childcare providers will not use food as a reward and will not withhold food as a consequence for behavior

*Childcare providers will not eliminate physical activity as a consequence for behavior

These are the policies as listed in the Family Handbook. As I mentioned above, I would like to give the children an opportunity to sign that they understand and are willing to abide by the rules for appropriate behavior and consequences for inappropriate behavior by having them sign their own behavior contract. In this way, I can be sure that they understand my expectations, and are held accountable and responsible for their own behavior, and the choices they make.
Maine Youth Development Credential I On-Site Observation Tool

Applicant’s Name______________________________________________
Program’s Name____________________________________________________
Credential Observer’s Name___________________________________________
Date_________________  Time/Begin/End________________________________
Setting (Circle One):  Family Child Care   Center-Based   School-Based
Other (Please List): _______________________________________________
Number of Children/Youth Present:
Age Range:
Bilingual: Circle One:  No   Yes   Languages Spoken: _________________

Observation Notes

<table>
<thead>
<tr>
<th>Guidance toward Healthy Relationships</th>
<th>Evidence of Competency Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Models and encourages interactions that are respectful of others</td>
<td></td>
</tr>
<tr>
<td>☐ Communicates limits for acceptable behavior and addresses inappropriate behaviors</td>
<td></td>
</tr>
<tr>
<td>☐ Engages children and youth in meaningful decision-making and leadership activities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Health, Wellness, and Safety</th>
<th>Evidence of Competency Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Understands and abides by licensing regulations regarding health and safety</td>
<td></td>
</tr>
<tr>
<td>☐ Keeps First Aid Kit accessible and well stocked (including gloves, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
□ Takes First aid/emergency contact information taken outside and on field trips

□ Has emergency procedures/numbers posted and accessible

□ Has emergency preparedness plan posted

□ Ensures that emergency exits and equipment are accessible and well-marked

□ Completes basic daily health and safety check of environment for potential hazards

□ Practices and promotes appropriate hygienic techniques including hand washing, sanitizing, and cleanliness of environment

□ Provides designated area to care for sick children

□ Understands common health and wellness issues of youth in relation to nutrition and physical fitness.

□ Provides comfortable space for children and youth with adequate heat, ventilation, light, and noise level

---

Curriculum & Activities/Observation & Assessment

□ Plans curriculum based upon the various interests and learning styles of children and youth in the program

□ Provides children and youth with independent access to learning materials

Evidence of Competency Observed
Provides smooth transitions between activities with limited wait time for children and youth

**Learning Environment**

- Greets children and welcomes them to the program upon arrival
- Organizes indoor and outdoor environments to meet the wide variety of interests, learning styles and abilities of children and youth
- Defines spaces for a variety of activities to take place
- Selects developmentally appropriate equipment and materials for all children and youth
- Implements a schedule to meet children’s and youth’s individual needs

**Program Planning and Evaluation**

- Engages youth in program planning and evaluation
- Plans program offerings to meet all children’s individual learning goals and needs, including those with special needs
- Utilizes experiential learning activities to expand upon and support daytime school learning; including core competencies and Maine K-12 Learning Results intentionally in program planning
<table>
<thead>
<tr>
<th>Connecting with Families, Schools and Community</th>
<th>Evidence of Competency Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Demonstrates a collaborative relationship and coordinates information sharing with families and schools to support youth learning</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates relationships with school and community resources to support children and families</td>
<td></td>
</tr>
<tr>
<td>□ Shows respect for all families</td>
<td></td>
</tr>
</tbody>
</table>

Professionalism, Cross Cultural Competence and Child and Adolescent Development Competencies are demonstrated in the applicant’s Portfolio.
# MAINE YOUTH DEVELOPMENT CREDENTIAL PARENT SURVEY

**Maine Youth Development Credential Applicant’s Name:** ____________________________

**Date this form was completed:** ____________________________

<table>
<thead>
<tr>
<th><strong>Health , Safety and Nutrition</strong></th>
<th><strong>STRONGLY AGREE</strong></th>
<th><strong>AGREE</strong></th>
<th><strong>DISAGREE</strong></th>
<th><strong>STRONGLY DISAGREE</strong></th>
<th><strong>NOT SURE/ NOT APPLICABLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informs me of any accidents and/or first aid provided to my child</td>
<td>o o o o o</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Gives medication to my child only with my written permission</td>
<td>o o o o o</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Makes sure that indoor and outdoor play areas are free of hazards and allow children to move around safely</td>
<td>o o o o o</td>
<td></td>
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<tr>
<td>4. Offers snacks of nutritional value.</td>
<td>o o o o o</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Talks with me and my child about health and nutrition</td>
<td>o o o o o</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>6. Implements appropriate hand washing and sanitation procedures</td>
<td>o o o o o</td>
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<tr>
<td>7. Uses preventative measures for avoiding dangerous situations through appropriate supervision</td>
<td>o o o o o</td>
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<tr>
<td>8. Is aware of where my child is at all times and knows who is allowed to pick up my child</td>
<td>o o o o o</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Informs me of the program’s emergency preparedness plan.</td>
<td>o o o o o</td>
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</tbody>
</table>

**Child/Adolescent Development/Observation & Assessment**

| 10. Talks to me about my child’s development | o o o o o | | | | |
| 11. Plans and conducts activities during my child’s day that interests him/her | o o o o o | | | | |
| 12. Allows my child to explore activities and materials based upon his/her interests and abilities | o o o o o | | | | |
| 13. Shares his/her observations of my child through daily communication and/or parent teacher conferences | o o o o o | | | | |
| 14. Helps my child feel proud of his/her accomplishments | o o o o o | | | | |
| 15. Encourages my child to get along with others | o o o o o | | | | |
| 16. Assists my child in learning appropriate problem solving skills | o o o o o | | | | |
| 17. Is aware of my child’s abilities, learning styles, and interests | o o o o o | | | | |

**Curriculum and Activities/Learning Environment**

| 18. Handles homework the way I would like | o o o o o | | | | |
| 19. Offers activities that my child enjoys at the program | o o o o o | | | | |
| 20. Offers a variety of activities that meet my child’s learning styles and interests | o o o o o | | | | |
| 21. Provides opportunity for outdoor activity daily, weather permitting | o o o o o | | | | |

**Connecting with Families, Schools & Community / Cross Cultural Competence**

<p>| 22. Allows me to have say about how my child spends time in the program | o o o o o | | | | |
| 23. Encourages me to visit the program | o o o o o | | | | |</p>
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<tr>
<td>24</td>
<td>Informs me of important program and schedule changes</td>
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<td>25</td>
<td>Asks families to assist in making important decisions about the program, i.e. help evaluate the program, serve on advisory committees/boards, invites me to attend parent meetings</td>
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<td>26</td>
<td>The program fits my child’s/family’s needs (hours, fees, schedules)</td>
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<tr>
<td>27</td>
<td>The program collaborates with area schools and community to obtain resources for use in the afterschool program</td>
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<tr>
<td></td>
<td><strong>Professionalism</strong></td>
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<tr>
<td>28</td>
<td>Maintains confidentiality in all matters concerning my family and child</td>
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<tr>
<td>29</td>
<td>Recruits and hires staff qualified to work in the afterschool program</td>
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<tr>
<td>30</td>
<td>Is available to discuss my concerns</td>
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<td>31</td>
<td>Offers parent conferences twice per year</td>
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**Comments regarding Candidate:**

Thank you for completing this questionnaire!
Dear Parents,

The Maine Youth Development Applicant named on the Parent Survey is working toward their Youth Development Credential I. The training and requirements for this credential will help to ensure that this applicant has a good understanding of child and adolescent development and offers care and education that is responsive and appropriate for this age group.

This survey helps us to know how the parents of the school age children and youth in this applicant’s care feel about his or her work with their children. Parent feedback is an important part of this credential. Your responses will be compiled and 75% of families must return their surveys, and an 80% positive response rate must be met for the applicant to be awarded the credential.

All parent responses will be confidential. Once completed, please put your survey in a sealed envelope provided by the applicant. If you have questions about this survey, feel free to contact Maine Roads to Quality at 1-888-900-0055.

Thank you for taking the time to complete this survey!

Sincerely,
The Maine Youth Development Credential Team
Glossary of Terms

**Appeal procedure** – This is a process by which an applicant can respond to the decision of the Maine Youth Development Credential I Review Team to not award the Youth Development Credential I.

**Applicant or Candidate** – The applicant/candidate is an early care and education provider who works specifically with school age children and youth and is in the process of meeting the requirements of the Maine Youth Development Credential I.

**Competency Statements** – Statements written by the applicant in each of the 10 competency areas, which describe the applicant’s understanding of the best practice indicators described in each area, the importance to positive youth development, and how they put these skills and knowledge into practice with children and youth in their program.

**Department of Health and Human Services (DHHS)** – DHHS is Maine’s administrative department that is home to the Office of Child and Family Services – Early Childhood Division. The Early Childhood Division oversees statewide projects that support professional development for early care and education providers.

**Maine Afterschool Network** – The Maine Afterschool Network was created in response to the out-of-school time needs of school age children and youth in Maine. The network supports programming that meets the physical, social-emotional, and education needs of the school-aged population. The network is a collaboration with individual and organizational partners across the State, including, but not limited to the Department of Education, the Departments of Health and Human Services, the Governor’s Children’s Cabinet (Departments of Corrections, Education, Human Services, Behavior and Developmental Services, and Public Safety), the Maine School-Age Care Alliance, the Maine Chamber of Commerce, the University of Maine Center for Community Inclusion and Disability Studies, the Maine Parent Federation, and Maine Roads to Quality.

**Youth Development Level 1 Competencies** – The Youth Development Credential I is based on 10 competencies: child and adolescent development, health, wellness and safety, guidance toward healthy relationships, cross cultural competence, observation and assessment, learning environment, curriculum and activities, program planning and evaluation, connecting with families, schools, and community, and professionalism. The competencies reflect the knowledge, skills, and abilities necessary for providing quality school age care.

**Maine Youth Development Credential I Review Team** – This team is convened by Maine Roads to Quality and reviews the Portfolio, completed On-site Observation tool, and Parent Surveys, and awards the Maine Youth Development Credential I.

**Maine Roads to Quality (MRTQ)** – Maine’s early care and education center dedicated to developing and sustaining quality learning environments for all of Maine’s children. The center’s goals include addressing training and educational needs of all early care and education professionals, developing multiple ways for professionals to achieve their career goals. MRTQ is home to the Maine Roads Registry and Career Lattice.

**Maine Roads to Quality Core Knowledge Training/DHHS State Approved Training** – This is required training for the Maine Youth Development Credential I. This training has been through a DHHS approval process and is delivered statewide through the Resource Development Centers (RDC).
Maine Roads to Quality (MRTQ) Registry – The Maine Roads Registry is the State of Maine’s early care and education professional recognition system. Registry members receive recognition for experience working with children and families, ongoing training and credentials, and educational accomplishments in early childhood education or related field.

On-site Observation Tool – This tool is used by a qualified observer. The on-site observation is an opportunity for the applicant to demonstrate his/her mastery of the competencies that are written into the Maine Youth Development Credential I.

On-site Observer – A person trained to administer the On-site Observation tool and will conduct the on-site observation.

Parent/Family Survey – This is a tool to help the Maine Youth Development Credential I Review Team determine that the applicant has a good understanding of child and adolescent development and appropriate care as witnessed through parent/family and children’s interactions with the Youth Development Credential Applicant.

Portfolio – A document that is submitted by the applicant to demonstrate that the applicant has the knowledge, skills, and abilities specific to work with school age children and youth.

Portfolio Review – This is a process of examining the portfolio to see if the portfolio is complete and corresponds with the competencies included in the Maine Youth Development Credential I.

Resource File Activities – These items may include activities developed to meet training assignments as well as materials used by your program that provide evidence that best practice indicators are integrated into the youth development program.