



## Maine Youth Development Credential Information Packet



*This information packet 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*

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## Section 1: Purpose and History

In response to a need for additional professional development opportunities for Youth Development professionals 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 has lent its support to the creation of a Youth Development Credential.

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 out-of-school settings across Maine. This subcommittee included representatives from the following organizations:

- Maine Roads to Quality
- Maine Afterschool Network
- Maine Department of Health and Human Services, Early Childhood Division
- Maine Resource Development Centers
- Maine's 21<sup>st</sup> Century Community Learning Centers
- University of Maine Center for Community Inclusion and Disability Studies
- University of Maine Cooperative Extension

The subcommittee met over the course of a year and a half to develop a draft of the Youth Development Competencies. In the spring of 2010, the subcommittee presented the draft to the full Maine Afterschool Network and other stakeholders for approval. After the competencies were defined, the subcommittee reviewed existing training across the state to determine the existing gaps. 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. Accordingly, the committee recommended the creation of a training curriculum to meet this need,

In the fall of 2010, the National Institute for Out-of-School Time (NIOST) was contracted to work with the out-of-school time community in Maine to design and implement the training *Links to Learning*. This 45-hour training was designed “to support Youth Development professionals' understanding of how their program activities can intentionally connect the multiple worlds of children and youth to optimally support their development and learning” (*Links to Learning*, page 9).

Maine Roads to Quality and the Maine Afterschool Network began piloting the Youth Development Credential during the 2011-2012 school year. The Youth Development Credential is now available statewide through Maine Roads to Quality Professional Development Network (MRTQ PDN).

## Section 2: Overview of the Credential Process

The Maine Youth Development Credential promotes out-of-school time professional workforce competence and focuses on the additional training and education practitioners need when caring for school age children and youth. This section provides an overview of the components of the Maine Youth Development Credential, including the requirements, application process, and available supports.

**1. The Maine Youth Development Credential is based upon competencies in the following areas:**

- a. Guidance toward healthy relationships
- b. Child and adolescent development
- c. Health, wellness, and safety
- d. Observation and assessment
- e. Curriculum and activities
- f. Learning environment
- g. Program planning and evaluation
- h. Cross-cultural competence
- i. Connecting with families, schools, and community
- j. Professionalism

**2. To earn the Maine Youth Development Credential, Applicants must:**

- a. Meet the formal education, experience, and training requirements.
- b. Be a member of the Maine Roads to Quality Registry.
- c. Submit a completed application and payment of \$25 to MRTQ PDN.
- d. Submit a Portfolio that demonstrates the required competencies specific to working with school age children and youth.
- e. Participate in a Maine Youth Development Credential On-Site Observation.
- f. Distribute, collect, and submit Maine Youth Development Credential Family Surveys.

**3. Evaluation and credential decisions are based upon:**

- a. The Applicant meeting all education, experience, and training requirements.
- b. Successful completion of the Portfolio.
- c. Satisfactory completion of the Maine Youth Development Credential On-Site Observation.
- d. A return rate of 75%, with an 80% positive rating on the Maine Youth Development Credential Family Surveys (see Section 6).

**4. Decisions on awarding the Maine Youth Development Credential will be made by the MRTQ PDN Credential Review Team, with initial credentials being awarded for three years.**

- a. The Credential Review Team (CRT) meets on a quarterly basis to review applications. The schedule for review is:

Application received by:	Reviewed during:	Applicant notified of CRT's decision:
January 1 <sup>st</sup>	January	January 31 <sup>st</sup>
April 1 <sup>st</sup>	April	April 30 <sup>th</sup>
July 1 <sup>st</sup>	July	July 31 <sup>st</sup>
October 1 <sup>st</sup>	October	October 31 <sup>st</sup>

- b. Applicants with completed and approved materials will be contacted regarding an on-site visit.
- c. Applicants are given 60 days to revise any Portfolio entry that does not demonstrate competency or to submit missing materials.
- d. Credential decisions may be appealed. If awarding of a Maine Youth Development Credential is denied, Applicants may submit an appeal in writing to MRTQ PDN.

**5. The Maine Youth Development Credential must be renewed by documenting:**

- a. Completion of a 3.0 credit college course **OR** 45 contact hours of training covering a topic related to working with children and youth.
- b. Initial credentials must be renewed after three years; subsequent renewals will be required every five years.
- c. Complete information and the Maine Youth Development Credential Renewal Application are available on the MRTQ PDN website.

**6. MRTQ PDN has the following supports available for practitioners:**

- a. Cohorts will be available for practitioners to join to receive support from a facilitator and peers; cohorts generally involve participation in monthly meetings (either via conference call/video conference or face-to-face) and individualized assistance from the facilitator on completing the Portfolio and preparing for the On-Site Observation.
- b. On-site consultation is also available to practitioners pursuing the Maine Youth Development Credential.

*More information about each of these steps is available in the applicable section of this information packet.*

## Section 3: Eligibility Requirements

Prior to applying for the Maine Youth Development Credential, all Applicants must provide evidence of completion of educational, training, and work/volunteer experience requirements.

### *Registry Membership*

All Applicants for the Maine Youth Development Credential must be members of the Maine Roads to Quality Registry. Applications for Registry membership may be completed online at: <https://mrtq-registry.org> or practitioners can call MRTQ PDN at 1-888-900-0055. Review of an Applicant's Portfolio will be deferred until Registry membership can be confirmed.

### *Educational Requirements*

Applicants must have:

- A high school diploma/GED/HiSet

### *Training Requirements*

Within **five** years of the date of application, Applicants must have completed the following MRTQ PDN Core Knowledge trainings:

- *Creating Inclusive Youth Development Settings* (30 hours)
- *Foundations of Health, Wellness, and Safety* (18 hours)
- *Links to Learning* (45 hours)
- *Partners in Caring: Families and Caregivers* (15 hours)
- *Working with School Age Children and Youth* (30 hours)
- *Your Professional Development Portfolio* (9 hours)

Complete training descriptions are listed in the Required Training Section of this manual.

### *Work/Volunteer Experience Requirements*

Applicants must:

- Document at least 360 hours of experience working/volunteering with school age children and youth within in the past 5 years.

*Alternative pathways for meeting eligibility requirements are considered by MRTQ PDN on an individual basis.*

To help you organize and track your progress, you can use the following checklist that lists all of the eligibility requirements for the Maine Youth Development Credential. *This checklist is for your use and does not need to be included in your Portfolio.*

Maine Youth Development Credential Eligibility Requirements Checklist	
Requirement	Date Completed
Maine Roads to Quality Registry membership	
Educational requirement: <input type="checkbox"/> High school diploma/GED/HiSet	
Training requirements (must complete all): <input type="checkbox"/> <i>Creating Inclusive Youth Development Settings</i> (30 hours) <input type="checkbox"/> <i>Foundations of Health, Wellness, and Safety</i> (18 hours) <input type="checkbox"/> <i>Links to Learning</i> (45 hours) <input type="checkbox"/> <i>Partners in Caring: Families and Caregivers</i> (15 hours) <input type="checkbox"/> <i>Working with School Age Children and Youth</i> (30 hours) <input type="checkbox"/> <i>Your Professional Development Portfolio</i> (9 hours)	      
Document 360 hours of work with school age children and youth within the past five years.	
<b>Notes/Questions/Reminders:</b>	

## Section 4: Training Descriptions

The required trainings for the Maine Youth Development Credential are listed below in the *suggested sequence* for Applicants to follow. While it is understood that training schedules, practitioner schedules, and other factors may alter this path for some, this sequence is recommended for those who have not yet begun the training component of the Maine Youth Development Credential.

### First Step: Foundational Trainings

#### *Working with School Age Children and Youth (30 hours)*

This training covers the aspects of caring for school age children in out-of-school time settings. Topics covered include developing positive relationships, planning curriculum, health and safety, and adolescent development.

#### *Foundations of Health, Wellness, and Safety (18 hours)*

This course follows the content of *Caring for Our Children, 3rd edition* and *Stepping Stones to Caring for Our Children*. These publications include standards of care that typically exceed those associated with child care licensing. Throughout this training, participants are encouraged to compare Maine's licensing requirements and the standards of these two nationally-endorsed publications with the policies and procedures in place at the program in which they work.

#### *Partners in Caring: Families and Caregivers (15 hours)*

This training outlines the importance of developing positive relationships with families and creating a family-friendly program.

#### *Your Professional Development Portfolio (9 hours)*

This training gives an introduction to creating a professional portfolio for the individual – the what, why, and how. Participants will gain an understanding of how and why a portfolio promotes professionalism, learn the components of a professional portfolio, and begin to develop their own professional portfolio, including a philosophy statement, résumé, and evidence that supports their competence as a professional.

### Second Step: Additional Required Training

#### *Links to Learning (45 hours)*

This training provides tools for creating out-of-school time programs that effectively connect home, school, afterschool, peers and the community. The content builds on the latest research on topics such as resiliency, homework support, and youth engagement.

#### *Creating Inclusive Youth Development Settings (30 hours)*

This training is designed to introduce you to planning, developing, and implementing curriculum to meet the unique needs of all school age children and youth. It covers an introduction to inclusion, legal requirements for including all children, family supports, universal design, curriculum design, specific disabilities, collaboration among partners, challenging behaviors, and specific helpful resources.



*Training information, including the schedule and registration, can be found on MRTQ PDN's  
Statewide Online Training Calendar: <https://ececaldarmaine.org>*

## Section 5: The Portfolio

Applicants for the Maine Youth Development Credential will create a Portfolio to demonstrate their competence and reflect on their experiences with completing the training for the credential. This demonstration should be presented electronically. The Applicant may include multi-media components, such as video or audio recordings or photographs. Special permission is required if a paper Portfolio will be submitted. (Note: The creation and requirements for electronic portfolios are covered in the training *Your Professional Development Portfolio*.)

Please note:

- It is the **Applicant's** responsibility to SAVE and organize all relevant assignments from the required training! Especially for any online trainings, nothing is saved by the instructor or by MRTQ PDN – it is the Applicant's responsibility to keep and organize all work. It is recommended that Applicants save electronic versions of their work to facilitate updating of materials before adding them to the final Portfolio.
- All training and application materials for the Maine Youth Development Credential should utilize respectful "person-first" language. (See the following resource for additional information about using "person-first" language:  
[https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter\\_photos.pdf](https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf))
- The Portfolio is a professional document and should be clear, legible, and with correct spelling and grammar. Remember to include citations for all relevant sources.
- Children and families should remain anonymous to maintain professional confidentiality. **If confidentiality is violated, evidence for that competency area will not be accepted and the Portfolio will be returned to the Applicant for correction.** Some options to maintain confidentiality are:
  - Changing the names of children and families, or simply use only initials
  - Including a written permission form signed by the parents or guardians of any children shown in photographs or video
  - Using photos or videos that do not show a child's face, or using stickers to obscure a child's identity
  - Redacting (blacking out) a child or family's name or identifying information from any scanned text.
  - For more information regarding confidentiality, Applicants can review the Growing Ideas Tipsheet – Confidentiality: Respecting the Privacy of All Families, included in Appendix B.

### Portfolio Composition

An Applicant's Portfolio should be divided into two sections: Introduction and Competency Areas. The sections are outlined below.

### *Section 1: The Introduction*

All Portfolios must include:

- A. The Applicant's Personal Philosophy Statement describing their approach to developmentally appropriate, safe, and nurturing programming for children ages 5 to 15 years (maximum of one page)
- B. The Applicant's résumé (maximum of two pages)
- C. The Applicant's MRTQ PDN Professional Development Profile

### *Section 2: Competency Areas*

In this section the Applicant will present evidence of competency in each of the competency areas. The outline below should guide the writing and presentation of this section.

## Guide for Demonstrating Competency

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
<b>A. Guidance Toward Healthy Relationships</b>	<p>A.1: Models and encourages interactions that are respectful of self and others.</p> <p>A.2: Establishes and communicates limits for acceptable behavior.</p> <p>A.3: Addresses inappropriate behaviors or situations rather than labeling youth.</p> <p>A.4: Uses redirection, environmental arrangement, and planning to minimize potential for challenging behavior.</p> <p>A.5: Develops a plan for engaging children and youth in meaningful decision-making and leadership activities.</p> <p>A.6: Utilizes best practice strategies, including mediation, conflict resolution, and others to prevent bullying and harassment.</p>	<ul style="list-style-type: none"> <li>• Why are healthy relationships important to positive youth development, based on these indicators?</li> <li>• How could your program improve in the area of Guidance toward Healthy Relationships?</li> </ul>	<ul style="list-style-type: none"> <li>• Write a competency statement of at least 500 words describing how you, as an out-of-school time professional, model and encourage respectful interactions, establish limits for acceptable 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.</li> <li>• Submit a copy of your program's guidance and behavior policies. Include any changes you would suggest in these policies to reflect what you have learned about Guidance toward Healthy Relationships.</li> </ul>
<b>B. Child and Adolescent Development</b>	<p>B.1: Recognizes the major milestones of development for children and youth ages 5-15 across the domains of physical, social emotional, and intellectual development.</p> <p>B.2: Develops lessons and activities incorporating active, hands-on exploration and application.</p>	<ul style="list-style-type: none"> <li>• Why is it important to have knowledge of child and youth development as an out-of-school time professional?</li> <li>• How does knowing a child's temperament, culture, learning style,</li> </ul>	<ul style="list-style-type: none"> <li>• 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, temperaments, learning styles, and risk/protective factors of the children and youth in your program.</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>B.3: Articulates potential environmental and cultural influences on the development of children and youth at different ages.</p> <p>B.4: Recognizes basic temperament/personality differences and their possible influences on development.</p> <p>B.5: Is acquainted with and able to employ current wisdom regarding different learning styles, the way the brain processes information, and brain development.</p> <p>B.6: Demonstrates basic understanding of how trauma affects the development of children and youth.</p> <p>B.7: Demonstrates basic understanding of "developmental assets" and their positive impact on children and youth.</p>	<p>traumatic experience(s), and development assets help you in planning activities to meet his or her needs?</p> <ul style="list-style-type: none"> <li>How could your program improve in the area of Child and Adolescent Development?</li> </ul>	<ul style="list-style-type: none"> <li>Describe one child's learning style. Explain the ways that your program meets this child's preferred learning style and way(s) of constructing knowledge.</li> <li>Include a sample lesson plan designed to meet a child/children's developmental needs, learning style, and/or temperament.</li> <li>Fill out the "Risk and Protective Factors" handout (located in Appendix F) for a child or youth in your program (<b>remember to maintain confidentiality</b>). Explain how you can use this information to your practice in the area of Child and Adolescent Development.</li> </ul>
<b>C. Health, Wellness, and Safety</b>	<p>C.1: Understands and abides by State of Maine licensing regulations regarding health and safety for out-of-school time 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, and Jan. 2008.</p> <p>C.2: Develops process for daily health and safety checks of indoor and</p>	<ul style="list-style-type: none"> <li>Why is it important to understand the common health and wellness issues of children and youth related to nutrition, physical fitness, and cyber safety?</li> <li>How can you and your program improve in</li> </ul>	<ul style="list-style-type: none"> <li>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 and how you promote good health and accident/illness prevention through appropriate supervision.</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>outdoor environments to ensure the safety of school age children and youth.</p> <p>C.3: Promotes good health and provides an environment that contributes to the prevention of illness and accidents through appropriate supervision.</p> <p>C.4: Demonstrates knowledge of CPR/First Aid techniques for children, youth, and adults.</p> <p>C.5: Practices, models, and assists children and youth in appropriate hygienic techniques, including handwashing, sanitizing, and cleanliness of the environment.</p> <p>C.6: 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.</p>	the area of Health, Wellness, and Safety?	<p>Describe how you protect children and youth from illnesses through handwashing, sanitization, and cleanliness of the environment.</p> <ul style="list-style-type: none"> <li>• Complete the "Child and Youth Programs ~ Health and Safety Checklist" (located in Appendix F). Identify one area where your program can improve.</li> <li>• Include a copy of your current CPR/First Aid certification.</li> <li>• Provide an example of an activity related to health, safety, and/or wellness that you have implemented with the children and youth in your program.</li> <li>• Include a copy of your program's illness and medication policies.</li> </ul>
<b>D. Observation and Assessment</b>	<p>D.1: Assists with the collection of information about child and youth behavior, development, and interests.</p> <p>D.2: Understands the behaviors of youth and children in the context of typical development and uses age-appropriate expectations as the basis for observation.</p> <p>D.3: Communicates observations in written and oral form in cooperation</p>	<ul style="list-style-type: none"> <li>• Why is it important to observe children's development?</li> <li>• How do you communicate the information from observations with your supervisor or co-workers (if applicable) and with families?</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Using an age-appropriate observation tool, conduct a 15-minute observation of a child during three different daily routine activities. Identify the child's</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>with supervisor or staff team (if applicable).</p> <p>D.4: Understands and maintains confidentiality regarding observation of children and youth.</p>	<ul style="list-style-type: none"> <li>How do you keep observation information confidential?</li> <li>How can you use what you have learned from observation and assessment to improve your program?</li> </ul>	<p>strengths, interests, and developmental abilities (including physical, social emotional, cognitive, and communicative skills) to explain how these skills affect the child's behaviors and promote engagement in your program's activities.</p> <ul style="list-style-type: none"> <li>Include a copy of an observation form that may be used to conference with families regarding their child's development and interests while at your program.</li> </ul>
<b>E. Curriculum and Activities</b>	<p>E.1: Demonstrates an understanding that lesson plans are the blueprint for implementing curriculum and follows an activity plan that includes youth input.</p> <p>E.2: Demonstrates an understanding of the importance of providing youth with independent access to learning materials.</p> <p>E.3: 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.</p> <p>E.4: Recognizes varying learning styles of children and youth and works to ensure a wide array of activities.</p>	<ul style="list-style-type: none"> <li>Why is it important to plan a wide array of learning activities?</li> <li>What is your approach to ensure activities are developmentally and culturally appropriate for the children and youth in your program?</li> <li>How do you allow for youth input and reflection on the learning activities?</li> <li>What are some changes you might make to your curriculum planning in</li> </ul>	<ul style="list-style-type: none"> <li>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 program.</li> <li>Include an activity plan and describe how the plan meets children's needs and interests. Explain how your program allows children and youth independent access to learning materials.</li> <li>Thinking about the most difficult transition during your programming, imagine that you are one of the children participating. Record your thoughts and feelings in the first</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	E.5: Develops strategies for smooth transitions between activities.	order to most effectively engage children and youth?	person, as if you were thinking the child's thoughts during the transition. Reflect on what you have learned and any changes you might want to make to the transition, including changes to the environmental design.
<b>F. Learning Environment</b>	<p>F.1: Provides a welcoming atmosphere for children, youth, and families.</p> <p>F.2: Organizes the indoor and outdoor environments to meet the wide variety of interests, learning styles, and abilities of the children and youth.</p> <p>F.3: Defines spaces for a variety of activities to take place.</p> <p>F.4: Selects, arranges, and utilizes developmentally appropriate equipment and materials for all children and youth.</p> <p>F.5: Plans and implements a schedule to meet the individual needs of children and youth.</p>	<ul style="list-style-type: none"> <li>• Why is it important to use the environment to establish a group identity?</li> <li>• How do you use the learning environment to offer support and security to children and youth?</li> <li>• What are some areas of the learning environment that are challenging for you and your program, and how might you make changes to better meet the needs of children, families, and staff (if applicable)?</li> </ul>	<ul style="list-style-type: none"> <li>• 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, accessibility for all students, and allow for a variety of activities to take place.</li> <li>• Draw or take photos of your current environment. Describe any changes that you have made or would like to make to help you meet the variety of interests, learning styles, and developmental abilities of the children and youth in your program.</li> <li>• Create your <i>ideal</i> daily schedule, based upon the developmental needs and learning styles of the children in your program.</li> </ul>
<b>G. Program Planning and Evaluation</b>	G.1: Articulates program mission, goals, objectives, and activities.	<ul style="list-style-type: none"> <li>• Why is it important to intentionally plan activities that align</li> </ul>	<ul style="list-style-type: none"> <li>• Write a competency statement of at least 500 words describing your program's mission statement and goals for children and youth.</li> </ul>



Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>G.2: Engages youth in all aspects of program planning and evaluation.</p> <p>G.3: Demonstrates knowledge of program's policies and procedures.</p> <p>G.4: Ensures appropriate room arrangement and design for effective use of space.</p> <p>G.5: Plans program within fiscal and administrative policies of the organization, including purchasing supplies and keeping accurate fiscal and attendance records.</p> <p>G.6: Plans program to meet all children's individual learning goals and needs, including children and youth with special needs.</p> <p>G.7: Utilizes experiential learning activities to expand and support the daytime school program and includes core competencies and the Maine K-12 Learning Results intentionally in program planning.</p>	<p>with your program's mission and goal?</p> <ul style="list-style-type: none"> <li>How do you use the policies and procedures in your handbooks (parent/family and staff, if applicable) to guide program planning and evaluation?</li> <li>What are your program's possible areas for improvement related to program planning and evaluation?</li> </ul>	<p>Explain how the activities you offer, your use of space, and your program support children's individual learning goals and needs, including children and youth with special needs.</p> <ul style="list-style-type: none"> <li>Include a copy of your program's Parent/Family Handbook and Staff Handbook (if applicable). Be sure to include the program's mission and goals.</li> <li>In a one-page document, explain how you keep accurate records of attendance, incident/accident reports, children's records, and costs of supplies.</li> <li>Develop an experiential learning activity that expands upon what a child/children are learning during the school day in one of the Key Learning Areas. Discuss how intentionality in program planning can expand children's learning. Use the handouts "Linking to Quality Standards and Learning Benchmarks" and "Sample Activity Plan Template" in Appendix F to help you.</li> </ul>
<b>H. Cross-Cultural Competence</b>	H.1: Recognizes and supports cultural differences and diverse family structures and socioeconomic or educational realities.	<ul style="list-style-type: none"> <li>Why is it important to be aware and respectful of diverse family structures,</li> </ul>	<ul style="list-style-type: none"> <li>Write a competency statement of at least 500 words describing ways that your program teaches tolerance and cultural</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>H.2: Uses inclusive language that is respectful of all family types.</p> <p>H.3: Provides opportunities for children, youth, and families to share cultural backgrounds through the use of materials that reflect the language, art, music, stories, and games from various cultural traditions.</p> <p>H.4: Demonstrates awareness of own cultural competence related to gender, race, ethnicity, religion, socioeconomic status, sexual orientation, and disability.</p> <p>H.5: Intervenes to explicitly address negative stereotyping and discriminatory statements or practices when they occur.</p>	<p>cultural traditions, race, ethnicity, religion, socioeconomic status, sexual orientation, abilities, and disabilities?</p> <ul style="list-style-type: none"> <li>Are your intake forms, policies, materials, environment, and training inclusive and culturally competent? How could you improve these items?</li> </ul>	<p>competence. Explain how your program recognizes and supports cultural differences and diverse family structures, socioeconomic statuses, and educational levels.</p> <ul style="list-style-type: none"> <li>Complete the "Youth Development Program Cultural Competence Continuum Quiz" (in Appendix F). In a paragraph or two, explain what you might do to become more culturally competent.</li> <li>What are some "labels" that you hear used by youth and staff (if applicable) in your program? How do you assist others in going beyond the label? Think of the curriculum you use or activities that happen in your program. Describe how you might adapt the activity/curriculum for a student with different physical, learning, or social needs 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.</li> </ul>
<b>I. Connecting with Families,</b>	I.1: Demonstrates ability to support relationships between youth, families,	<ul style="list-style-type: none"> <li>What strategies does your program use to inform families of your</li> </ul>	<ul style="list-style-type: none"> <li>Write a competency statement of at least 500 words describing how your program collaborates with school and community resources</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
<b>Schools, and Communities</b>	<p>schools, and communities by sharing information.</p> <p>I.2: Establishes relationships with appropriate school and community resources to support children and families.</p> <p>I.3: Recognizes and respects various family structures.</p> <p>I.4: Establishes a collaborative relationship and coordinates information sharing with families and schools to support youth learning.</p> <p>I.5: Utilizes a variety of communication strategies to inform families of the program's mission, goals, and activities.</p> <p>I.6: Demonstrates awareness of cultural and human diversity.</p> <p>I.7: Provides support to teachers and families with regard to the IEP process.</p>	<p>program's mission, goals, and activities?</p> <ul style="list-style-type: none"> <li>• What resources do you use to help your program be inclusive of all children and families, including children with special needs or health concerns?</li> <li>• What are some areas where you feel you could use additional support to collaborate with families, schools, and communities?</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Include one way that your program shares information with families, schools, and/or the community (e.g. a sample newsletter, parent board, etc.).</li> <li>• Identify one to three agencies and contact people that you could go to for additional support for your program or the families you serve.</li> </ul>
<b>J. Professionalism</b>	<p>J.1: Is a member of the Maine Roads to Quality Registry.</p> <p>J.2: Attends staff orientation and training and develops a personal professional development plan.</p> <p>J.3: Abides by NAA's Code of Ethical Conduct and uses the Code to guide practice.</p>	<ul style="list-style-type: none"> <li>• Why is it important to maintain positive working relationships with colleagues, professionals, and families?</li> <li>• How do you use the NAA Code of Ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Write a competency statement of at least 500 words describing how your program supports professionalism of staff, including staff orientation, training and educational opportunities, annual staff performance reviews, and yearly plans for professional development (as appropriate).</li> </ul>

Competency Area	Indicator of Best Practice	Prompts for Your Thinking	Evidence for Portfolio
	<p>J.4: Demonstrates knowledge of applicable regulations and laws pertaining to working with children and youth at the local, state, and national levels, including the Americans with Disabilities Act (ADA).</p> <p>J.5: Strives to maintain positive working relationships with colleagues, professionals, and families.</p> <p>J.6: Employs professional work habits, such as dependability, time management, and appropriate dress and appearance.</p> <p>J.7: Maintains confidentiality, impartiality, and appropriate interpersonal boundaries.</p> <p>J.8: Meets personal needs in order to maintain energy and enthusiasm for working with youth and to prevent "burnout."</p>	<p>Conduct to guide your practice?</p>	<ul style="list-style-type: none"> <li>• Include a copy of your Maine Roads to Quality Registry Professional Development Profile. (This is included in the Introduction Section of your Portfolio.)</li> <li>• Identify three methods you use to manage your stress level and keep a healthy attitude toward your work with children, youth, and families.</li> </ul>

Maine Youth Development Credential Portfolio Checklist	
Component	Date Completed
<b>Section 1: Introduction</b>	
Personal Philosophy Statement	
Résumé	
Professional Development Profile	
<b>Section 2: Competency Areas and Evidence</b>	
<b>A. Guidance Toward Healthy Relationships</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> Copy of your program's policy on guidance and behavior, including any changes you suggest</li> </ul>	
<b>B. Child and Adolescent Development</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> Description of how your program meets a specific child's learning style</li> <li><input type="checkbox"/> Sample lesson plan</li> <li><input type="checkbox"/> "Risk and Protective Factors" handout and description of how this information informs your programming</li> </ul>	
<b>C. Health, Wellness, and Safety</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> "Child and Youth Programs ~ Health and Safety Checklist," including identification of one area where your program can improve</li> <li><input type="checkbox"/> Copy of your current CPR/First Aid certification</li> <li><input type="checkbox"/> Example of a health, wellness, and/or safety activity you have implemented</li> <li><input type="checkbox"/> Copy of your program's illness and medication policies</li> </ul>	
<b>D. Observation and Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> Written 15-minute observation</li> <li><input type="checkbox"/> Copy of an observation form that may be used to conference with families</li> </ul>	
<b>E. Curriculum and Activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> <li><input type="checkbox"/> Activity plan, describing how it meet children's needs and interests</li> <li><input type="checkbox"/> First-person description of a difficult transition, with reflection on possible changes</li> </ul>	
<b>F. Learning Environment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency statement</li> </ul>	

<input type="checkbox"/> Photos/drawings of your current environment and description of changes you have made or would like to make <input type="checkbox"/> Copy of your <i>ideal</i> daily schedule	
<b>G. Program Planning and Evaluation</b> <input type="checkbox"/> Competency statement <input type="checkbox"/> Copy of your program's Parent/Family Handbook and Staff Handbook (if applicable), including the program's mission and goals <input type="checkbox"/> Description of how the program maintains accurate records of attendance, incident/accident reports, children's records, and the cost of supplies <input type="checkbox"/> "Linking Quality Standards and Learning Benchmarks" and "Sample Activity Plan Template"	
<b>H. Cross-Cultural Competence</b> <input type="checkbox"/> Competency statement <input type="checkbox"/> "Youth Development Program Cultural Competency Continuum Quiz" <input type="checkbox"/> Description of how you address situations of negative stereotyping, discriminatory statements, or exclusion	
<b>I. Connecting with Families, Schools, and Communities</b> <input type="checkbox"/> Competency statement <input type="checkbox"/> Explanation of one way your program shares information with families <input type="checkbox"/> List of one to three agencies or individuals that you can go to for additional support	
<b>J. Professionalism</b> <input type="checkbox"/> Competency statement <input type="checkbox"/> Description of three methods you use to manage your stress level and keep a healthy attitude toward your work with children, youth, and families	
<b>Notes/Questions/Reminders:</b>          	

## Section 6: Family Surveys

The Family Survey is a tool to help the Maine Youth Development Credential Review Team determine that the Applicant has a good understanding of working with school age children and youth and offers care and education that is responsive and appropriate for this age group.

Once the Applicant's Portfolio has been reviewed and determined to be complete, the Applicant will be sent the Family Survey Letter and the Family Survey to distribute in their program. Surveys should be distributed to **all families** with school age children in the Applicant's care. Families with more than one school age child can complete **one** survey. Families with shared custody arrangements should complete a survey for each household.

The criteria for successful completion of the Family Survey are:

- At least a 75% return rate
- At least an 80% positive response

Completed surveys should be returned to the Applicant in a sealed envelope; sealed envelopes should be given to the observer during the on-site observation (see Section 7).

## Section 7: On-Site Observation

Upon successful completion of the Portfolio, Applicants will schedule an on-site observation. Through the on-site observation, Applicants will show how they have integrated the knowledge gained through the Maine Youth Development Credential process into their daily practice. The on-site observation will assess the Applicants' practice in each of the ten Competency Areas:

1. Guidance toward healthy relationships
2. Child and adolescent development
3. Health, wellness, and safety
4. Observation and assessment
5. Curriculum and activities
6. Learning environment
7. Program planning and evaluation
8. Cross-cultural competence
9. Connecting with families, schools, and community
10. Professionalism

### Scheduling the On-Site Observation

MRTQ PDN assigns observers to conduct on-site observations. The assigned observer will contact the Applicant to arrange a mutually agreed upon date for the observation; the on-site observation must take place within three months of notification of successful Portfolio completion. After the observation, the assigned observer will meet with the Applicant to discuss the results of the observation.

*Please see Appendix D to review the entire Maine Youth Development Credential On-Site Observation Guide.*



## Appendix A: Glossary of Terms

*ADA* – Americans with Disabilities Act of 1990; a federal civil rights law designed to provide equal opportunity for qualified individuals with disabilities, including students

*Appeal Procedure* – The process by which an Applicant can respond to the decision of the Credential Review Team

*Applicant* – Any person in the process of meeting the requirements for any of the Maine Credentials

*Coaching* – A relationship-based process led by an expert with specialized and adult learning and skills, who often serves in a different professional role than the recipient(s); coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal setting for an individual or group (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

*Cohort* – Group whose members share a significant experience at a certain period of time or have one or more similar characteristics; in this case, a group of professionals working towards a Maine Credential with guidance from a facilitator

*Cohort Application* – Application to be a member of a MRTQ PDN Credential Cohort, not to be confused with the application for a Maine Credential

*Competency* – Measurable skills, knowledge, dispositions, and abilities that practitioners working with children and/or youth need to facilitate learning and development linked to relevant guidelines or standards

*Competency Area* – Label to organize the knowledge, skills, and dispositions (competencies) that collectively define an essential component of effective, high-quality professional practices

*Continuous Quality Improvement (CQI)* – A process in which programs use data to identify areas of needed improvement and achieve program goals, participant satisfaction, and positive outcomes

*Credential* – Documents certifying an individual has met a defined set of requirements established by the grantor of the credential; usually include knowledge and skills and may include demonstrations of competence through a portfolio

*Cultural Competency* – The ability to interact effectively with people of different cultures; ensures that the needs of all community members are addressed  
(<https://nccc.georgetown.edu/curricula/glossary.html>)

*Developmentally Appropriate Practice* – Learning environment and teaching strategies that are based on current theories and research about how young children learn and develop and promote the optimum growth and development of children

*DHHS OCFS* – Maine's Department of Health and Human Services, Office of Child and Family Services

*Evaluation Tools* – Include surveys, questionnaires, focus groups; program evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency

*Evidence-Based Practices* – Approaches and techniques supported by research findings and/or demonstrated to be effective through examination of and reflection on current and past practices

*Family Engagement Activities* – Meaningful activities and experiences that demonstrate reciprocal relationships between families and early childhood and/or out-of-school time program staff on behalf of children's learning and development; effective family engagement activities are fully inclusive of all family members and reinforce learning in multiple settings

*IDEA* – Individuals with Disabilities Education Act; an education act to provide federal financial assistance to State and local education agencies to guarantee special education and related services to eligible children with disabilities

*Indicator of Best Practice* – An identified marker or benchmark that outlines methods that are based on theories and current research for effective practices that support optimal learning and development of children and youth

*Mentoring* – A relationship-based process between colleagues of similar professional roles, with a more-experienced individual with adult learning knowledge and skill, the mentor, providing guidance and example to the less experienced protégé mentee; intended to increase an individual's personal or professional capacity, resulting in greater professional effectiveness (Technical Assistance Competencies for Maine's Early Childhood Workforce, 2017)

*MRTQ Core Knowledge Training* – Denotes a standardized set of curricula covering the following eight core knowledge areas:

1. Healthy, safe environments
2. Child development
3. Developmentally appropriate practice
4. Observation and assessment
5. Guidance
6. Relationships with families
7. Individual and cultural diversity
8. Business and professional development

Delivered by instructors with a Master's Degree in early childhood education (or a closely related field) who have taken additional training regarding teaching adult learners and offers a consistent body of knowledge regarding best practices in early childhood education and out-of-school time for both new and experienced practitioners

*MRTQ PDN* – Maine Roads to Quality Professional Development Network provides professional development services for early childhood and out-of-school time professionals throughout Maine

*MRTQ Registry* – The early childhood and out-of-school time professional recognition system for Maine; tracks work experience, training, and education

*NAEYC* – National Association for the Education of Young Children

*NAEYC Code of Ethics* – A professional Code of Ethics for Early Care and Education Professionals serving children birth to eight

*On-site Observer* – Trained early childhood and/or out-of-school time professional who visits an Applicant at their place of employment to assess mastery of Competencies written into the applicable Maine Credential.

*On-site Observation Tool* – Instrument designed to assess a professional's progress toward mastering the Competencies of the applicable Maine Credential

*Family Survey* – Tool to gather parent/family input about the Applicant's understanding and demonstration of the Competencies of the applicable Maine Credential

*Out-of-School Time Settings* – Any of an array of programs that provide children and youth with a range of supervised activities designed to encourage learning and development outside of the typical school day

*Person-First Language* – Typically used to depict a clear and positive image when discussing any/all people and represents more respectful and more accurate ways of communicating; people with disabilities are not their diagnoses or disabilities - they are people (e.g. a child with special needs is not a "special-needs child") (Aleman 1991; Snow 2001)

*Portfolio* – A collection of work assembled in an approved format to demonstrate and document knowledge and skills; it is a vehicle for tracking development, assessing changes in philosophy, and sharing beliefs with others in a clear way

*Professional Growth Activities* – The ten additional hours of professional growth activities, above and beyond the amount required by licensing based on the Staffing and Professional Development Standard at Steps 3 and 4 within *Quality for ME*

([https://www.maine.gov/dhhs/ocfs/ec/occhs/Professional\\_Growth\\_Activities.pdf](https://www.maine.gov/dhhs/ocfs/ec/occhs/Professional_Growth_Activities.pdf))

*Quality for ME* – Maine's four-step quality rating and improvement system, designed to increase awareness of the basic standards of early care and education, to recognize and support providers who are providing care exceeding those standards, and to educate the community of the benefits of higher quality care

*Reflective Practice* – The process of thoughtfully considering one's thoughts, feelings, actions, and experiences when applying knowledge to practice

*Stakeholder* – Includes funders, program staff, administrators, program participants, families or clients, community leaders, collaborating agencies, and others with a direct or even indirect interest in program effectiveness



# **GROWING IDEAS**

## **Confidentiality: Respecting the Privacy of All Families**

Care and education professionals routinely receive confidential information about children and families as part of their work. Maintaining confidentiality is important both legally and ethically.

### **What is confidentiality?**

Confidentiality involves the treatment of information that an individual has shared in a relationship of trust. Confidential information might include personal details about the lives of children and families, and/or details such as names, addresses, phone numbers, birth dates, health, Individual Education Plans (IEP) and employment information.



### **What does it mean to maintain confidentiality?**

- Conversations, written documents and information, including photos or media about a child or family should be kept private.
- No information about a child or family should be shared with anyone without the written consent of the child's family or legal guardian.

*Please note: exceptions include mandated reporting of child abuse required by law, and health conditions when the public health department must be notified.*

### **Why is maintaining confidentiality important?**

- Maintaining confidentiality demonstrates respect, which can support the development of a trusting relationship needed for successful family partnerships.
- Confidentiality is a legal protection and assurance of families' right to privacy.
- Practicing confidentiality assures the safety of children and families. It creates and maintains a reputation of high quality standards for the professional and the child care program.

## How can care and education professionals honor their legal and ethical obligation to maintain family privacy?

- Know laws, regulations and guidelines on handling personal information.
- Do not give or receive records or other information about children or families without written permission from the parents or legal guardian.
- Understand that parental permission is voluntary and can be withdrawn at any time.
- Develop an internal program policy that guides information sharing among program staff, and with outside agencies and consultants.

Discuss confidential information in private locations, not in open or shared spaces (hallways, staff rooms, parking lots) where conversations can be overheard.

- Program policies describe how child records are secured, such as in a locked cabinet, who can access them and under what circumstances they can be shared.

## Share policies regarding confidentiality practices.

- Review and distribute policies related to confidentiality during orientation for families and staff. Review with staff yearly, at least.
- If questions about family privacy arise, identify who in the program staff families should consult.

## What procedures should be in place?

- Develop a parental consent for release form that gives the provider permission to share specific information about a child, such as an IEP, medical records, and/or observations.
- Informed consent means that when parents/guardians give consent to share information about their child, they understand why they are being asked to release these details, and the conditions that apply. Discuss parental consent for release forms carefully with parents/guardians.

*Disclaimer: This information is for broad educational purposes only. It is not and does not take the place of legal advice for any specific situation nor is it offered as such.*

## Where to learn more:

See "[Confidentiality: Respecting the Privacy of All Families — Learning Links](http://ccids.umaine.edu/resources/ec-growingideas/confidentill/)" online at <http://ccids.umaine.edu/resources/ec-growingideas/confidentill/>

*The University of Maine Center for Community Inclusion and Disability Studies gratefully acknowledges Helen M. Bailey, Esq., General Counsel, and Kristin Aiello, Esq., Staff Attorney, from the Disability Rights Center, Maine's federally-mandated protection and advocacy agency for individuals with developmental disabilities, for their technical assistance during the development of this tipsheet.*



*This update and expansion of the Growing Ideas Resources for Guiding Early Childhood Practices was completed by the University of Maine Center for Community Inclusion and Disability Studies with funding from the Maine Department of Health and Human Services' Office of Child and Family Services, Early Childhood Division. © 2011*

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Updated: 02/27/14

## Appendix C: Maine Youth Development Credential Application

### Section 1: Contact Information

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_

Home Email: \_\_\_\_\_

### Section 2: Application Requirements

Please initial:

\_\_\_\_\_ I am a member of the Maine Roads to Quality Registry.

\_\_\_\_\_ I have met the educational requirement of having at least a high school diploma/GED/HiSet.

\_\_\_\_\_ I have completed all of the following trainings:

- ☐ *Creating Inclusive Youth Development Settings* (30 hours)
- ☐ *Foundations of 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)
- ☐ *Your Professional Development Portfolio* (9 hours)

\_\_\_\_\_ I have completed at least 360 hours of work or volunteer experience with young children and/or youth within the past five years.

\_\_\_\_\_ I have completed a Portfolio that confirms that I have met the educational requirements and demonstrates competency in each of the Competency Areas. **A link to my electronic Portfolio has been emailed to [mrtq.credentials@maine.edu](mailto:mrtq.credentials@maine.edu).**

\_\_\_\_\_ I am enclosing a check for \$25 made out to the University of Southern Maine.

#### ***Application and check should be mailed to:***

Maine Roads to Quality Professional Development Network  
University of Southern Maine  
PO Box 9300  
Portland, ME 04104-9300

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date







## Appendix D: Maine Youth Development Credential On-Site Observation Tool

Applicant's Name: \_\_\_\_\_ Program Name: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Time (start/end): \_\_\_\_\_

Setting: ☐ Child Care Center ☐ Family Child Care ☐ Recreation Program ☐ Licensed Exempt ☐ Other: \_\_\_\_\_

Number of children present: \_\_\_\_\_ Age range of children: \_\_\_\_\_

If a multi-age program, please indicate the number of children not considered school age/youth: \_\_\_\_\_

Is the Applicant multi-lingual? ☐ Yes ☐ No If yes, which languages are spoken in the program? \_\_\_\_\_

The ratings are defined as follows:

- Now – the Applicant is currently engaged in this practice and is confident in his or her knowledge and skill
- Not Yet – the Applicant is working toward making change in his or her practice
- Need Support – the Applicant is aware that change in practice is needed and identifies that additional support is necessary to implement the change

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Guidance Toward Healthy Relationships				
Models and encourages interactions that are respectful of others.				Observe the Applicant's interactions with children, families, and co-workers.
Communicates limits for acceptable behavior and addresses inappropriate behaviors.				Observe the Applicant communicating with children and note any responses to inappropriate behavior. If inappropriate behaviors are not observed, ask the Applicant in the follow-up interview to give an example of how he/she would address inappropriate behavior.
Engages children and youth in meaningful decision-making and leadership activities.				Observe and note the types of decisions made and how children and youth are (or are not) engaged. If decision-making or leadership activities are not observed, ask the Applicant to provide an example of how decision-making typically happens in the program.

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Health, Wellness, and Safety				
Understands and abides by licensing regulations regarding health and safety.				Complete a visual scan of the environment for evidence or ask the Applicant if this item is not obvious.
Keeps first aid kit accessible and well-stocked (including gloves).				If not observable during a visual scan, ask a follow-up question about the accessibility of the first aid kit and view its contents (if possible).
Has emergency procedures/numbers posted and accessible.				Complete a visual scan for this information. Ask the Applicant for evidence for anything not visible.
Has emergency preparedness plan posted.				Complete a visual scan for this information. Ask the Applicant for evidence for anything not visible.
Ensure that emergency exits and equipment are accessible and well-marked.				Complete a visual scan for this information. Ask the Applicant for evidence for anything not visible.
Completes basic daily health and safety check of environment for potential hazards.				Ask for a copy of the checklist. Observe or interview the Applicant regarding the procedures for the daily check (e.g. "When do you complete

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
				<i>the daily check?" "How do you fit it into the day?" "What do you do when you find a hazard?"</i>
Practices and promotes appropriate hygienic techniques, including handwashing, sanitizing, and cleanliness of environment.				<i>All adults and children follow hand washing procedures. There is a procedure for sanitizing tables and other materials.</i>
Provides designated area to care for sick children.				<i>Observe or interview the Applicant for information about the procedures for caring for a sick child.</i>
Understands common health and wellness issues of youth in relation to nutrition and physical fitness.				<i>Observe procedures and activities related to health, wellness, nutrition, and physical activity. Interview Applicant about how these topics are addressed in the program.</i>
Provides comfortable space for children and youth with adequate heat, ventilation, light, and noise level.				<i>Spend a few minutes in the different areas of the program to check for heat, ventilation, light, and noise levels.</i>

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Curriculum and Activities/Observation and Assessment				
Plans curriculum based upon the various interests and learning styles of children and youth in the program.				Ask to review the daily or weekly curriculum plan and ask the Applicant how he/she individualizes for various children (e.g. "How does this activity work for a multiage group?" "How do you learn about the interests of individual children?")
Provides children and youth with independent access to learning materials.				Observe the children to see how they are accessing and using materials.
Provides smooth transitions between activities with limited wait time for children and youth.				Observe transitions and note wait times for children.

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Learning Environment				
Greets children and welcomes them to the program upon arrival.				Observe children arriving at the program.
Organizes indoor and outdoor environments to meet the wide variety of interests, learning styles, and abilities of children and youth.				Children should be engaged with appropriate activities and/or materials most of the time. Note any children who are not engaged; interview the Applicant about how he/she chose to arrange the environment.
Defines spaces for a variety of activities to take place.				Look for defined spaces for activities such as: homework, messy activities (e.g. art, science, or baking), loud activities (e.g. board games), quiet activities (e.g. reading), and gross motor play.
Selects developmentally appropriate equipment and materials for all children and youth.				Look for a variety of equipment that is appropriate for the ages and developmental levels of the children present at the program.

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Implements a schedule to meet children's individual needs.				<i>Ask to see the daily schedule. Ask or interview the Applicant about how the schedule is adapted to meet the needs of individual children.</i>
<b>Program Planning and Evaluation</b>				
Engages youth in program planning and evaluation.				<i>Do youth appear to be engaged in the programming? Note opportunities for youth to provide feedback.</i>
Plans program offerings to meet all children's individual learning goals and needs, including children with special needs.				<i>Make note of the program offerings – are all children engaged? Are children of different ages and abilities engaged in varied activities?</i>

Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Utilizes experiential learning activities to expand upon and support daytime learning, including using core competencies and Maine K-12 Learning Results intentionally in program planning.				<i>Does the curriculum plan indicate the Learning Results covered in the activities? Do the activities reference daytime learning?</i>
<b>Connecting with Families, Schools, and Community</b>				
Demonstrates a collaborative relationship and coordinates information-sharing with families and schools to support youth learning.				<i>Look for information sharing opportunities within in the program (e.g. bulletin boards, newsletters, etc.).</i>
Demonstrates relationships with school and community resources to support children and families.				<i>How are relationships shown within the program? Note references to the community and the school(s).</i>



Indicator	Ratings			Evidence/Notes
	Now	Not Yet	Needs Support	
Shows respect for all families.				<i>Observe family arrivals/departures. Make note of times where families are discussed during the observation.</i>

**Child and Adolescent Development, Cross-Cultural Competence, and Professionalism Competencies are demonstrated in the Applicant's Portfolio.**



## Appendix E: Family Survey



Dear Family,

The child care professional indicated on the enclosed Family Survey is working toward his or her Maine Youth Development Credential. The training requirements for this Credential will help to ensure that he/she has a good understanding of child and youth development and can offer care and education that is responsive and appropriate for this age group. It is our goal that all children and youth in Maine receive high quality care.

The attached survey will help to inform us about how you, as the family of child or youth in the Applicant's care, feel about how he or she works with your child. Family feedback is an important part of this Credential, so we would love to hear from you.

**Please put this survey in a sealed envelope and return it to the designated location provided by the Applicant.** If you have questions about this survey, feel free to contact me at (207) 626-5031 or [jennifer.conley@maine.edu](mailto:jennifer.conley@maine.edu).

Sincerely,

*Jennifer Conley, M.S.Ed.*

Training and Curriculum Coordinator, Maine Roads to Quality Professional Development Network





## Maine Youth Development Credential Family Survey

Applicant's Name: \_\_\_\_\_

Date this survey was completed: \_\_\_\_\_

How long has your child been in the care of the Applicant? \_\_\_\_\_

**Directions:** Please circle Yes or No to respond to the following questions; if the statement does not apply to your family, please circle "NA" for "not applicable" or "unknown."

### Health, Safety, and Nutrition

The Applicant...

- |   |     |    |    |
|---|-----|----|----|
| 1. Informs me of any accidents and/or first aid provided to my child.   | Yes | No | NA |
| 2. Ensures that indoor and outdoor play areas are free of hazards; children are allowed to move around safely.              | Yes | No | NA |
| 3. Models appropriate health and nutrition while working with my child.   | Yes | No | NA |
| 4. Contributes to my child's understanding of common health and wellness issues related to nutrition and physical activity. | Yes | No | NA |
| 5. Uses preventative measures for avoiding dangerous situations through appropriate supervision.                            | Yes | No | NA |
| 6. Is aware of where my child is at all times and knows who is allowed to pick up my child.                                 | Yes | No | NA |
| 7. Ensures that both my child and I have an understanding of the program's emergency preparedness plan.                     | Yes | No | NA |

Comments (If you indicated "NA" for any questions above, please comment on why in this space.)

### **Child and Adolescent Development / Observation and Assessment**

The Applicant...

- |  |     |    |    |
|--|-----|----|----|
| 8. Talks to me about my child's development.   | Yes | No | NA |
| 9. Plans and conducts activities during my child's day that are of interest to him/her.                                    | Yes | No | NA |
| 10. Allows my child to explore activities and materials based upon his/her interests and abilities.                        | Yes | No | NA |
| 11. Shares his/her observations of my child through daily communication and/or parent-teacher conferences.                 | Yes | No | NA |
| 12. Provides positive encouragement to my child.   | Yes | No | NA |
| 13. Encourages my child to get along with others.  | Yes | No | NA |
| 14. Assists my child in learning appropriate problem-solving skills and navigating social interactions in a group setting. | Yes | No | NA |

Comments (If you indicated "NA" for any questions above, please comment on why in this space.)

### **Curriculum and Activities/Learning Environment**

The Applicant...

- |  |     |    |    |
|--|-----|----|----|
| 15. Offers a variety of activities that meet my child's learning styles and interests. | Yes | No | NA |
| 16. Provides opportunities for outdoor activity daily, weather permitting.             | Yes | No | NA |

Comments (If you indicated "NA" for any questions above, please comment on why in this space.)

### **Connecting with Families, Schools, and Community/Cross-Cultural Competence**

The Applicant:

- |  |     |    |    |
|--|-----|----|----|
| 17. Allows me to have a say about how my child spends time in the program. | Yes | No | NA |
|--|-----|----|----|

- |   |     |    |    |
|---|-----|----|----|
| 18. Makes me feel welcome at the program.   | Yes | No | NA |
| 19. Informs me of important program and schedule changes.   | Yes | No | NA |
| 20. Involves families in the program (e.g. families serving on advisory boards or committees, attending family meetings, helping evaluate the program). | Yes | No | NA |

Comments (If you indicated "NA" for any questions above, please comment on why in this space.)

### **Professionalism**

The Applicant...

- |  |     |    |    |
|--|-----|----|----|
| 21. Maintains confidentiality in all matters concerning my child and family. | Yes | No | NA |
| 22. Is available to discuss my concerns and conference with me upon request. | Yes | No | NA |
| 23. Interacts with my family in a professional manner.                       | Yes | No | NA |

Comments (If you indicated "NA" for any questions above, please comment on why in this space.)

**Thank you for completing this survey!**

**If you have any concerns about the care that your child is receiving, please contact Child Care Licensing at (207) 287-9300.**





## Appendix F: Forms and Resources

### RISK AND PROTECTIVE FACTORS

*Think about a youth that you know. Please circle any risk factors that they have.*

FACTORS	RISK FACTORS	PROTECTIVE FACTORS
Individual/Constitutional	Neuro-developmental delay Difficult temperament	Higher cognitive functioning Easy temperament Psychophysiological health (e.g. self-confidence)
Family	Poverty Substance abuse Abusive parenting	Nurturing and supportive Family literacy Organized and predictable
Neighborhood	Community violence High levels of mobility	Safe and stable Accessible services
School and Peers	Poor quality school Negative encounters with teachers and/or peers	Good quality school Positive relationships with teachers and peers

From Hawkins, D.J. and Catalano, R.F. *Communities that Care*. 1989.

Why are we concerned about risk factors?

- Those with one risk factor do okay in adult life.
- Those with two risk factors are six times more likely to develop problems.
- Those with three or four risk factors are ten times more likely to develop problems.

#### WHAT IS RESILIENCY?

*"Adaptation in the face of adversity."*

A 30-year-old body of knowledge about how to build protective factors that will help children and youth be able to adapt to risks and make good decisions.



## CHILD AND YOUTH PROGRAMS ~ HEALTH AND SAFETY CHECKLIST

Program Name: \_\_\_\_\_

Date: \_\_\_\_\_ Observer: \_\_\_\_\_

**GOAL OF USE:** *All Maine children and youth have a right to a safe and healthy environment in which to engage in activities with their peers.*

Indicate how your program meets each statement. If the statement does not apply to your program, mark "NA."

<b>WATER SUPPLY AND HANDWASHING</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
1. Building has water supply and sewage disposal that is tested and approved by the Maine Department of Health and Human Services, Division of Health Engineering.				
2. Drinking water used by children is from a public water supply or a drinking water source approved by the Division of Health Engineering.				
3. Washing and toilet facilities have both hot (not to exceed 120° F) and cold running water, soap, and disposable paper towels available.				
4. All staff and children wash their hands properly after each trip to the bathroom and before food preparation/eating.				
5. Proper handwashing procedures are posted at all handwashing sinks, including food preparation and art sinks.				
6. There are separate sinks for handwashing after toileting and for food preparation.				
7. A waterless hand sanitizer is available when hot running water and soap are not available (e.g. field trips).				
<b>FOOD PREPARATION</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
8. Food preparation areas are separate from eating and play areas and are washed before and after each use. Food preparation areas are not used for other activities while food is being prepared or served.				
9. Information regarding children's food allergies is available to food preparation staff and food is prepared accordingly.				

<b>FOOD PREPARATION</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
10. Refrigerator temperature does not exceed 41° F. Freezer temperature does not exceed 0° F. There are thermometers in both the refrigerator and freezer.				
11. Food brought in by children or prepared by the facility is properly stored in refrigerators or on shelves. Box/bag lunches or other food supplied from outside the facility shall be kept refrigerated, if required.				
12. All milk products are pasteurized. All fruits and vegetables are washed thoroughly before consumption.				
13. Paper products are single-use and are disposed of immediately after use.				
14. Dishes are washed in an automatic dishwasher or in warm, soapy water and are rinsed in hot water.				
15. Surfaces coming into contact with food or drink are easily cleanable, in good repair, and are not made of toxic material.				
16. Children are permitted in meal preparation areas only when directly supervised by a staff person and there is no danger of injury from equipment.				
17. Staff who are ill do not work in the food preparation areas. Staff with open sores do not handle or prepare food.				
18. All food is stored, prepared, and served in a sanitary manner.				
19. All cooked foods are cooked to proper temperatures. All reheated foods are cooked to at least 165° F.				
20. When food is transported, sanitary containers are used to keep hot food at or above at least 140° F and cold food at or below 40° F.				
<b>BUILDING AND GROUNDS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
21. The building and grounds are maintained, repaired, and free of dangers to children.				
22. The building is free from insects, rodents, or other vermin.				
<b>BUILDING AND GROUNDS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
23. When animals and pets are in the facility, supervision ensures that neither the animals nor the children are harmed. There is proof of applicable vaccinations,				

including rabies. Animals are not allowed in the food preparation or food storage areas. All indoor and outdoor areas accessible by children is free of animal waste.				
24. The facility temperature is at least 68° F all year. Parents/guardians are notified if the temperature must be maintained below 68° F.				
25. Doors and windows used for ventilation are equipped with securely fastened screens.				
26. Every room, hallway, and stairway used by children is well lit and ventilated.				
27. All stairs used by children are equipped with a properly secured handrail.				
28. Natural light is available in any room where a child is present for more than four hours per day.				
29. Smoking is prohibited on the premises when children are present. This includes all indoor and outdoor areas where children may be present.				
30. Weapons, firearms, and ammunition are prohibited in the program area. If sporting equipment, firearms, and ammunition are used for specific instruction and/or practice that is supervised by a trained adult, parents/guardians are notified and such items are securely locked when not in use.				
31. A hard-wired or fully charged phone is in working condition and accessible at all times. Emergency numbers and information, including the address of the facility, are posted next to each phone.				
32. Cleaning supplies, toxic substances, matches, lighters, power tools, and items dangerous to children are stored away from food storage and in such a way as to be inaccessible to children, even in rooms that are not used by children.				
33. Gasoline and other explosives are plainly marked and are in locked facilities not occupied by children or staff and located a safe distance from other buildings.				
34. Lead paint is not used on toys, furniture, or any other interior surface.				
35. Swimming and wading pools are used according to the regulations set forth through Maine child care licensing.				
<b>BUILDING AND GROUNDS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>

36. Garbage and refuse is collected as often as necessary and is done in a sanitary manner. Bags are kept in leak-proof, non-absorbent, and rust- and corrosion-resistant containers with tight-fitting lids.				
37. The facility has written procedures for routine cleanings of refrigerators, bathrooms, kitchen facilities, and play areas.				
38. The facility has written procedures for proper storage and refrigeration of food – provided by the facility or brought in.				
<b>EMERGENCY PROCEDURES</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
39. Emergency evacuation routes are posted in each room accessible by a child or staff member.				
40. Evacuation drills are conducted routinely during the program. Ideally, evacuation drills are conducted monthly while children are at the facility.				
41. All emergency evacuation routes are free of obstruction and are in working order to allow access out of the building.				
42. A procedure is in place for notification of parent/guardian (and/or secondary parent/guardian) if a child sustains a sudden illness, accident, or injury. Emergency transportation is available at all times.				
43. Working smoke detectors are located in every room or as otherwise required by the Maine Fire Marshal. Carbon monoxide detectors are all installed as required by the Maine Fire Marshal.				
44. The facility documents all accidents, injuries, or emergencies. A copy of the report is given to the parent(s)/guardian(s) of all children involved.				
45. There is a fire extinguisher or sprinkler system accessible in every room.				
46. The facility has at least one fully equipped, readily available first aid kit and manual and at least one separate first aid kit and manual available for field trips (if applicable).				
47. Heating units are safeguarded to prevent injuries and burns. Portable heaters are prohibited, except those approved by the Maine Fire Marshal.				
<b>EMERGENCY PROCEDURES</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
48. Children or staff who are ill or severely injured are temporarily isolated from the rest of the group while waiting to be transported/picked up. Screens that				

provide a visual barrier are acceptable; kitchen facilities or bathrooms are not acceptable.				
<b>INDOOR AND OUTDOOR PLAY AREAS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
49. Activities are developmentally appropriate for the age(s) of the children attending the program.				
50. Use of television, video viewing/games, and/or computers are limited to one hour per day, with the exception of age-appropriate educational or instructional uses.				
51. Play and/or instruction areas are large enough for the number of children present at one time. If the areas are not large enough, the group is split in order for each child to play and/or practice without threat of harm from another child or fixtures within the space.				
52. The premises, toys, and equipment are kept clean and in proper working order to ensure health and safety. Water tables are cleaned daily when used.				
53. Helmets are worn by children when riding or using equipment such as pedal bikes, skateboards, scooters, rollerblades, etc.				
54. Indoor and outdoor areas are free from hazards and are inspected by staff daily, prior to children having access to the areas.				
55. Outdoor space is protected by fencing (or other natural barriers) from hazardous conditions and has at least one exit, other than through the building.				
56. Outdoor play equipment is constructed and anchored properly. All play areas have proper drainage.				
57. All play areas have energy-absorbing materials, such as mulch, sand, or padding under "fall areas" (e.g. swings, climbing structures, etc.).				
<b>TRANSPORTATION AND VEHICLES</b> (skip to Question 61 if transportation is not provided)	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
58. All vehicles transporting children under supervision of the facility or program have current registration, insurance, inspection, and working seat belts.				
<b>TRANSPORTATION AND VEHICLES</b> (skip to Question 61 if transportation is not provided)	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
59. There is one adult per vehicle for up to thirteen children per vehicle.				

60. For young children (up to age 8 or between 40 and 80 pounds), a booster seat is used in the proper position and according to the user manuals for both the vehicle and booster seat.				
<b>ADMINISTRATION AND RECORDS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
61. The facility keeps a written record of each child's personal and emergency information, including, but not limited to, the following: parent/guardian contact information, alternate parent/guardian contact information, allergy information, list of current medications for the child, and written authorization to obtain emergency medical care.				
62. If a child requires medication while at the facility, a signed request by the parent/guardian is provided with the original container. All medication, prescription or over the counter, is only given according to the instructions on the container and is not past the expiration date. All medication are kept in a location inaccessible to children (preferably in a locked cabinet).				
63. The facility does not administer non-prescription medication (e.g. Tylenol) without written permission from a parent/guardian. The written permission is signed, dated, and names the child, medication, and dosage instructions.				
64. The facility records all medication – prescription or over the counter – given to any child, including the amount, time, date, and signature of the administrator of the medication.				
65. It is recommended that the facility keep a copy of criminal history reports, out-of-home abuse investigation reports, and child protective services reports of each temporary or regular staff member, director, or volunteer. The records are held in strict confidence and are securely stored.				
<b>STAFF AND VOLUNTEERS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
66. A personnel record is kept for every temporary or regular staff member, director, owner, administrator, or volunteer. (This includes family members who volunteer on a regular basis.)				
<b>STAFF AND VOLUNTEERS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
67. Information included in personnel records includes, but is not limited to: emergency contact information, background check reports, certificate of				



immunization (or proof of immunity), mailing address, phone number, date of birth, training and education, work experience, and social security number.				
68. Annual motor vehicle checks are performed for all staff or volunteers who transport children.				
69. There is at least one person with a current certification in Adult and Child CPR/First Aid in the facility at all times.				
70. Administrative and front line staff perform their assigned tasks and meet all requirements for qualifications of those tasks. All instructors in charge of supervised activities possess competence and skills specific to the activity.				
71. Staff hiring, training, and supervision procedures promote the employment of emotionally well-adjusted, mature, and responsible adults. The facility owner or director considers the following when hiring or continuing employment for all individuals working with children: convictions for sexual or violent crimes, any crimes involving children or activities which could have resulted in convictions for such crimes if prosecuted, admission to a substance abuse treatment facility, or conviction for OUI or any other activity involving substance use/abuse, any serious physical or mental health problems that have required admission to a hospital or other inpatient facility that would impair the proper supervision and guidance of children or the ability to perform tasks, investigations from Child Protective Services (CPS) or the Institutional Abuse Unit (IAU) or other allegations of child abuse or neglect, any prior conditional licenses, license suspensions/fines/revocation regarding a child or adult care license or approval issued to the applicant, the removal of children from their custody by court order, and any other information regarding the mistreatment of children, adults, or animals.				
72. The staff supervising children – both indoors and outdoors – are aware of and responsible for the ongoing activity of each child and are close enough to intervene when needed. For swimming activities, children must be within sight and sound of staff.				
73. Minimum age of staff who are directly responsible for supervision of children and youth are 17 years or older. Staff who are 17 years of age are under the direct supervision of a senior staff member or director.				
<b>STAFF AND VOLUNTEERS</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>

74. Staff and volunteers who are under the age of 18 are at least two years older than the group with which they are working.				
75. There are no more than thirteen children and youth per staff member (over the age of 18).				
76. Staff use positive methods of child guidance that encourage self-control, self-direction, self-esteem, and cooperation. Child guidance meets the needs of the individual child. The facility has guidelines for constructive methods of guidance. This includes, but is not limited to, the following: conflict resolution, encouraging the use of language skills, redirecting, providing choices, using praise or positive reinforcement, recognizing a child's strength, and allowing for individual differences.				
77. The use of corporal punishment is strictly prohibited. "Corporal punishment" means actions against a child. Food, rest, or bathroom breaks are not withheld as a form of punishment or any other means of control.				
78. Staff observe children daily at the time of arrival and throughout the day for signs of illness, such as fever, diarrhea, vomiting, or skin rashes.				
79. The facility ensures that all personnel are aware of their responsibility to report any suspected abuse or neglect of a child under the age of 18. The facility has adopted a written policy for handling suspected instances of child abuse or neglect in accordance with Maine law. The facility cooperates in the investigation of allegation of abuse or neglect.				
80. The facility does not permit any adults presenting with a communicable illness that would threaten the health and safety of the children to serve in the program, unless standard precautions reduce or eliminate exposure or risk to the children.				
<b>CHILDREN</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
81. Children's records include records of past medical treatment, date of last tetanus shot, a list of all known allergies, and a description of any current health conditions requiring medication, treatment, or special restrictions in case of emergency.				
<b>CHILDREN</b>	<b>Meets</b>	<b>Somewhat Meets</b>	<b>Does Not Meet</b>	<b>NA</b>
82. Children in attendance for less than four hours are allowed an opportunity for rest of at least ten minutes.				

83. Children in attendance for more than four hours have an opportunity for rest for one hour or longer according to the age and needs of the child.				
84. Children have the rights to the following: freedom from abuse and neglect, confidentiality, freedom from harmful actions or practices, freedom from discrimination, consideration and respect, a variety of appropriate activities, materials, and equipment, mandatory report of rights violations, and reasonable modifications and accommodations.				



## YOUTH DEVELOPMENT PROGRAM CULTURAL COMPETENCE CONTINUUM QUIZ

**Circle your response.**

**1 = never      2 = almost never      3 = sometimes      4 = almost always      5 = always**

- A. Programs are readily accessible by youth who are culturally different than the mainstream in my area/community.

5                      4                      3                      2                      1

- B. People of different cultures have reported that they are accepted in my program.

5                      4                      3                      2                      1

- C. People of different cultures actively seek out participation in my programs/workshops/activities.

5                      4                      3                      2                      1

- D. People of different cultures actually attend my programs/workshops/activities.

5                      4                      3                      2                      1

- E. People of different cultures are invited to serve on my advisory boards/committees.

5                      4                      3                      2                      1

- F. At year-end, when all the "numbers" are tallied, the overall program reflects the cultural make-up of my area.

5                      4                      3                      2                      1

- G. People of different cultures actually serve in recognized leadership roles in my program.

5                      4                      3                      2                      1

- H. During program planning, consideration is given to planning for the various cultures in my community/area.

**When you have completed the quiz, tally your total score: \_\_\_\_\_**



## LINKING TO QUALITY STANDARDS AND LEARNING BENCHMARKS

<b>Activity Title</b>							
<b>Description</b>							
<b>Core Content Area</b> (check all that apply)	Math	Literacy	Science	Arts	Fitness/ Nutrition	Social Compe- tence	Other
<b>Skills for the New Economy</b> (check all that apply)	Numeracy	Communication	Problem Solving	Technology	Work w/Others		
<b>Quality Standards</b>	COA		SACERS		Other		
	Standard		Grade/Age		Description		
<b>Benchmark or Learning Standard</b>							
<b>Benchmark or Learning Standard</b>							
<b>Benchmark or Learning Standard</b>							





## SAMPLE ACTIVITY PLAN TEMPLATE

Title: \_\_\_\_\_

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Objectives: \_\_\_\_\_

\_\_\_\_\_

Intended Outcomes: \_\_\_\_\_

\_\_\_\_\_

Special Materials and Tools: \_\_\_\_\_

\_\_\_\_\_

Space Requirements: \_\_\_\_\_

\_\_\_\_\_

Age/Group Size: \_\_\_\_\_

The Activity: \_\_\_\_\_

\_\_\_\_\_

Incorporating Technology: \_\_\_\_\_

\_\_\_\_\_

Extensions and Continuation: \_\_\_\_\_

\_\_\_\_\_

Conclusions/Reflections: \_\_\_\_\_

\_\_\_\_\_

Documentation: \_\_\_\_\_

\_\_\_\_\_