

Advisor Training

Youth Development
Credential
Assessment System &
Competency Standards

MOSAC²

Missouri School Age Community Coalition
c/o Vicki Stein
Francis Institute
Kansas City MO 64111

10/8/2010

Advisor Training Objectives

- During this training you will learn:
 - The history of the Youth Development Credential (YDC)
 - The current national school age credential status
 - The relationship between the Air Force and the MOSAC² YDC
 - What is required to become a YDC Advisor

Advisor Training Objectives

- Who can apply for the YDC
- How to advise YDC Candidates as they prepare for Assessment. This includes:
 - The 6 Competency Goals and 13 Functional Areas
 - Writing Competency Goal Statements
 - Writing Autobiographies
 - Collecting Parent Questionnaires
 - Completing Resource Files

Advisor Training Objectives

- How to complete an Observation
- How to apply to become a YDC Advisor
- Other resources available to you
- The process for Distance Assessment
- The Advisor's role in Distance Assessment

Questions?

- Any questions, concerns, suggestions about this training or Advisor responsibilities?
- Contact Vicki Stein at 816.604.4177 or Vicki.Stein@mckkc.edu

Youth Development Credential (YDC)

- Shirley Flath, working on behalf of the Missouri School Age Community Coalition (MOSAC²) Afterschool Resource Center, contacted The Council for Professional Recognition in 2003 asking if they planned to offer a “school age” Child Development Associate (CDA) credential.

YDC History

- They were not, but encouraged the organization to develop one and sent copies of disks and printed materials from the CDA.
- A committee, representing a variety of programs serving children kindergarten-12th grade, spent approximately 18 months developing the YDC materials and process.
- The CDA model was followed as closely as possible.

YDC History

- A successful pilot project for the new YDC was conducted in the spring of 2005 through St. Louis Community College at Florissant Valley and Metropolitan Community College – Penn Valley in Kansas City.
- The YDC was then formally introduced and the first Advisor Training offered at the 2005 MOSAC² Professional Development Institute.

YDC History

- Shortly after the YDC was introduced, the CDA was revised.
- The YDC committee made the decision to delay any revision to follow the new CDA model until the YDC had been in use for a period of time to determine if other changes might be necessary.

YDC History

- At that time, 12-15 states/organizations had or were developing credentials for school age workers.
- These credentials have similarities, but are based on a variety of requirements. Most do not follow the CDA model.

National Perspective on Credentials

- A meeting of key stakeholders including states with credentials, NAA and DoD was held during the 2008 National Afterschool Association (NAA) conference in Ft. Lauderdale to discuss:
 - Do we want a national credential?
 - If not, what should/must be in place for a credential to be recognized by other states/organizations?

National Perspective

- At that time, all agreed a national credential was not a priority. Too many groups already have credentials in place.
- However, it was felt there needed to be some kind of recognition of credentials.
- It was discovered that while the credentials are all different, there is some commonality.

National Perspective

- NAA used email and conference calls to establish the basic requirements for a credential to be “licensed” by some national group that will be accepted across the Afterschool field.
- “Next Steps” meetings were held during the following NAA Conventions.

YDC and the Air Force

- MOSAC² was contacted by the Air Force in 2007 for information about the YDC.
- After investigation, the Air Force announced they would conduct a pilot for a small group of their school age program workers, using the YDC.
- The YDC was selected because it follows the CDA model which is familiar to their child care workers.

YDC Project

- A group of approximately 70 individuals participate in the Air Force project.
- Distance assessment is utilized
- Each Candidate needs an Advisor to assist them as they work toward the YDC and distance assessment.
- This training was developed to help prepare Advisors for the Air Force and others.

YDC Project

- The Advisor should remember the YDC is about the individual worker, not the program.
- While the Candidate maybe currently working in an specific program, the documentation assembled in the Resource File will encompass a variety of artifacts that can be used in various settings.

YDC Project

- There are some requirements that may not seem relevant for an individual working in an Air Force program. However, the YDC is preparing an individual to work in any child/youth serving program.
 - For instance, item #4 in the Resource File asks for the state agency that reimburses for meals. Candidates should use either their local or home state.

YDC Advisors

- The following slides will inform you about:
 - Eligibility to become an Advisor
 - Role of the Advisor
 - Writing your autobiography
 - Applying to be a YDC Advisor.

Advisor Eligibility Requirements

- Personal Characteristics:
 1. Ability to work with individuals representative of diverse groups which may be different than the Advisor's racial, ethnic, social and/or economic background.
 2. Be knowledgeable about Best Practices and Quality Standards.
 3. Be knowledgeable about local zoning and state licensing requirements and/or military regulations.

Advisor Eligibility Requirements

- Educational Background and Experience

1. B.A., B.S. or advanced degree in elementary education, recreation, social work, youth development from an accredited college or university.

OR

2. A.A. or A.A.S. in School-age Care, Recreation, Child/Youth Development, or Education. Plus, 1-year experience working in an afterschool program.

Conflict of Interest

To promote objectivity and credibility, an individual completing the Observation Instrument:

1. Must not be the Director of the program at which the Candidate is working.
2. Must not be working as the co-teacher with the Candidate.
3. Must not be the relative of a child in the Candidate's care.
4. Is not related to the Candidate by blood or marriage or other legal relationship.

Role of the Advisor

1. Help the Candidate understand the Assessment Process. Be accessible to Candidate as requested (reply within 24 hrs.)
2. Observe the Candidate for a minimum of two (2) hours as s/he works with youth in a youth-serving program. (May need to return to observe several times to rate all criterion.)
3. Verify 120 clock hours of training as outlined in the YDC Application for Assessment.

Role of the Advisor

4. With the Candidate, review the Professional Resource Portfolio to insure completeness.
5. Evaluate the Professional Resource Portfolio using the format/guidelines provided.
6. Work with Candidate to complete Application for Assessment.
7. Maintain professional confidentiality and objectivity.

Advisor's Autobiography

Write a typed statement about yourself approximately 300 words in length. Include answers to the following questions.

1. Who are you? Include educational background and other Advisor qualification information.
2. What things about your life influenced your decision to work with youth?
3. What qualifies you to be an Advisor?

Advisor Application

**If you meet all requirements, submit your
Autobiography with completed Advisor
Registry Consent form to:**

MOSAC² YDC Advisor
c/o Vicki Stein
Francis Institute
MCC-Penn Valley
3201 Southwest Trafficway
Kansas City MO 64111
Vicki.Stein@mccckc.edu

Advisors and Candidates

- Your experience in the child/youth development field can be invaluable to the Candidate as they prepare for their YDC Assessment.
- Being their Advisor does not require you to “train” the Candidate, although many Advisors also serve as trainers or instructors.
- Think of yourself more as a Coach as the Candidate moves through the YDC process.

Candidate Eligibility

- The Candidate must meet the following requirements in order to be eligible to apply for the Youth Development Credential (YDC):
 1. Be 18 years of age or older.
 2. Hold a High School diploma or equivalent.
 3. Be able to speak, read, and write well enough to fulfill the responsibilities of a YDC Candidate.

Candidate Eligibility

4. Have 480 hours of experience working with school-age children within the past 5 years.
5. Have 120 clock hours of formal school-age education and/or training within the past 5 years.

Note: A Training Log with sample is provided on the MOSAC² website.

6. Sign a statement of ethical conduct.

Note: The Afterschool Code of Ethics is provided on the MOSAC² website.

Candidate's Autobiography

- The first item in the Candidate's Resource File is their Autobiography.
 - Be sure the paper includes the Candidate's name and the date.
 - The Autobiography should be typed double-spaced.
- The Candidate will submit a “corrected” copy of their Autobiography with their Application for Assessment.

Autobiography

- The Candidate will write a statement about themselves in about 300 words.
 - The beginning section should tell who they are.
 - The second part tells what experiences helped them decide to work in the youth development field, such as any particular influences, people, or experiences.
 - And finally, what are their personal goals for the future.

Working with YDC Candidates

- The following slides provide:
 - Examples of ways you, as the Advisor, could help a Candidate understand writing Competency Goal statements
 - What should be included in the statement
 - Suggestions for proofreading statements.

Writing the Competency Goal Statement

- The Competency Goal statement should include the Candidate's name, the date and begin with the Competency Goal. See example below.

Carol Candidate

January 1, 2009

Competency Goal I: To establish and maintain a safe, healthy, learning environment

Writing the Competency Goal Statement

- Before Candidates start writing their statement, it is sometimes helpful to make a list of how they demonstrate each of the areas.
- This allows them to prioritize to include the things they think are most important for them.

Writing the Competency Goal Statement

- Help the Candidate understand the importance of writing about what “I” do – not our program or “we.” The Competency Goal statement is helping the YDC Committee members know how the individual is competent in each area.

Competency Statements - Example

Competency Goal I: To establish and maintain a safe, healthy, learning environment.

- In the first section think about what is done to make sure the place where children are cared for is **Safe**. Is there a specific procedure for check-in? How do they know the playground is safe? Is there a disaster emergency policy for intruders, fire, storms, etc.

Competency Statements - Example

- The second part of the statement pertains to ***Healthy***. What is done to promote healthy habits? Do they discuss with the children the role of exercise on the body? Do they serve nutritious snacks? Are children taught to wash hands properly?

Competency Statements - Example

- The third part of the statement pertains to the ***Learning Environment***. How do they arrange the space to promote learning? Do they provide adequate resources in the homework area? Is there space for “messy” activities? How do they handle storage of children’s materials? Can everyone move through the area without interfering with activities?

Competency Statements - Example

- The Candidate will also need to think about **why** they do the things they do. What is their objective for the children/youth in their program? What do they want the children to learn from their practices?

Competency Statements - Example

- After they have mentally answered these questions, write how they are competent to provide a quality Safe, Healthy, Learning Environment in 200-500 words.
- Try to cover the three areas equally (For Goal statement I, there are 3 areas - Safe, Healthy, Environment - 500 divided by 3 = about 160 words per section.)

Competency Statements - Example

- The Candidate cannot write everything in such a limited space. Include the most important goals for children and the best examples of practices that represent their competence.

Competency Statements - Example

- Encourage Candidates to think about their paragraph structure. They do not want to write a “laundry” list for each item.
- Spelling and format are important also. After writing the statement, proofread the next day and have someone else proofread the statement.
- Statements should be double-spaced.

Writing the Competency Statements

- The Candidate should repeat the procedure for each of their other Competency Goal statements.
- Remind them to write about the same amount on each Functional Areas of the Goal.
 - For example: Goal II has four Functional Areas so each section should have about 125 words.

Competency Goal Statements

- The Candidate must submit a “corrected” copy of each of their six Competency Goal Statements with their Application for Assessment.
- For Distance Assessment, the Advisor will include the number of words in the statement on the Professional Resource File Checklist.
- The Advisor does NOT rate the Statements.

YDC Competency Goals and Functional Areas

- The following six (6) Competency Goals and thirteen (13) Functional Areas provide the framework for the Youth Development Credential.

YDC Competency Goals and Functional Areas

- I. To establish and maintain a safe, healthy, learning environment.
 1. Safe: Candidate provides a safe environment and appropriate supervision to prevent and reduce injuries and is aware of policies with regard to risk management.
 2. Healthy: Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness; recognizes and reports abuse and neglect.

YDC Competency Goals and Functional Areas

- I. To establish and maintain a safe, healthy, learning environment.
3. Environment: Candidate uses space, equipment, and materials as resources for creating an interesting, secure, enjoyable environment that encourages interaction, exploration, learning and self-management for each child/youth, including those with special needs.

YDC Competency Goals and Functional Areas

II. To advance physical and intellectual competence.

4. Physical: Candidate provides a variety of equipment, activities, and opportunities to promote physical development and physical fitness.
5. Cognitive: Candidate provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of each child/youth.

YDC Competency Goals and Functional Areas

II. To advance physical and intellectual competence.

6. Communication: Candidate actively communicates with children/youth and provides opportunities and support for youth to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
7. Creative: Candidate provides opportunities that stimulate children/youth to experiment with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities.

YDC Competency Goals and Functional Areas

III. To support social and emotional development and to provide positive guidance.

8. Self: Candidate provides physical and emotional security for each child/youth and helps each child to know, accept and take pride in himself/herself and to develop a sense of independence and healthy self-esteem.
9. Social: Candidate helps each children/youth to develop friendships, interact in groups and understand and respect other's feelings while learning to appropriately communicate thoughts and feelings. Facilitates understanding of implications of personal choices on self and others.

YDC Competency Goals and Functional Areas

III. To support social and emotional development and to provide positive guidance.

10. Guidance: Candidate provides a supportive environment in which children/youth can learn and practice appropriate and acceptable behaviors as individuals and as a group. Works to reduce environmental factors that encourage misbehavior.

YDC Competency Goals and Functional Areas

IV. To establish positive and productive relationships with families.

11. Families: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child/youth's relationship with his/her family.

YDC Competency Goals and Functional Areas

V. To ensure a well-run, purposeful program responsive to participant needs.

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

YDC Competency Goals and Functional Areas

VI. To maintain a commitment to professionalism.

13. Professionalism:
Candidate makes decisions based on knowledge of children and youth.
Candidate promotes quality in programs. Candidate takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Resource File

- The Resource File is documentation showing how the Candidate is competent in the field of Youth Care and Development.
- The File includes the Competency Goal Statements.

Resource File

- The File is also a collection of reference materials that can be used in their daily work.
- By assembling the required items for their file, Candidates learn to locate resources.

Resource File

- With distance assessment, the Advisor is responsible for rating each numbered item in the Candidate's Resource File.
- They are scored as follows:
 - 3 – information complete as specified
 - 2 – partial information, with minor errors
 - 1 – not included or significant errors.(See Professional Resource File Distance Assessment Checklist)

Materials included in the Resource File

- The Candidate should organize required items together behind each Competency Goal Statement.
- They should number and label each item so it can be easily located during the Verification Visit with their Advisor.
 - Note: Divider sheets are provided on the MOSAC² website.

Materials included in the Resource File

- The Candidate may organize their file in a notebook, hanging files or whatever method best meets their needs.
- The intent is for them to have a readily accessible file that can be updated easily as needed.
- Each Competency Goal requires specific resources which are listed below.

Competency Goal I

To establish and maintain a safe, healthy, learning environment

1. Complete reporting procedures and policies of your program on reporting suspected child abuse/neglect concerns. Include the name and telephone number of the agency to which abuse/neglect should be reported.
2. Include the **original** CPR and first-aid certificate of completion from Red Cross or other certified agency. Certification must be current.
3. Provide a written copy of procedures for handling emergencies pertaining to illness and injury.

Competency Goal I

To establish and maintain a safe, healthy, learning environment

4. A. Obtain the name and address of a local agency and/or a website that provides information on nutrition for youth. (e.g. US Department of Agriculture Cooperative State Research, Education & Extension Service, the School Cafeteria). Include USDA guidelines and the serving sizes of meals and snacks for school aged children.
- B. Obtain the name, address, and phone number of the state agency that reimburses for food served in school programs.

Competency Goal I

To establish and maintain a safe, healthy, learning environment

- *Note: A common error for item #4 A – part 2 is to include daily allowances. This item calls for the guidelines and serving sizes for children and youth.*
- *Remember – the Candidate may use their local or state agency for reimbursement (item #4 B).*

Competency Goal I

To establish and maintain a safe, healthy, learning environment

5. Provide a weekly snack menu.
6. Provide a daily program schedule.
7. Write an activity to use with program participants that promotes health/safety.

Materials included in Resource File

- *Activities (#7 and #9) should include:*
 - *Learning Objective(s)*
 - *Appropriate age for activity*
 - *Instructions for activity*
 - *Resources*
 - *Other options for children/youth (including those with special needs)*
- *A sample Activity Plan is provided with the Resources.*
 - *Candidates are not required to use this form, however they should include the same information on their plans.*

Competency Goal II

To advance physical and intellectual competence

8. Create a triple column chart, with vertical columns for 5 to 7 year olds, 8 to 10 year olds, 11-13 year olds, and 14-17 year olds.

In the first column list the ages. In the second column list the developmental characteristics of each age group. In the third column include a statement of how staff can use this information to guide cognitive development.

Competency Goal II

To advance physical and intellectual competence

9. Include an activity plan of an activity or game that promotes a physical skill and one that promotes creative competence for each of the following age groups: 5 to 7 year olds, 8 to 10 year olds, 11-13 year olds, and 14-17 year olds.

Describe the materials used, the skills they encourage and how the children should play the game or carry-out the activity. (Total: 8 activities/games)

Competency Goal II

To advance physical and intellectual competence

10. Provide the titles, authors, publishers of three age-appropriate poetry books, three folktales or tall stories, three play/skit books. Indicate for which age group it is appropriate.
11. Provide the title and recording company for three (3) appropriate audio recordings.
12. Include a copy of your State's Learning Standards for schools.

Competency Goal II

To advance physical and intellectual competence

- *Remember: All book titles should be written in italics if done on a computer or underlined on a typewriter.*
- *For #12, Candidate may use their local state, home state or other Learning Standards of their choosing.*

Competency Goal III

To support social and emotional development and to provide positive guidance

13. Provide the titles and manufacturer of five board or table games that promote conversations.
14. Provide the titles, authors and publisher of a book in each of the following topics: divorce, death, remarriage, and drug issues. The copyright dates should be within the past 10 years.
15. List five ways in which your program helps youth/children develop friendships and increase social skills.

Competency Goal III

To support social and emotional development and to provide positive guidance

16. Provide a copy of the program's rules developed with input from the children and the consequences of breaking the rules. Include a statement of how they were developed, how they encourage youth to do their best and how the rules help to foster self-discipline
17. Develop a service project where youth work together, learning and developing new skills.

Goal IV

To establish positive and productive relationships with families

18. List five ways you support parents in your program.
19. Provide a photograph of your Parent Bulletin Board

Competency Goal V

To ensure a well-run purposeful program responsive to participant needs

20. Provide samples of record-keeping forms used in the program; including accident report, emergency contact form, and parent evaluation tool.
21. Explain how you involve children/youth in program planning.

Competency Goal VI

To maintain a commitment to professionalism

22. Contact your state and/or national professional association and request information about membership. Include the membership application.
23. Obtain contact information of two (2) agencies in the community that provide resources for children/youth with disabilities.

Parent's Questionnaires

- Since it is very important to see the Candidate's work through the eyes of other people, parents are asked to evaluate their daily interactions with their children. It is important to have parents rate skills and practices to help the YDC committee assess how they work and interact with youth. The Parent Opinion Questionnaires are included in the application packet.

Parent's Questionnaires

- It is the responsibility of the Candidate to distribute and collect the Parent Opinion Questionnaires enclosed in the YDC packet to parents of the youth with whom they work. The information provided is confidential and the Questionnaire should be returned in a sealed envelope.
- Some Candidates have found it helpful to provide families with an envelope they can use. The envelopes can be preprinted with instructions for returning the questionnaire to the Candidate.

Parent's Questionnaires

- Candidates are to place all the collected Questionnaires in a large envelope and submit these with their Application for Assessment.
- On the outside of the large envelope, they will write the number of questionnaires distributed and the number returned.
- They must have at least 75% of the Questionnaires returned in sealed envelopes.

Assessment Observation

- You will conduct a formal observation and evaluate the Candidate's consistent performance while working with children.
- The observation will be a minimum of two hours. You may need a second visit to rate all items found in the YDC Observation Instrument.
- The YDC Observation Instrument (plus a second copy for a possible practice Observation by a co-worker or supervisor) is included in original packet ordered from MOSAC². No item on which the Candidate is rated will be a surprise. All criterion can be found in the YDC Observation Instrument.

Assessment Observation

- You will rate the items and return the completed Instrument to the Candidate in a sealed envelope labeled with the Candidate's name and date of Observation with your signature across the sealed flap.
- The Candidate will be responsible for including it in the packet mailed with their Application for Assessment.
- The Observation must have taken place within the six (6) months prior to submitting the YDC Application for Assessment. If it is *over six (6) months old*, a new Observation must take place.

Assessment Observation

- Complete the identification information on the upper front of the book before you start the Observation.
- Sign and date in the box at the bottom of the cover before sealing the Observation instrument in the envelope.

Advisor Assessment Observation Instrument

Name of Advisor _____
Candidate Name _____ SS# _____
Observation Site _____
Date(s) of Observation _____

Statement

“This Advisor Observation Instrument is complete and in compliance with the YDC requirements for this assessment.”

Advisor's Signature 10/8/2010

Date

Observation Instrument

- Each numbered box must be rated 3, 2 or 1.
- It is possible to rate a “3” and not check any or all of the items in that section, however you should write an adequate description in the right column (Observation Comments) to explain the rating.

Observation Instrument

- The Observation information written in the right hand column is very important to support the ratings.
- You are required to provide objective observation statements in the space provided.

Observation Instrument

- There may be items you do not observe during your visit. You may ask the Candidate to explain how those items are accomplished. Write those quotes in the right hand column.
- When you record those items on the summary page at the back of the book, mark an “I” (to indicate Interview) following the number.

Ratings: 1-rarely, 2-sometimes, 3-mostly

FUNCTIONAL AREA 1: SAFE

Candidate provides a safe environment and appropriate supervision to prevent and reduce injuries and is aware of policies with regard to risk management.

3

1.1 The indoor and outdoor environments are maintained to reduce and prevent accidents.

Observation Comments:

√ Potentially hazardous equipment
Is maintained to reduce and prevent
Injuries and accidents.

FUNCTIONAL AREA 1: SAFE (cont.)

√ There are designated separate areas for quiet and active play to avoid congestion and collisions.

Ex. Ample space to move from one activity area to another. Children are closely monitored during potentially dangerous situations, as in field trips, cooking, woodworking.

*Quiet area in corner separated by low bookshelves. Room to move between tables without interfering with activities.
Active play in gym and outdoors daily.*

FUNCTIONAL AREA 1: SAFE (cont.)



1.2 Supervision is adjusted according to the activity.

____ Responds quickly and calmly to children in distress.

Candidate alone in gym with 42 children playing 1/2 court basketball, 1/2 court kickball and 8-14 children playing tag and chase around the outside. No one available to supervise when 2 needed to go to the bathroom. They were allowed to go down the hall unsupervised.

FUNCTIONAL AREA 1: SAFE (cont.)

1.3 Children are taught habits that will reduce and prevent accidents and injuries.

Children are involved in making the program safety rules.

Rules and procedures for sports and games are explained before play begins.

Children are informed about potential hazards in the environment.

Ex. Power cords, electrical outlets, proper use of equipment.^{10/8/2010}

Before going outside, children talked about how they would be safe on the playground equipment.

Observation Instrument

- Use the “Additional Comments” section at the end of the section for observations not covered in the numbered items.

FUNCTIONAL AREA 1: SAFE (cont.)

Additional Comments

Use the space below to list observed aspects of competence in Functional Area SAFE, which are not include as part of the above items. (number each separate comment):

The children practiced "Stranger Danger" while they were talking about the field trip planned for Friday.

Observation Instrument

- Each number rating should be copied to the summary sheet in the back of the Observation Instrument.
- Remember to indicate “I” if the item was rated through an interview.

Summary Score Sheet

ADVISORS: please record the score for each item in the space below. Indicate "I" after the score for any item where the Candidate's interview comments contributed to your rating.

Candidate Name carla candidate SS# 123-45-6789

<u>3</u> 1.1	<u>3.3</u>	<u>6.1</u>	<u>9.1</u>
<u>1</u> 1.2	<u>4.1</u>	<u>6.2</u>	<u>9.2</u>
<u>3</u> 1.3	<u>4.2</u>	<u>6.3</u>	<u>9.3</u>
<u>1.4</u>	<u>4.3</u>	<u>7.1</u>	<u>10.1</u>

Observation Instrument

- You should check all information is correct and complete before:
 - ❑ signing the Observation instrument
 - ❑ placing it in an envelope labeled with the Candidate's name and date of Observation
 - ❑ sealing and signing across the flap
 - ❑ returning it to the Candidate.
- Candidate will submit the sealed observation with their Application for Assessment.

Waivers

- Waivers may be granted for some artifacts for the YDC.
 - For instance: A program involved in Accreditation may already have parent questionnaires. The Candidate might be allowed to have those copied rather than have parents do another questionnaire providing they meet the other guidelines.

Waivers

- All waiver requests must be received at least one month prior to submission of the Application for Assessment.
- Contact Vicki Stein with questions or to request a waiver.

Required Material for Assessment

- When the Candidate submits their Application for Assessment they must include the following:
 - Four page Application completed and signed by Candidate and Advisor
 - Supporting documentation for training hours
 - Professional Resource File Checklist completed by Advisor (in sealed envelope)

Required Material for Assessment

- Copy of their Autobiography
- Copy of each Competency Goal Statement
- Parent Questionnaires (number distributed and returned noted on outside of envelope)
- Observation (completed by Advisor and in sealed envelope)

Now how do I become a YDC Advisor?

- ✓ Submit to MOSAC² using attachments to email or US Mail to the address on the next slide :
 - ❑ Completed Advisor Registry Consent Form (with the Resources)
 - ❑ Your Autobiography as explained earlier. Include your educational qualifications.

Now how do I become a YDC Advisor?

- ✓ With your permission, your contact information will be placed on the MOSAC² website for Candidates' use.
- ✓ When MOSAC² has a request for an Advisor in your area, your contact information will be given to the Candidate.
- ✓ Encourage Afterschool workers in your area to work toward their YDC and they can utilize you as their Advisor.

Forms and Resources

- Click on the MOSAC² website for forms and additional information including:
 - Advisor Registry Consent
 - Waiver
 - Suggested Activity Plan
 - Training Log
 - Links to other on-line resources for you and the Candidate

Distance Assessment

- MOSAC² has developed a method of assessment for YDC Candidates who are not near an assessor.
- Advisors serve an additional role in this process by evaluating the numbered items in the Candidate's Resource File.
- They also indicate the number of words in the Candidate's Autobiography and six Competency Statements.

Distance Assessment

Advisors directions for scoring Resource File

(using Professional Resource File Checklist provided on the MOSAC² website)

- Competency Statements and Autobiography are not rated by Advisor. Words are counted with that total listed on appropriate line.
- Numbered items are scored using a 1-3 rating
 - 3 – information completed as specified
 - 2 – partial information, with minor errors
 - 1 – not included or significant errors

Distance Assessment

- Submit the following required items to:

Missouri School Age Community Coalition

c/o Vicki Stein

Francis Institute

MCC-Penn Valley

3201 Southwest Trafficway

Kansas City MO 64111

Send to MOSAC²

- Candidate submits the following to MOSAC²:
 - Application for Assessment completed and signed by Candidate and Advisor (included in the YDC packet)
 - A copy of training verification is submitted as instructed.
 - Observation of candidate completed by Advisor is submitted as instructed.
 - Parent Questionnaires are submitted as instructed.

Also Send to MOSAC²

- Professional Resource File Checklist completed by Advisor.
 - Competency Statements and Autobiography are not rated, but words are counted.
 - A copy of the six Competency Statements and Autobiography are submitted.
 - Each numbered item is rated using scale of 1-3 (see directions for scoring on instrument cover).
 - Copies of these items are not submitted. Your rating eliminates that expense.

Distance Assessment

- After all material has been received, Candidates are contacted to establish a 48 hour window of time to do their Written Studies Review using the online Blackboard system.
- They also schedule a time when they call the Assessor (while online on Blackboard) for their Oral Assessment. Candidates must work alone during the Oral Assessment.

Distance Assessment

- Candidates who use distance assessment must meet the same four deadlines during the year as stated in the YDC booklet.
- The YDC Committee meets four times per year and evaluates all Candidates' material.
- Letters are mailed to Candidates following those four meetings.

For more information contact:

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