Advisor Training

Youth Development Credential Assessment System & Competency Standards

MASN
Missouri AfterSchool Network
1110 S College Ave
Columbia MO 65211
Advisor Training Objectives

During this training you will learn:

- The history of the Youth Development Credential (YDC)
- What is required to become a YDC Advisor
- Who can apply for the YDC
Advisor Training Objectives

- How to advise YDC Candidates as they prepare for Assessment. This includes:
  - Completing Professional Resource Portfolios
  - Writing Competency Goal Statements
  - The 6 Competency Goals and 13 Functional Areas
  - Writing Educational Philosophies
  - Collecting Family Opinion Questionnaires and Completion of Summary
  - Compiling the Verification of Training Log
Advisor Training Objectives

- How to complete an Observation
- How to apply to become a YDC Advisor
- Other resources available to you
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 youth 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.
- The YDC committee revised the YDC in spring 2012.
YDC History

- In the fall of 2015, Missouri School Age Community Coalition and Missouri AfterSchool Network (MASN) voted to merge.
- MASN assumed responsibility for over site and administration of the YDC effective January 2016.
- Further updates and revisions to the YDC were made at that time.
YDC History

- When the YDC was created, 12-15 states/organizations had or were developing credentials for school age workers.

- These credentials have similarities, but were based on a variety of requirements. Most do not follow the CDA model.
A meeting of key stakeholders including states with credentials, NAA and DoD was held during the 2008 and 2009 National Afterschool Association (NAA) conferences 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.
• It was discovered that while the credentials are all different, there is some commonality.
National Perspective

- *Core Knowledge and Competencies for Youth Development Professionals* was unveiled at the spring 2012 NAA Convention.
- The Youth Development Credential (YDC) meets Level 2 of these Competencies.
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.
  3. Knowledgeable about local zoning and state licensing requirements.
  4. Able to submit two letters of recommendation.
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 a youth development 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.
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.)
Role of the Advisor

3. Verify 120 clock hours of training as outlined in the YDC Application for Assessment.

4. Review the Professional Resource Portfolio to insure completeness.

5. For Candidates applying for distance assessment, Advisors also complete the Distance Assessment Checklist. (See Distance Assessment Supplement to Advisor Training)

6. Maintain professional confidentiality and objectivity.
Advisor’s Autobiography and Educational Philosophy

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

1. Who are you? Include educational background and other Advisor qualification information.
Advisor’s Autobiography and Educational Philosophy

2. What influenced your decision to work with youth?
3. How are you an advocate for youth, families and co-workers?
4. What qualifies you to be an advisor?
Letters of Recommendation

- Advisor applicants must submit two letters of recommendation from individuals who can speak to the applicant’s character, qualifications and experience in the Youth Development field.
YDC Packet

- Advisors must purchase a YDC Packet from MASN.
- A full review of the packet will complete your training to be an advisor.
Advisor Application

If you meet all requirements, submit your:

◦ autobiography
◦ two letters of recommendation
◦ completed Advisor Registry Consent form

to:

MASN YDC Advisor
Brad Lademann
1110 S College Ave
Columbia MO 65211
Lademannb@missouri.edu
Advisors Coaching Candidates

- Think of yourself more as a Coach as the Candidate moves through the YDC process.
- 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.
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. (Verified by a supervisor in a letter of recommendation submitted on letterhead)

5. Have 120 clock hours of formal school-age/youth development education and/or training.

Note: A Training Log with sample is provided in addition to the Verification of Training Log which must be submitted with the Application for Assessment.

6. Sign a statement of ethical conduct.

Note: The NAA Code of Ethics is on their website http://www.naaweb.org
Special Accommodations

- Candidates may request Special Accommodations if they feel they have conditions that would challenge them in completion of the YDC as is required.
- The Special Accommodations Request Form is available on the MASN website.
Working with YDC Candidates

• The **Professional Resource Portfolio** is documentation showing how the Candidate is competent in the field of Youth Care and Development.

• The Portfolio includes the Competency Goal Statements.
Professional Resource Portfolio

- The Portfolio is also a collection of reference materials that can be used in their daily work.
- By assembling the required items for their portfolio, Candidates learn to locate resources.
Materials included in the Professional Resource Portfolio

- 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 by the Assessor or their Advisor for Distance Assessment.
Materials included in the Professional Resource Portfolio

- The Candidate may organize their portfolio in a notebook, hanging files or whatever method best meets their needs.
- The intent is for them to have a readily accessible portfolio that can be updated easily as needed.

*Note: Divider pages for the portfolio are provided on the website.*

- Each Competency Goal requires specific resources which are listed on the following slides.
Competency Goal I
To establish and maintain a safe, healthy, learning environment

1. Include 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 and appropriate to the age level of the program.

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 1
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 or safety.
Materials included in Professional Resource Portfolio

• For items #7 and 9 Candidates may use any activity plan format they wish, but should include:
  ◦ learning objectives,
  ◦ brief description of activity
  ◦ materials required,
  ◦ resource for plan (name, author and page number of book, complete URL for Internet resource)
  ◦ accommodations for those with special needs and/or use English as a second language.

A sample form is provided under Advisor Resources
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 for an activity or game that promotes a physical skill and one that promotes a creative competence for each of the following age groups: 5 to 7 year olds, 8 to 10 year olds, and 11-13 year olds, and 14-17 year olds. List the materials needed, the skills they encourage and directions on how the youth should play the game or carry-out the activity. (Total: 8 activities/games) Candidates may use any activity plan format they wish, but should include learning objectives, brief description of activity and materials required, resource for plan (name, author and page number of book, complete URL for Internet resource) and accommodations for those with special needs and/or use English as a second language.
Competency Goal II
To advance physical and intellectual competence

10. Provide the titles, authors, publishers, copyright dates and short summary of three age-appropriate poetry books, three folktales or tall stories, three play/skit books **that you use** in your program. Indicate for which age group it is appropriate.

11. Provide the title and company for three (3) audio recordings or other media you use in your program.

12. Include a copy of your State’s Learning Standards for schools. These may be Grade Level Expectations, Competencies or others as determined in your location. If these are longer than 8-10 pages in length, Candidate may include the complete URL for the Standards instead of printing.

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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.
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. Include the learning objectives of your program for each game.

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. Books should be readily available to staff and program participants.

15. List five ways in which your program helps youth develop friendships and increase social skills.
Competency Goal III
To support social and emotional development and to provide positive guidance

16. A copy of the program’s rules developed with input from youth. 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 families in your program. Include methods to include families whose home language is other than English.

19. Provide a photograph of your Family Bulletin board.
Competency Goal V
To ensure a well-run purposeful program responsive to participant needs

20. Provide four (4) samples of record-keeping forms used in the program; include accident report, emergency contact form, parent evaluation tool and one of your choice. (1 each of listed forms equaling 4 forms)

21. Explain how you involve 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 and a statement of why you feel membership would be beneficial.

23. Obtain contact information of two (2) agencies in your community that provide resources for youth with disabilities.
Competency Goal VI
To maintain a commitment to professionalism

24. Use the Internet, public library or other resource to obtain the contact information of your state’s agency that regulates child care centers and homes. Make a copy of the section that describes qualifications for personnel (teachers, directors and assistants). Describe two important requirements related to your job responsibilities.

OR If you work in a program serving older youth (not governed by state regulatory agencies, share a copy of your job description and qualifications. Describe two important requirements related to your job responsibilities.
Competency Goal VI
To maintain a commitment to professionalism

25. Locate or create an observation tool to use in recording information about youth’s behavior. One copy should be blank; the other should be your completed observation of an individual youth. (To maintain confidentiality, the youth’s name should not be included.)

26. Review NAA Code of Ethics posted at http://www.naaweb.org/. Write a paragraph explaining how you demonstrate each of the four areas of responsibility. (Total four (4) paragraphs)
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
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, 2016

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 150 -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.
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.

Note: Suggest to Candidate they list the total number of words at the end of the Statement to assist the Assessor or Advisor in their review.
Competency Goal Statements

- The Candidate must submit a copy of each of their six Competency Goal Statements with their Application for Assessment.
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.
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.

III. 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.
Working with YDC Candidates

• After the Candidate completes their Resource File and Competency Goal Statements, they write their Educational Philosophy.
  ◦ Be sure the paper includes the Candidate’s name and the date. It should be about 300 words, typed, double spaced.

• The Candidate submits a copy of their Educational Philosophy with their Application for Assessment.
Educational Philosophy

• The Candidate’s statement covers their experience completing their Professional Resource File.
  ◦ They should include what they think is the value of youth work.
  ◦ How they can impact the lives of youth and their families.
Educational Philosophy

- How they see themselves as a role model for the youth, families and co-workers.
- How can they be an advocate for youth, families and co-workers.
- Finally, they should summarize their thoughts on the impact of the youth in their community.
Family Opinion Questionnaires

- Since it is very important to see the Candidate’s work through the eyes of other people, families are asked to evaluate daily interactions with their children.
- The Family Opinion Questionnaire is included in the application packet and on the website. Candidates may copy as necessary to distribute to families.
Family Opinion Questionnaires

- It is the responsibility of the Candidate to copy, distribute and collect the Family Opinion Questionnaires enclosed in the YDC packet to families of the youth with whom they work.

- They must have at least 75% of the Questionnaires returned. The number distributed and returned is included on their Application for Assessment.
Family Opinion Questionnaires

- The Candidate uses information received in the Family Opinion Questionnaires to complete the Family Opinion Questionnaire Summary which must be submitted with their Application for Assessment.
Family Opinion Questionnaires

Summary

- As they read the returned questionnaires, Candidates should think about their professional strengths and their opportunities for professional growth.
- They should add these to both the Questionnaire Summary that is submitted with their Application for Assessment and their Professional Goal Sheet.
Assessment Observation

- You will conduct a formal observation and evaluate the Candidate’s consistent performance while working with children and youth.
- 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 is included in original packet ordered from MASN. (If the Candidate wants a second copy for a possible practice Observation by a co-worker or supervisor, they can download it from the MASN website.) 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 keeping it and submitting it with their Application for Assessment.
Assessment Observation

- The Observation must have taken place within the six (6) months prior to submitting the YDC Application for Assessment. If it is more than six (6) months old, a new Observation must take place.
Assessment Observation

- If a second Observation must be completed due to time laps, use the original booklet noting new date on cover and on any changes within the booklet.
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# xxx-xx______
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                          Date

3/7/2016
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

- Rating of 2 or 1 must be explained.
- 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.
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.

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.

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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. Youth 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.
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 ½ court basketball, ½ 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.
1.3 Youth are taught habits that will reduce and prevent accidents and injuries.

✓ Youth are involved in making the program safety rules.

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

✓ Youth are informed about potential hazards in the environment.

Ex. Power cords, electrical outlets, proper use of equipment.

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.
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

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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.
Waivers

• Waivers may be granted for some artifacts for the YDC.
  ◦ If a Candidate has concerns about an item, they may contact MASN for more information.
  ◦ All Waiver requests must be received at least one month prior to submission of the Application for Assessment.
Accommodations

- Candidates may request accommodations for disabilities
- Form (available on MASN website) must be completed and submitted at least one month prior to submission of Application for Assessment
Required Material for Assessment

- At the time of their assessment, the Candidate must present their Professional Resource Portfolio for examination.
- If the Candidate is applying for Distance Assessment, Advisor should refer to the Advisor Training for Distance Assessment for their additional duties related to the Portfolio.
Now how do I become a YDC Advisor?

✓ Purchase YDC Packet from MASN
✓ Submit to MASN using attachments to email or US Mail to the address on the next slide:
Now how do I become a YDC Advisor?

- Completed Advisor Registry Consent Form.
- Your Autobiography and Educational Philosophy as explained earlier. Include your educational qualifications.
- Two letters of recommendation from individuals who can speak to the applicant’s character, qualifications and experience in the Afterschool field.
YDC Advisor Request?

- When MASN has a request for an Advisor in your area, your contact information will be given to the Candidate.
- Your name will be placed in a database to allow YDC Candidates to select an Advisor.
- Encourage Afterschool workers in your area to work toward their YDC and they can utilize you as their Advisor.
For more information contact:

(573) 882-9298

afterschoolresourcecenter@Missouri.edu

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