School Age/Youth Development
Core Knowledge and Credential

Bridge to Excellence

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The Colorado School Age and Youth Development Core Knowledge and Standards were developed as a collaborative between the Colorado Early Childhood Professional Credential Office, the Early Childhood Professional Development Advisory Council, and experts in the field of school age and youth development who made up the working committee listed below. This project could not have been completed without the members of the committee you volunteered their time, energy and knowledge.

There were many complex aspects of their work. The committee had to consider the work of other states: to conceptualize a content design that was developmentally appropriate for career progression; and to ascertain and apply the needs and concerns of various state agencies, colleges, and professional organizations. Colorado relied heavily on the criteria of the US Military School Age Credential as well as criteria from other states as listed in the resource section of the document.

Special thanks go to Sudy Opsahl, Assistant Director of the Professional Credential Office, for her hard work, research skills and dedication to bringing this project to fruition. Additional thanks go to Martha Daley, consultant, for writing the introduction, history and future of school age and youth professions in Colorado.

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Introductory Letter

Dear Professional:

We hope that the following sections will allow you to” walk through” the process of obtaining a credential commensurate with your level of competence and/or provide you with guidelines to work towards the next level.

Please review the entire document before you begin and use it as a workbook and resource guide. Please refer to appendix I for the Guiding Principles, Vision, and Rationale for Credentialing set forth in the 1997 document, “Colorado’s Early Childhood Credentialing System”. We want you to find this process to be as user friendly as possible and want to hear suggestions from you. Following are the sections with descriptions of what you will find in them:

- School Age/Youth Core Knowledge Areas: There are nine core knowledge areas. Each area contains a basic level and an advanced level of requirements to be met depending on which level you hope to meet.
- Professional credential levels: There are six levels from basic to advanced which are described in the chart and referenced throughout the document. These levels are also located within the application packet.
- “Bridges to Excellence” School Age-Youth Credential Application Packet. You will have all you need to submit a request for a credential at the level for which you qualify.
- A copy of the credential signed by the director of the Credential Office and the Manager of the State Department of Human Services.

Finally, you will find a resource guide with names and numbers and reports which can further your knowledge of the field of School Age/Youth care and help you to become more involved in its future. We applaud you for your desire to document what you do, seek professional status and meet standards and thereby upgrade the career you have chosen.
SUMMARY
One of the first early childhood professional credentialing entities in the nation, the Colorado Early Childhood Professional Credential Office was established in 2000 by legislation and began issuing an Early Childhood Education credential in 2001. The Office is housed at the Community College of Denver, thus providing a link to both higher education and online capabilities for documentation and education credits.

The 1997 document, “Colorado’s Early Childhood Professional Credentialing System; A Proposed Model” contains the history and development of Colorado’s professional credential and provides the framework for this document. The original goals, vision, and guiding principles referenced in this document are in the appendix and apply as well to the school age credential.

Focusing initially on the early childhood education credential and field-testing it in the Denver Pilot Community, the Credential Office established
  o A career lattice of six levels,
  o Core Knowledge Areas,
  o Standards, and
  o A process for application and issuing of a credential.

The Colorado Community Colleges online ECE and School Age classes are also coordinated out of the Credential Office (www.ccconline.org).

As of June 2005, approximately 1,300 credentials at all levels have been issued to early childhood professionals. Entry-level child care workers as well as doctoral degree professionals recognize the potential and prestige of the credential. Encouraged by this successful track record, the Credential Office was ready to undertake another credential and requested community input. The Colorado Early Childhood Professional Credential Advisory Council, after study and consultation with communities and stakeholders, opted to develop a voluntary credential for school age-youth practitioners. The Council determined that school age and youth providers merited a separate credential rather than an endorsement; differences in training and child development needed for people to work with children ages 5-18 years were more complex than 6 semester hours added to the early childhood credential.

A sub-committee of school age and youth professionals developed the criteria for the credential and core knowledge areas and standards. The school age and youth development committee presented their work to the Advisory Council in May 2004. The school age and youth development credential was approved and the Early Childhood Credential Office began awarding school age and youth credentials in January 2005. This credential serves as Colorado’s latest contribution to the field and is viewed nationally as a model for other communities.

The Credential Office recognizes the outstanding contribution of its Advisory Council and the sub-committee on the school age/youth credential for contributions to the areas of core knowledge and standards. Without their hard work and invaluable knowledge
and practical application, the launching of the Colorado School Age/Youth Professional Credential would not have been possible. The School Age/Youth Credential is available for application and issuance as of February 2005.

The following report

- Tracks the history of school age care in Colorado and the nation,
- Reviews its present status and local initiatives,
- Outlines the contents of the credential, including the criteria for the six levels, and nine core knowledge areas and standards, and
- Includes a credential application, Bridge to Excellence.

The report also looks at what the future may hold for Colorado’s school age/youth community as individuals meet the professional requirements of a credential. As more practitioners seek this upgraded status, the resulting improved school age education will most likely generate higher salaries and staff retention, achievement-oriented programming, and better quality of school age care for Colorado’s children and youth.

**HISTORY OF SCHOOL AGE CARE IN COLORADO**

Care of children before and after school caught national attention in the early 1980’s when Wellesley College in Massachusetts spearheaded the development of quality school age programs under the leadership of Dr. Michelle Seligson. Dr. Seligson’s research organization, the National Institute of Out of School Time (NIOST), held the first Colorado School Age Child Care leadership institute in Breckenridge, Colorado in August 1988.

The participants of the Leadership Institute and the resulting Board of Directors joined the newly formed National School Age Child Care Alliance. Their goal to ensure that quality programming for school age children drove the decision to form the Colorado Alliance for Quality School Age Programs (CAQSAP). This Colorado affiliate promoted quality programming and professional development throughout Colorado by organizing annual conferences for school age care providers. The annual national school age conference, NSACCA, coincided with National Association for the Education of Young Children’s conference so that participants could attend both conferences. Denver hosted both the NSACCA and NAEYC conference in 1991.

In 1992, due to the specialized topics and training, and expanding membership of NSACCA, national conferences were held independently of NAEYC. Significant efforts in the field continued throughout the decade. In the fall of 1994, Governor Roy Romer’s office made it possible for CAQSAP to host the National Older Kids Conference at Keystone. “All Grown Up and No Place to Go” focused on programming for 11-15 year olds.
Colorado also received national recognition when several Colorado practitioners were trained as technical assistants for the National Institute of Out of School Time.

In 1994, concentrating on Colorado because of its commitment to school age care, Wellesley College’s School-Age Child Care Project, National School Age Care Alliance, and the American Business Collaborative for Dependent Care funded Colorado as a pilot state for testing the Assessing Quality in School Age Programs curriculum. The results of this field-testing later became the National School Age Care Alliance’s accreditation curriculum and, again, Colorado was selected as a pilot. In 1995, eight programs from Denver and Boulder were given the opportunity to work toward the national accreditation. Two programs attained national accreditation.

School-age care was on the move in Colorado and its momentum caught the attention of national groups. Noted experts in the field, including Dr. Lynn Kagan of Columbia University and Dr. Ellen Galinsky, then president of NAEYC, made multiple visits to the state to gather data and showcase the work being accomplished in both the early childhood and school age arenas. Several national initiatives invested in the state:

- Work Family Directions, a Boston-based business consulting firm founded by Gwen Morgan determined that its employer-clients were interested in the positive impact that good quality school age care could have on their bottom line. Businesses documented the negative effect on productivity of the 3 o’clock syndrome when parents, without adequate after school care for their children, called home to check on them after school. Consequently, when federal and corporate money came available in the early 1990s Work Family Directions Foundation awarded a series of grants to the state of Colorado to expand and improve school age care. Keeping the Peace, Hands on Science, Middle School Focus Groups, Quality Improvement, Science and Technology, Program Improvement, Homework, and Adventures in Peacemaking were successful efforts to expand the number of spaces and school age programs meeting quality guidelines.

- In 1998 Colorado was a pilot state for the US Army School Age Credential. This credential is based upon the military model for school age child development associate program. Twelve school age professionals have been trained to mentor participants and conduct assessment meetings for the school age military program model. Fifteen school age providers have completed these requirements in school age care. This school age training has become the basis for the school age Credential Level I.
Colorado’s school age/youth community continues to shape the national school age child care agenda by sharing information, presenting at conferences and other venues, consulting and membership of two Coloradans on the board of directors for the National School Age Care Alliance.

STATE AND LOCAL INITIATIVES

Collaborating with national groups provided impetus to Colorado’s statewide efforts. For example: Red Rocks Community College initiated a pilot to standardize and professionalize the field of school age child care and developed a School Age certificate. The certificate consisted of the specific courses related to older children in care before and after school. The certificate was terminated due to low enrollment but served as a model for later credential curriculum. Recently, Red Rocks Community College has taken the lead again and developed an online certificate consisting of 6 courses: Introduction to School-Age Care, Introduction to School-Age Care Practicum, Child Development, Promoting Positive Mental Health in School-Age Programs, Working with Parents, Families, and Community Systems, Curriculum Development for School-Age Programs.

In 1990 furthering its commitment to children and working parents, Governor Romer’s Office awarded money to Red Rocks Community College to hire 3 school age consultants who provided workshops and training throughout the state.

In 1992, in an effort to relate the specialized nature of school age care to a child care license; the Colorado Department of Human Services investigated new licensing requirements for school age programs. With the help of professionals in the field who devoted long hours collaborating with the State licensing staff, the Revised School Age Licensing Requirements were implemented in 1993. Colorado was one of the first states to implement regulations specifically for school age care and to involve professional organizations and the community in the process. The advocacy work of the school age community greatly influenced this innovation as well as others mentioned in this report.

With the passage of the Federal Child Care Development Block Grant in 1990, Colorado Department of Education was directed to administer the school age portion of these funds. Mini grants were awarded to local programs for new program start up and/or program quality improvement.

The Colorado Trust Foundation began holding stakeholder meetings across the state in an effort to develop a statewide system for school age and youth development programs. The Colorado Trust Foundation wrote a grant proposal for the Mott Foundation with matching funding from CDE and other local sponsors to develop such a statewide system, which was funded in November 2004. Implementation has begun with the creation of the Colorado Afterschool Network, which will inform the development of
school age/youth care in the future. More information about the Colorado Afterschool Network can be found at: www.coloradoafterschoolnetwork.org.

Since its formation in 1989, CAQ SAP strives for involvement in advocacy groups such as the Colorado Early Childhood Professional Coalition and the ECE Summit to promote child care professionalism and quality programming. These groups interact with the Colorado state legislature and the community at large. For example, CAQ SAP and the Colorado Association for Community Educators hosted a dual conference in February of 2004 in conjunction with Denver Public Schools.

**IMPLICATIONS FOR THE FUTURE**

The early childhood credential currently is available statewide, but began largely in selected settings, the Consolidated Pilot Communities, where inherent good communication and coordination accessed a pool of applicants. In three years of existence, approximately 9% of all early childhood practitioners in Colorado were issued credentials.

Pilot communities will again serve as an important vehicle for implementing the school age/youth credential, although the activist and cohesive school age community has already established contact with many school age/youth programs.

Using Department of Labor statistics indicating about 17,000 persons working with all early childhood programs, the Credential Office plans to credential at least 3% or 500 persons per year. It is likely that this goal will be exceeded in the school age/youth group because the credential program is already established and running smoothly. Two school age/youth credentials were issued in the first month of availability, boding well for a successful response to the new credential.

The likelihood of far greater numbers of school age/youth professionals wishing to access a professional career ladder as measured by concrete competencies and begin the ascent to the top levels in their field is exciting. The school age youth community has the opportunity to demonstrate the power of professional credential to improve programming and professional status.

In the three years the credential has been available, the early childhood community, including school age/youth groups, has become more sophisticated in collaboration, communication and use of resources. With the widespread use of the Internet and online education, the ability to market and therefore access the credentials is greatly improved.

What is needed now is a broad marketing and public education effort to get the word out that a professional credential can be obtained for the improvement of care for school age children and youth when they are out of school. The Credential Office hopes
to continue its partnership with CAQSAP and other early childhood organizations to accomplish this effort.

The fact that this credential is inclusive of alternative ways of meeting educational requirements indicates its power to confer professional status to people who have been working with children for years. The credential incorporates other certificates and brings early childhood care and education together with other education disciplines doing similar work. This incredible flexibility within a professional framework illustrates the work that went into the conception of the credential. Its broad based support demonstrates the respect that the State of Colorado, community boards and organizations, and professional groups have for the work currently being done to improve the education of young children.

Besides pushing present practitioners to meet professional standards, the credential should become a means to secure increased wages for people in the early childhood field. The career lattice, which applies to an entire field encompassing a broad range of talents and education, empowers a large group of individuals to influence the status of early childhood in Colorado. When more and more of professionals attain higher and higher levels of accomplishment and knowledge, the critical mass to wield power through advocacy, legislative proposals, and community support will be attained. At the point where most school age-youth professionals have a credential and are working for higher classification, these same educators can seek and receive compensation commensurate with their professional standing.

Almost anyone can access higher education and training courses online, and the ability to obtain courses toward a degree or credential is possible for almost everyone. Study groups and professional groups can inform one another about the credential. The work done to date by the State and the Credential Office is crucial as the higher educational systems continue to interface with early childhood organizations and expand their curriculum to coincide with the core knowledge areas of the credential.

A professional credential creates a framework for better quality education and career advancement. Research shows that practitioners with credentials/degrees are more likely to stay in the field and have higher wages than those with little education or a fragmented course of studies. Additionally, positive outcomes for young and school age children are directly related to the training and education of the practitioners.

Professional credentials, based on core knowledge and standards within respective fields, create the impetus to align courses, certificates and degree requirements across all Colorado community colleges. This includes consistent course numbering, title, content and the number of credits per course which creates an automatic transfer of credits – horizontal articulation. The horizontal articulation ensures that practitioners do not have to take additional courses or repeats classes, which often happens if colleges have different requirements, or if students move from one college to another with in their field. This results in savings to the student and state through non-duplication of course work.
Plans to expand the school age/youth development credential are as follows: enlist assistance of CAQSAP to market the credential; meet with faculty at community colleges and visit classes to talk about the credential; hold credential meetings in both Pilot and non-pilot communities; present at regional and state professional conferences; develop additional SA/Y courses that meet the credential requirements through CCCOnline to ensure the accessibility of classes.

The Credential Office values its partnership with CAQSAP and the school age/youth development sub committee. With their help, the Credential Office will implement a marketing strategy. The work of the Colorado Afterschool Network will be key in assessing the needs and resources, and developing a long term financing plan.

With Colorado’s strong and early history of excellence in the school age/ youth field, and with the establishment of a previous credential, a huge response to the now available school-age youth credential is expected. The early childhood field as a whole stands to benefit from the advancement of school age/youth professionals.

As the Credential Office promotes the professional career lattice and provides anyone who is interested, with technical assistance and information about obtaining a credential, more people will meet the standards of an early childhood education profession.

Colorado can look forward soon to a quality system of care and education of young and school age children entrusted to persons who have individually decided to reach professional status. This step to improve the care of children is a community value. The development an early childhood cadre is an individual and community value and will advance the State in the areas of quality programs for children.

With educated, credentialed and well-compensated teachers of young children, Colorado can be assured of the educational progress of its children and therefore its capacity to create a competent workforce and community for the next generation.

**Colorado Early Childhood Professional Credential Office**

**School Age/Youth Core Knowledge**

**And Standards**
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1. Child and Adolescent Development


Professional Standard, Level- Basic:
Demonstrate knowledge of major historical and current child and adolescent theories and their effects on school age and youth development practices in America.

Professional Standard, Level- Advanced:
Demonstrate knowledge of appropriate guidelines for applying theories to professional practices.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.1.A. Terms, definitions, and principles.
- Define the following terms: theory, growth, development, maturation, cognitive development, motor development, sensory system, temperament, affective development.
- Define the basic principles of child and adolescent growth and development: direction growth, general to specific growth, variations in growth, optimal tendency in growth, sequential growth, brain development, and growth during critical periods.
- Describe the following growth factors: heredity and environment, nutrition, emotional state, gender, ethnic background, socio-economic status, health, and glandular functioning.

1.1.B. The theorists and theories of childhood and adolescent care and education, and their impact on the field.
- Trace the historical concepts of child and adolescent growth and development.
- Describe how the concepts of child and adolescent growth and development theories have changed over time.
- Examine and describe selected theories of development (e.g., those of Erikson, Vygotsky, Rousseau, Locke, Fromm, Maslow, and Piaget) and their implications for professional practices.
- Discuss cautions that should be used when applying theories that are culturally sensitive to the children and adolescents being served.

1.1.C. Influences in a child’s early years that affect his/her development.
o List influences that may affect a child’s development.

- Investigate and describe how the following influences affect development: biological, environmental, social, economic, and cultural.

**1.1.D. Current research on childhood and adolescent development.**

- Explain the major methods of child and adolescent growth and development research.

- Research a current issue. Synthesize your findings and develop a plan to apply them to a practical workplace situation.

**1.1.E. Methods of child and adolescent study.**

- List details of the process of gathering and using information from parents regarding the child’s development.

- Explain the importance of confidentiality and objectivity when gathering information about children and youth.

- Compare and contrast informal and formal methods of child and adolescent study.

- Discuss appropriate uses of informal methods of child/adolescent study including journals, observation, interviews, and portfolios.

- Study and use various techniques of observation, e.g., running records, anecdotal records, event sampling, time sampling, charts, case studies, and development checklists.

**1.1.F. Professional code of ethics.**

- Obtain, review, and paraphrase the School Age Code of Ethics from Concordia College.

- Examine the potential ethical issues in the study or research of children and adolescents.
1.2 Growth and Development of the School Age Child.

Professional Standard, Level -Basic:
Demonstrate knowledge of physical/motor development, cognitive/language development, and social/emotional development of school age children.

Professional Standard, Level -Advanced:
Demonstrate knowledge of how creative self-expression and problem-solving affect the development of school age children.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

1.2.A. Physical/motor development.
- Identify fundamental gross motor skills refined during this period.
- Describe the school age child’s fine motor skills at various ages.
- Tell about the role of sports and games in the school age child’s development including the perception of and importance of rules.
- Compare and explain individual uniqueness to norms of physical development for school age children.

1.2.B. Cognitive/language development.
- Define Piaget’s “5 to 7 shift” and the stage of concrete operations.
- List concepts that the school age child is able to comprehend, e.g., mathematical concepts, information processing and cognitive science.
- Identify language development characteristics of the school age child, e.g., syntax, vocabulary, and interactional competence.
- Link language/communication development with cognitive development.
- Paraphrase and contrast recent ideas about cognitive development, i.e., metamemory, metacognition, and metacommunication, with those of Piaget (see Chi, Koeski, Beddard, and Price).
- Contract approaches to literacy acquisition, e.g., whole-language, phonics, isolated skill development, and invented spelling.
- Discuss why fostering creativity in music, art and creative movement is important to school age children.
• Explain the stages of language acquisition and issues that accompany them for second language learners.

1.2.C. Social/emotional development.
• Describe the functions that peers/friends serve for school age children

• Illustrate the impact of the school age child’s expanding social world on his/her development.

• Identify the changing roles of family members, siblings, and peers in the school age child’s social development.

• Explain moral development of the school age child, according to Erikson, Kohlberg, Piaget, and Kagan.

• Examine characteristics of the school age child’s self-concept.

1.2.D. Socio-cultural aspects of school age children’s development.
• List the socio-cultural factors that affect behavior of the school age child.

• Outline the factors that contribute to social development, e.g., socio-cultural context, the nature and quality of child-adult relationships, and increasing social interactions.

• Describe how economic conditions affect the school age child’s development and social/emotional functioning.

• Develop criteria for creating an anti-bias environment for school age children.

1.2.E. Problem-solving and creative expression.
• Define the role of play and indicate play preferences for the school age child and how play can affect creative expression.

• Examine the functions of peers for the school age child, as he/she learns to solve problems.

• Discuss the merits of cooperative vs. competitive play for the school age child.

• Determine how adults can foster positive peer relationships among school age children as they engage in problem-solving activities.

• Explore how adults can assist school age children in adapting social rules and games for development appropriateness, as a problem-solving activity.

• Discuss the importance of school age children being given opportunities to make choices and decisions to facilitate their learning to become independent.
• Create and/or research developmentally appropriate problem-solving activities.

• Brainstorm effective means of providing developmentally appropriate opportunities for the school age to creatively express him/herself.

• Examine the relationship between exploration and experimentation, and the development of divergent thinking in the school age child.

1.2.F. Developmentally appropriate practices for school age children.
   o Identify indoor activities and outdoor space needs for the school age child.

   o Select and paraphrase various guidance approaches for the school age child according to age the appropriateness of physical, cognitive, and social needs.

   o Describe a room plan that addresses the developmental needs of a school age child.

   o Locate materials and equipment that will facilitate the development of school age children.

   o Explain the pros and cons of the use of technology for school age children in various settings including, but not exclusively, computers.
1.3 Growth and Development of the Adolescent.

**Professional Standard, Level -Basic:**
Demonstrate knowledge of physical/motor development, cognitive/language development, and social/emotional development of adolescents.

**Professional Standard, Level -Advanced:**
Demonstrate knowledge of how creative self-expression and problem-solving affect the development of adolescents.

**Focus Areas of this Core Knowledge and Suggested Supporting Activities:**

**1.3.A. Physical/motor development.**
- List physical characteristics of males and female in adolescence. Demonstrate knowledge of primary and secondary characteristics of sexual maturation in adolescents and understand the relation of hormones and growth.
- Demonstrate knowledge of physical manifestations of puberty and the variation of ages and the differences between gender resulting in radical shifts in energy and mood and sudden dramatic growth spurts, sexual curiosity and exploration.
- Develop strategies for youth to handle sexual harassment.
- Demonstrate knowledge of relationship between diet and exercise and socio-cultural norms that affect obesity.
- Demonstrate knowledge of eating habits, physical activity, need for rest/sleep and health compromising behaviors for youth (smoking, drugs, safe sex, STD, pregnancy).

**1.3.B. Cognitive/language development.**
- Demonstrate knowledge of the stages of cognitive development.
- Develop strategies to help youth read, write, speak, listen, and solve math problems (e.g. inference, deduction, logic, abstract reasoning, comprehension, ability to analyze, scientific reasoning and transfer inquiry into meaning).
- List opportunities for youth whose primary language is other than English to read and write in their primary language.

- Recognize the hunger for practical information to use as “facts” in decisions and conversation.
- List opportunities for adolescents to study in depth topics in specialized areas.
• Develop strategies for youth to challenge societal norms.

• Develop opportunities for youth to learn about higher education and career paths and learn skills on how to set short and long term goals.

• Develop opportunities to learn about “adult” roles and responsibilities such as jobs, sexual activity, voting, volunteering, and parenting.

• Understand and apply multiple-intelligence and learning style theory in deciding which activities to provide and how to structure them.

• Demonstrate knowledge of second language acquisition.

1.3.C. Social/emotional development.

• Observe how each young person relates to others in order to learn whether his/her social behavior, including adaptive and group skills, is within a typical range of most youth of the same age and experience.

• Identify ways to ensure that each young person has a positive and supportive relationship with at least one adult in the program who can provide individual attention, with the recognition that youth are dealing with serious issues such as whether or not to engage in sexual activity or whether or not to experiment with drugs.

• Discuss strategies for youth to handle self-consciousness in relation to sexual maturation.

• Demonstrate awareness of the effects of peer pressure and hero worship. Is concerned with self-definition and being connected to others.

• Recognize needs of youth to learn stress management and time management skills where they can learn to balance work, school and social obligations.

1.3.D. Socio-cultural aspects of adolescent development.

• Understand the development of children who belong to a community vs. an independent culture.

• Investigate strategies on providing opportunities for youth to participate in small and large groups, mixed and same-age groups, and groups that are diverse (i.e. in terms of ability, class, culture, ethnicity, family composition, gender, language, race, religion, and sexual orientation).
1.3.E  Problem solving and creative expression.
  o Create an interesting and varied environment with open-ended materials, activities, and opportunities that encourage youth to experiment and make discoveries.

  o Recognize that youth need to feel they belong and are part of a community that values their input and participation. So when staff make decisions, they enlist input from everyone in the group.

  o Develop many opportunities for every group member to express his/her voice.

1.3.F  Developmentally appropriate practices for adolescents.
  o Develop a plan to encourage youth to plan, research, carry out and reflect on creating their own activities, establishing group norms, setting personal accountability and developing learning experiences.

  o List ways to expose youth to new ideas and topics through discussion, books, magazines, reference materials, internet, making videos, performing community service projects, and off-site visits.

  o Investigate opportunities where youth learn about commitment, responsibility and independence.

  ● Investigate the strategies for utilizing equipment and materials that are developmentally appropriate for the youth served, including adaptations for special needs.

  ● Develop a plan where youth are encouraged to find out more about each other and to get to know others that they did not know before such as team building activities. These activities offer opportunities for youth to do activities with different groups, spend time with friends and work with others.
2. Health, Nutrition and Safety

2.1 Ensuring the Physical Health and Well-being of School Age Children and Adolescents to Promote Optimal Physical, Emotional, Dental and Cognitive Growth.

Professional Standard, Level- Basic:
Demonstrate knowledge of universal health precautions, first aid, medication administration, and CPR.

Professional Standard, Level -Advanced:
Demonstrate knowledge of an environment and procedures that prevent illness and promote school age and youth health and well-being.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.1.A. National, state, and local regulations, standards, procedures, policies, and practices that promote and protect children’s and adolescent’s physical and dental health.
   - Identify and explain Colorado Department of Public Health Child Care regulations that address health, immunization, sanitation, and food handling practices.
   - List habits that promote good health and nutrition.
   - Identify supplies that help children practice healthy habits.
     - State policies for high standards of cleanliness and sanitation practices.
     - Identify and explain allergic reactions to food and other possible allergens, and appropriate responses to the reactions.
     - Develop a plan to deal with medical emergencies or illness.
     - Define requirements for the administration of medication.
     - Explain CPR techniques for children and youth.
• Develop program policies exist to protect and enhance the health of all children and youth.

• Explain the importance of fresh air where obtainable.

• Explain importance of taking breaks from vigorous activity and drinking plenty of water to prevent dehydration.

2.1.B Community resources for promoting school age and adolescent health.

• Locate resources on health and hygiene, such as magazines, books, pamphlets, and visiting health professionals, including dental.

• Develop a family resource library utilizing the resources above.

• Propose and explain appropriate health education field trips.

• Identify dental hygiene resources in the community.

• Determine and compile resources for referral of children and youth and their families to appropriate support personnel at agencies, organizations, institutions, and clinics/hospitals.

• Formulate and implement health education activities, in collaboration with parents and appropriate medical personnel, who meet the special health needs of individual children.

2.1.C. Child abuse and/or neglect.

• Identify symptoms of child abuse and/or neglect

• Name overt and subtle indicators of emotional distress, child abuse, and neglect.

• Locate and explain the laws and state-mandated procedures for documenting and reporting a suspected incidence of child abuse or neglect, as well as the follow-up procedures.

• List and role play reporting procedures for child abuse.

• Develop and maintain observational records for each child.

• Determine how to provide a supportive environment for victims of child abuse or neglect.

• Examine the types of abuse and their effects on the child/adolescent, family, and staff.

• Review and evaluate current literature dealing with child abuse and neglect.

• Identify local child abuse hotlines and discuss their adequacy, potential, and limitations.

• Research and compile a list of possible support systems for parents.
o Discuss and weigh the ethical and legal issues involved when dealing with children and adolescents who may be or have been abused.

o Study and discuss factors that increase and/or decrease the risk of abuse and/or neglect.

● Locate and explain state and local polices, procedures and standards for reporting suspected abuse and/or neglect.
2.2 Ensuring the Nutritional Needs of School Age Children and Adolescents to Promote Optimal Physical, Emotional, Dental and Cognitive Growth.

Professional Standard, Level-Basic:
Demonstrate knowledge of the nutritional needs of children and youth for optimal physical, social, emotional, and cognitive development.

Professional Standard, Level-Advanced:
Demonstration knowledge of policies and practices needed to supply children and youth with adequate nutrition.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.2.A. Food storage and handling
- Identify safe and sanitary food handling practices.
- List types of food contamination and poisoning.
- Develop a schedule and method for cleaning food storage, handling, and preparation areas.

- Generate a policy for routine inspections of food storage, handling, and preparation areas, in accordance with the guidelines established by the Colorado Department of Public Health and Environment.
- Develop a system for monitoring of food during transportation.

2.2.B. Meal and snack preparation.
- Locate an existing snack service plan and check for compliance with regulations.
- List age and individually appropriate types and portions of food.

- Create snack service plans, in collaboration with parents and appropriate professional personnel, which meets USDA standards.
- Compile resources for safe and simple cooking activities.

2.2.C. Nutrition education needed to meet daily requirements.
- Relate an educational plan to instruct children and adolescents in healthy food selection.
o Illustrate and make use of a plan to engage children and adolescents in nutritious meal and/or snack preparation.

o Outline a child’s and youth’s nutrition needs as recommended by the Child Care and Adult Food Program of the US Department of Agriculture, and discuss the relationship to physical, social, emotional, and cognitive needs.

o Create a chart of nutritious foods, sorted by food groups for children and adolescents.

o Develop a list of strategies to encourage families to adopt healthy nutrition habits.

o Describe nutrients and their functions.

o Examine and discuss the USDA’s Food Pyramid and the benefits/shortcomings of food labeling

o Search for resources which provide examples of types and quantities of food children may bring from home. Distribute the findings to parents.

  ● Break down into their component parts the nutritional requirements of school age children and adolescents as defined by the U.S. Department of Agriculture.

  ● Evaluate the relationships between a lack of proper nutrition to behavioral and emotional difficulties.

  ● Provide information on finding substitutions for food that commonly trigger allergic reactions.

2.2.D. Mealtime considerations.

  o Demonstrate the proper way to clean and disinfect surfaces before food preparation and eating area.

  o Give examples of how to provide opportunities for children and youth to plan, prepare, and serve meals and snacks.

    ● Explain the reasoning for offering self-service snacks so children and youth can determine when, what, and how much to eat.

    ● State the reasons showing family-style meals and snacks promote children and adolescent self-help and positive eating habits.
2.3 Ensuring a Safe Environment that Prevents or Reduces Injuries to School Age Children and Adolescents and Fosters Optimal Growth and Development through Opportunities for Play, Exploration, and Learning.

Professional Standard, Level -Basic:
Demonstrate knowledge of routine care and maintenance of materials and equipment, and of risk management.

Professional Standard, Level -Advanced:
Demonstrate knowledge of the effects of routines and physical environment (including space, lighting, and arrangement) on a child’s and youth’s behavior and safe development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

2.3.A. Safe, developmentally appropriate materials and equipment.
- Identify materials and equipment for safety, cleanliness, and appropriateness.
- Select and restate a policy for teaching the rules and regulations for the safe use of equipment and materials.
- Adopt maintenance and repair schedules for materials and equipment.
- Identify and discuss materials and equipment which provide a variety of experiences for children and youth.
  - Design a plan for the supervision of the use of materials and equipment.
  - Analyze and discuss appropriate (i.e. Age, individual, and disability appropriate) child restraint devices in vehicles.

2.3.B. Safe practices.
- Review Colorado’s safety regulations as well as program policies and procedures designed to keep children safe.
- List and implement provisions for a safe arrival and departure process for all children and youth, including parent/guardian-staff interaction.
- Review and practice safety management procedures, including an appropriate emergency evacuation plan.
o Restate and expand upon an accountability procedure that is implemented when a child or youth is lost or missing.

o Choose various types of safety infractions and/or incidents to discuss.

o Plan a procedure to intervene for children’s and youth’s safety while on field trips away from the program site.

o Identify and discuss an appropriate place and procedures for all medications.

o Develop and discuss accident and illness forms.

o Select and explain a policy regarding admitting and monitoring strangers to program site.

o Develop instruction on importance of stranger danger.

o Compile a list of resources for safety education in the home; distribute to parents.

2.3.B. Environment and space.

o Draw and explain a floor plan which incorporates clear pathways for children and youth to move from one area to another without disturbing other activities.

o Draw and explain a floor plan which allows for pathways of sufficient width both to meet licensing regulations and to accommodate a wheelchair.

o Select and explain a policy admitting and monitoring strangers to the program.

o Identify and document potential safety hazards to both the indoor and outdoor environment.

o Outline an education plan to instruct children and youth about safety hazards.

  ● Determine a schedule which allows different age groups of children and youth to use the same space (indoor and outdoor) at different times.

  ● Analyze areas (indoor and outdoor) for easy staff supervision.

  ● Dissect space into safe, identifiable areas which encourage active involvement, initiative, responsibility, creativity, and a sense of autonomy.

  ● Discuss ways to provide an environment which is predictable, yet flexible.

  ● Analyze and discuss physical modifications to meet the needs of children and youth with disabilities.

  ● Discuss the importance and effects of good lighting and adequate heating/cooling.
● Compile a list of poisonous plants, toxic chemicals, hazardous medications, and fire hazards.

● Examine and evaluate indoor and outdoor equipment and space for safety.

● Determine which pets are appropriate and inappropriate in school age and youth programs.

2.3.D. Activities
  o Propose a plan for routine cleaning, sterilizing and/or maintaining materials and equipment.

  o Explain and put to use rules for safe activities for children and youth.

  o Tell about the importance of constant supervision.

  o Create role-playing scenarios which teach problem-solving skills to promote safety.

● Develop a risk management plan for a school age and youth program.

● Assess daily routine for a balance of activities which promote a safe environment.

● Examine several games to determine what safety issues might arise.
3. **Appropriate Practices -- Curriculum Development**

### 3.1 Developmentally Appropriate Practices: An Overview.

**Professional Standard, Level - Basic:**
Demonstrate knowledge of developmentally appropriate practices as related to age and the individual.

**Professional Standard, Level - Advanced:**
Demonstrate knowledge of the four guidelines for constructing and implementing developmentally appropriate practices: curriculum, child-child interactions, staff-child/youth interactions, relations between the program and the family, and observation and evaluation of the program.

**Focus Areas of this Core Knowledge and Suggested Supporting Activities:**

#### 3.1.A. Sources of DAP information.
- Review the National School Age Care Alliance’s Standards for Quality School Age Care, Editor Janette Roman, 1998.

- Outline the Colorado Department of Human Services’ Rules Regulating School Age Child Care Centers.

- Evaluate a program using School Age Care Environment Rating Scale (Harms, Jacobs, White) if appropriate.

#### 3.1.B. Developmentally appropriate (age and individual) practices.
- Examine observation strategies and techniques.

- Define, discuss, and analyze the concept of developmental appropriateness in two dimensions: age and individual.

- Observe, record, and compare age appropriate activities in two different school age/youth programs.

- Observe, record and compare individually appropriate activities in two different school age/youth programs.

- Recognize and discuss that curriculum is based upon the child’s/adolescent’s total development and the staff’s ability to integrate that knowledge into the experiences which are provided.
• Observe a school age/youth program and identify three activities which are developmentally appropriate to the functioning level of the children/youth. Determine the effectiveness of these activities.

3.1.C. The developmentally appropriate setting.
  o Locate and observe a program using developmentally appropriate practices. Observe the staff, physical environment, activities, and parent involvement. Summarize your experience.

• Study and discuss the following statement: “Developmentally appropriate activities are designed from the view that each child/youth is unique with their own personality, learning style, and family background”.

3.1.D. Program.
  o Explain how a child’s family can have an impact on his/her behavior.

• Obtain and critique a program’s philosophy and goals for children/youth served.

• Observe two children/youth and analyze any differences that may exist in their behaviors.

• While at a program, randomly check print material for multi-racial, non-sexist, and non-stereotyping pictures, and report findings.

• Determine how parents can be included in the philosophy and goals of a program.
3.2 Guidelines for Developing and Implementing DAP.

Professional Standard, Level- Basic:
Demonstrate knowledge that activities are based upon the child’s total development in the family and the community, as well as upon the program’s ability to integrate that knowledge into the experiences which are provided.

Professional Standard, Level- Advanced:
Demonstrate knowledge of ways to modify activities to meet a child’s/youth’s needs.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.2.A. Use NSACA Standards for developing and implementing DAP: activities, adult-child/youth interactions, relations between home and the program and observation techniques.

- Read and outline National School Age Care Alliance’s Standards regarding activity guidelines.
- Observe and identify developmentally appropriate practice that is dependent upon a partnership among the family, community, and the program. Explain the effect of this involvement on a child’s/youth’s functional development.
- Describe the importance of parent involvement in a school age/adolescent program.
- Obtain and critique sample activity plans for children and adolescents with special needs.
- Obtain and critique sample activity plans for children and adolescents whose primary language is not English.

- Examine and critique several activity plans for children and adolescents. Determine if the plans meet DAP guidelines and examine ways to modify the plans to meet a child and adolescent’s specific needs.
- Develop ways to modify activity plans to a child’s and adolescent’s needs.
3.3 Developmentally Appropriate Practices for School Age and Adolescents.

Professional Standard, Level - Basic:
Demonstrate knowledge of developmentally appropriate practice for children and adolescents.

Professional Standard, Level - Advanced:
Demonstrate knowledge of the importance of developmentally appropriate activities and experiences in the family, program, and community.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

3.3.A. Development and learning.
- Identify the developmental characteristics of children and adolescents.
- Locate and observe a school age and youth environment in which DAP is being implemented.
- Develop an integrated curriculum focusing on physical, social, emotional, and cognitive development. The activity and materials must be relevant, engaging, and meaningful to the children.
- Investigate the strategies that are used to promote literacy.
- Evaluate child-initiated and staff-directed activities.

3.3.B. Appropriate activities and experiences.
- Develop a daily schedule that is flexible and offers enough security, independence, and stimulation to meet the needs of all children and youth.
- Develop a schedule that allows children and youth to choose from a wide variety of activities.
- Develop activities that reflect the mission of the program and promote the development of all the children and youth in the program.
3.3.C. School age/youth directed activities.

- Staff, children and youth work together to plan and implement suitable activities, which are consistent with the program’s philosophy.
3.4 DAP and Children and Youths Experiencing Developmental Variations and/or Physical Challenges.

Professional Standard, Level- Basic:
Demonstrate knowledge of the Individualized Education Plan (IEP) and other planning methods for accommodating children’s and adolescent’s needs.

Professional Standard, Level- Advanced:
Demonstrate knowledge of an awareness of community resources.

Focus Areas of the Core Knowledge and Suggested Supporting Activities:

3.4.A. Terminology.
- Define and describe planning methods and Individualized Education Plan (IEP).
- Explain how sensitivity to the child’s needs enables a school age/youth professional to develop a program that is responsive to the family and the community.

3.4.B. Overview.
- Identify developmental variations and/or physical challenges one may find in an inclusive program.
- In your local community and school system, investigate services available to support the child, family and program staff.
- Explain why integrating children and youth experiencing developmental variations and/or physical challenges into the mainstream is considered important for all children and youth.

- Explain the implications of the Americans with Disabilities Act.
- Describe some of the characteristics or behaviors of gifted children and youths.
- List coping strategies for families with children who have developmental variations and/or physical challenges.
- Respond to the following statement: “The inclusion of children and youth with special needs and disabilities necessitates a team approach.”
3.4.C Family Involvement.
○ Explain the development of family involvement in the planning and implementation of IEP’s.

● Develop a guide to community resources in your area.
4. Guidance

4.1 The Foundations of Guidance.

**Professional Standard, Level- Basic:**
Demonstrate knowledge of a variety of guidance systems and a range of guidance techniques.

**Professional Standard, Level -Advanced:**
Demonstrate knowledge of the relationship of guidance and discipline to children and youth.

**Focus Areas of the Core Knowledge and Suggested Supporting Activities:**

4.1.A. Guidance theorists and approaches.
- Outline views of developmentalists, behaviorists, and maturationists.
- Describe different parenting styles, including authoritative, authoritarian, and permissive.
- Explain the importance of encouraging children and adolescents to develop and maintain self-control.

- Discuss positive techniques of guidance, e.g., positive reinforcement, encouragement, logical consequences, and modeling.
- Develop a written personal philosophy of guidance in school age and youth programs.

4.1.B. Direct Guidance.
- Observe situations that give examples of positive guidance; report your findings.
- Explain the importance of observing and recording children’s and youth’s behavior objectively.

- Study children’s and youth’s behavior using a variety of methods and techniques of observation and recording.
- Examine the relationship of positive guidance to each of the following:
  a. Communication
  b. Staff-child ratio
  c. Modeling
  d. Activity and/or environment
  e. Community and independent cultures of children and adolescents
4.1.C. Indirect Guidance.

- Define indirect guidance.

- Explain how the environment (e.g., space, room arrangement, work climate, daily routines, and schedules) affects the behavior of children, youth and staff.

- Examine how external factors may influence the need for different guidance techniques.
4.2 Child/ Youth Guidance: Discipline and Communication.

Professional Standard, Level- Basic:
Demonstrate knowledge of communication techniques for guiding children and youth.

Professional Standard, Level- Advanced:
Demonstrate knowledge of appropriate approaches to guiding children and youth toward self-direction.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.2.A. Discipline.
- Define and explain discipline and punishment.
- Describe goals of discipline that are developmentally appropriate for school age children and adolescents.
- Explain the importance of appropriate responses to children’s and youth’s behavior.
- List the various ways children and youth behavior affects relationships with peers, parents, and staff.
- Identify various cultural discipline techniques.
  - Observe and record a group of children and youth. Compare and contrast problem-solving techniques used by children and youth professionals.
  - Contrast discipline and punishment.

4.2.B. Verbal communication.
- Define the characteristics of verbal communication (e.g., voice, style, tone, and volume) as it relates to guidance.
- List various ways verbal communication impacts children, parents, and professionals.
- Identify words and phrases used for guiding children and adolescents.
  - Discuss various verbal communication guidance techniques.
  - Develop and demonstrate the use of verbal communication as a tool for conflict resolution and self-direction.

4.2.C. Non-verbal communication.
Show an awareness of non-verbal body language as a means of communication.

- Develop observation skills in recognizing non-verbal communication techniques.
- Investigate the role non-verbal communication plays in guidance and problem-solving.

4.2.D. Group dynamics.
- Explain factors that may influence behavior in a group setting.
- Identify and evaluate techniques used to promote positive relationships within a group.
4.3 Guidance: The Role of Staff

Professional Standard, Level- Basic:
Demonstrate knowledge of the role that staff plays in facilitating the development of self-control in children and youth.

Professional Standard, Level- Advanced:
Demonstrate knowledge of positive responses, modeling, and prompting techniques used to facilitate children’s and youth’s interactions within their environment.

Focus Areas of the Core Knowledge and Suggested Supporting Activities:

4.3.A. Understand the whole range of adult responses that support the development of children’s and youth’s internal control of their own behavior.
  o Locate and read sections pertaining to guidance and the role of staff in the National School Age Care Alliance’s Quality Standards.
  o Identify direct guidance techniques the influence the development of self-control in children and youth.
  o List examples of modeling, positive reinforcement, encouragement, and logical consequences for the development of self-control in children and youth.
  o Explain the importance of consistency in guidance situations.

- Discuss positive responses that support the development of children and youth.
- Investigate factors that may result in a negative self-image among children and youth.
- Discuss factors that may influence the treatment of children and youth in guidance situations (e.g., gender, developmental characteristics, and age).
- Evaluate strategies used in parent-staff conferences for appropriate guidance techniques, communication, and effectiveness.
4.4 Team Approach of Guidance.

Professional Standard, Level- Basic:
Demonstrate knowledge of organizing teams and of fostering partnership.

Professional Standard, Level- Advanced:
Demonstrate knowledge of team roles and responsibilities in problem-solving for guidance purposes.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

4.4.A. Teamwork.
- Identify the components of a team and the purposes of a team approach.
- Explain advantages and disadvantages of the team approach for guiding children and youth and assisting parents.
- Design several teams that may include professionals, community members, children, staff, and parents. State the purpose of the team and classify the roles and responsibilities of its members.

4.4.B. Teamwork as a problem-solving mechanism.
- Review problem-solving models and adapt one to a simulated dispute.
- Analyze and apply appropriate problem-solving strategies in parental, staff, and behavioral issues.

4.4.C. Teamwork as a guidance technique.
- Examine motivational strategies to encourage individual and group direction.
- Discuss how parents and staff benefit from guidance-orientated meetings and active participation in the program.
- Construct a plan for active participation in guidance teams/partnerships to enhance professional development.
5. **Family and Community Relationships**

5.1 *The Foundations of the Family System in America.*

**Professional Standard, Level- Basic:**
Demonstrate knowledge of family structure in meeting the needs of its members.

**Professional Standard, Level- Advanced:**
Demonstrate knowledge of how the family system has impacted the individual thought and practices for children and youth.

**Focus Areas of the Core Knowledge and Suggested Supporting Activities:**

5.1.A. *The historical, philosophical, and social foundations of the family system in America.*
- Identify types of family structures; analyze the strengths and limitations of various family structures in meeting the needs of its members.
- Define family.
- Define the effects of birth order on roles and behaviors of children.
  - Compare families in community cultures and families in individual cultures.

5.1.B. *The impact of “parenting” literature on the family system.*
- Analyze the impact of 20th-century “parenting” theorists and literature on the family system in America (e.g., Foster Kline, Jim Faye, Peter Benson, Developmental Assets, David Elkind).
- Discuss the challenges that families may face in the future.

5.1.C. *Sources of family stress and the impact of stress on children and youth.*
- Examine possible sources/types of stress that families may experience, i.e., effects of family violence, divorce, alcoholism, etc.
- Investigate and discuss the possible consequences of family stress on children and youth.
5.2 The Dynamics, Roles, and Relationships among Families, Communities, and Children and Youth Professionals.

Professional Standard, Level- Basic:
Demonstrate knowledge of how significant groups can contribute to the well-being of the family and to the achievement of specific goals through partnerships and collaborative efforts.

Professional Standard, Level- Advanced:
Demonstrate knowledge of the legal and social responsibilities of the school age and adolescent professional.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.2A. Appreciation of families and ways to involve and utilize this rich resource.
- Explain valuing the family as partners.
- List and describe ways families can become involved in all aspects of the program.
- Identify ways of communicating with families whose primary language is not English.
  - Develop a process for ongoing family/staff involvement to achieve the best results for the child, youth, family, and the program.
  - Examine workplace issues; i.e. calling parents after school, corporate child care, family friendly workplace, corporate payment, sick child issues, etc.

5.2.B. Family challenges involved in caring for children with special needs or disabilities.
- Survey families of children with special needs to identify the families’ challenges and goals. Compile and summarize findings.
  - Determine any problems in the current system of service delivery that should be addressed in order to provide developmentally appropriate practices for all children and youth.

5.2.C. The impact of the school age and youth programs on the family system.
- Illustrate the effect of developmentally appropriate practices to determine their influence on parenting styles or techniques.
  - Discuss how different school age and youth programs may or may not meet families’ needs.
5.2.D. The extended family, institutions (commercial, recreational, educational, social, religious, and medical), and other groups that comprise the “community”.
- Assess the concept of the school age and youth program being an integral part of the “community” and impacting the lives of many families.
- Analyze the impact of the broader definition of community on the child and on the school age and youth program.

5.2.E. The importance of school age and youth professionals using a team process that solicits input from and collaborates with family and the greater community.
- Examine the dynamics of team composition and the process of goal-setting to help ensure collaboration.
- Discuss the dynamics of the team process in relation to different family structures, and social and cultural backgrounds.

5.2.F. The dynamics of relationships formed between children and youth in the program setting.
- Interpret the different relationships observed among children and youth in a group.
- Discuss how positive relationships can be encouraged and enhanced among children in a group.

5.2.G. The dynamics of family involvement with the program.
- Discuss legal responsibilities (e.g., enrollment contracts, waivers, and individualized behavior plans) in relation to self, program and others.
- Analyze a legal problem involving a family that a school age and youth professional might encounter. Propose a solution.
5.3 Effective Communication in Building Relationships.

Professional Standard, Level- Basic:
Demonstrate knowledge of effective communication skills when dealing with children, families, staff, other professionals, and community helpers.

Professional Standard, Level- Advanced:
Demonstrate oral and written communication skills that are sensitive to and accepting of cultural diversity and of children’s and youth’s individual needs.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.3.A. Recognition and knowledge of communication models.
- Identify and explain specific communication models (e.g., humanistic and “win-win”).
- List and describe the common components of different communication models.

5.3.B. The impact of effective and ineffective communication skills when dealing with different publics (e.g., families, children, staff, and service providers).
- Arrange to attend and observe two staff conferences to determine if the concerns of the family were respected, if the child’s progress were communicated effectively and if the school age and youth professional supported the parent in decision-making.

- Analyze several media sources for effective communication which pertain to the following topics: parental rights, cultural diversity, and staff relationships.
- Investigate the impact of bias, parental rights, and communication on the family/staff relationship.

5.3.C. The dynamics, roles and range of relationships among families, communities, and school age and youth professionals.
- Review and critique an informal discussion between a school age and youth professional and a parent.

- Identify and explain specific techniques that can be used by a school age and youth professional to enhance communication and public relations.

- Analyze and discuss individual perceptions of what was communicated by the parties involved in the above discussion.

- Research the connection between a successful program and positive relationships.
5.4 Resources Which Support Children, Youth, and Families

Professional Standard, Level- Basic:
Demonstrate knowledge of processes for evaluating appropriate resources for families.

Professional Standard, Level- Advanced:
Demonstrate the ability to select resources that will assist a family in achieving a specific goal for their child or youth.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.4.A. Categories of resources.
- Compile a directory of resources that includes accessibility, cost, types and quality of service, versatility, and consumer friendliness.

- Research categories of resources, including human resources, from the community (e.g., professional services and community helpers).

5.4.B. The role and importance of a broad support system for children, youth and families.
- Identify a variety of community agencies and services which offer assistance in working with families, children, and youth.

- Research the literature to identify exemplary programs in the state and the community that provide services for parents as well as for children and youth.

- Investigate the unique responsibilities of and resources available in care for children and youth with special needs or disabilities.

5.4.C. The impact of bias, parental rights, and economics on the use and non-use of available resources.
- Provide actual examples to illustrate how bias impacts resource usability.

- Provide actual examples to illustrate how low income status prevents full use of available resources for families.
5.5 Community Involvement.

Professional Standard, Level- Basic:
Demonstrate knowledge of the communities the program serves, including the ethnic composition, economic structure, geography, and political forces.

Professional Standard, Level- Advanced:
Demonstrate knowledge of community responsibility.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

5.5.A Community Awareness.
- List different ways children and youth can feel a part of the larger community.
- Compile a directory of community members to share their special knowledge and skills with the children and youth.
- Investigate different types of service learning opportunities for children and youth.

- Examine the different types of communication links between the school, parent, and program.
- Develop a plan of collaboration with community partners.

5.5.B Partnering with Schools.
- Demonstrate awareness of school curriculum and know how to link out-of-school time activities to the local and state curriculum frameworks.

- Develop strategies to promote collaboration and communication with schools to meet the needs of individual children, youth, and families.
- List communication strategies to communicate with schools to identify materials and activities the program could offer to complement what happens during the school day.
- Evaluate a program for incidents of respectful working relationships with school employees (principals, teachers, bus drivers, custodians) to help both out-of-school time programs and schools better meets the needs of children and youth.
6. Cultural and Individual Diversity

6.1 The Recognition of Diversity in Society.

Professional Standard, Level- Basic:
Demonstrate awareness of the various types of cultural diversity existing within a pluralistic society.

Professional Standard, Level- Advanced:
Demonstrate knowledge of how personal values, attitudes, beliefs, and biases can impact interactions between adults and children/youth.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

6.1.A. The historical, philosophical, and social foundations of cultural and individual diversity in America and in the world.
- Identify and define terms used in the multicultural dialogue.
- Trace the foundations for understanding culture and diversity in society.
- Select two appropriate topics to research and discuss. Choose from:
  - a. The historical experiences of a culturally diverse group in America.
  - b. The philosophical perspectives held by major theorists that led to discrimination against specific groups in America.
  - c. The social factors that restrain or limit the cultural diversity of individuals and/or groups.

6.1.B. The socialization process.
- Observe the impact of ethnicity, gender and special needs and primary language on children and youth; explain how each of these categories affects socialization.
- Review and paraphrase the literature on the impact of social class on self-esteem and child and adolescent development.
- Analyze the socialization process to determine the primary significant sources of socialization.
6.1.C. The recognition of personal biases and their impact upon one’s ability to care for all children and youth equitably.

- Explain the following statement: “Negative stereotypes about various aspects of human diversity prevalent in our society undercut all children’s healthy development, and ill-equip them to interact effectively with many people in the world.”

- Examine and summarize the different values, beliefs, and forms of bias that staff members bring to a school age and youth setting.

- Study and identify developmentally appropriate teaching tools (using activity materials) that will shape or modify the attitudes and/or behaviors of children and youth toward diversity. Encompass in your response race, ethnicity, gender, social class, and special needs in school age and youth programs.
6.2 Family Involvement in Multicultural Learning.

Professional Standard, Level - Basic:
Demonstrate awareness of how the family can help children and youth understand and appreciate cultural traditions.

Professional Standard, Level - Advanced:
Demonstrate knowledge of how parents and other family members can be resource persons in multicultural learning.

Focus Areas of the Core Knowledge and Suggested Supporting Activities:

6.2.A. The identification of the family unit and its role and importance to the child and youth.
   o Define family.
   o Identify types of family units.
   - Analyze family structures in meeting the needs of their members.
   - Discuss the role of the family in passing down one’s cultural heritage. Address implications for the child and youth when the program negates the home’s influence.

6.2.B. The enlistment of parent help and support in identifying appropriate and meaningful goals and activities for family involvement in multicultural learning.
   o Illustrate how the staff can be involved in parents’ education as well as gain their support and involvement.
   o Identify strategies for working with children and youth whose family’s cultural traditions and beliefs do not allow them to participate in certain program activities.
   - Plan an orientation meeting for parents in which the importance of multicultural activities is explained. Examine the reactions of the parents attending the meeting.

6.2.C. The development of multicultural activities in which parents and other family members take part.
   o Explain how the program can reflect and affirm family cultural traditions and heritage.
   - Identify and assess materials and activities that can increase both parents’, children’s, and youth’s multicultural awareness.
6.2.D. The role of parents as resource persons.

○ Describe the implications the following statement has for a school age and youth professional: “Children and youth develop ideas about racial identity and the attributes of cultural groups other than their own as early as three years of age”.

- Meet with families to assess and discuss cultural resource items (e.g., magazine pictures, family games, dramatic play props, family experiences, stories, and artifacts) they can share with children and youth.

- Provide ways for families with non-English primary languages to participate in activities.

- Research and discuss the importance of including family members (both nuclear and extended) to share their fields of expertise.

- Examine the role that family plays in the child and adolescent development cited above. Brainstorm ways in which parents, as resources, can insure that positive attitudes are formed.
6.3 Anti-bias Programming for School Age and Youth Programs.

Professional Standard, Level- Basic:
Demonstrate knowledge of the criteria for judging a school age and youth program’s anti-bias content.

Professional Standard, Level- Advanced:
Demonstrate knowledge of how to infuse anti-bias awareness throughout all content areas of the school age and youth program.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

6.3.A. The recognition and incorporation of diversity into developmentally appropriate practices.
   o Review and explain the theoretical basics for incorporation of diversity in the school age and youth program.
   o Identify and review the research on patterns of interaction between adults and culturally diverse students. Paraphrase these findings.
   o Observe and report critical incidents that illustrate the perpetuation of gender stereotypes by staff.
   
     • Compare and contrast selected traditions that are different from those of the majority culture, or a common experience with a different cultural meaning. Discuss new awareness gained from this exercise.

6.3.B. The practice of adaptation and infusion of developmentally appropriate activities with an anti-bias perspective.
   o Become familiar with and develop strategies to implement the principles set forth in the anti-bias handbook written by Louise Derman-Sparks.
   o Describe the different developmental progressions for children and youth in forming identity and individuality, and the impact these progressions can have on program design.
   o Use an evaluation checklist to check existing materials for biases.
   
     • Research and discuss the infusion approach to multicultural program design.
     • Research and synthesize current literature on the significance of ethnic and gender identity. Strategize methods for incorporating these findings into the anti-bias program.
     • Develop an in-service staff training program with a multicultural specialist.
6.3.C. The inclusion of children and youth with disabilities or special needs.
- Find and paraphrase Part B of *The Individuals with Disabilities Education Act* (IDEA, 1990).

- Explain the statement that children and youth who are disabled and children and youth who are not disabled have more similarities than differences in their development.

- Explain why children and youth with disabilities increasingly are receiving services in inclusive settings along with their typically developing peers.

  - Determine the rationale for inclusive settings and legislation.

  - As part of the team/partnership approach in providing services in inclusive settings, compile a list of professional experts on disabilities who can support the child and adolescent program and families.

  - Interview several professionals to determine what interventions provide age-appropriate and individually appropriate services. Prepare a written report on these findings.

6.3.D. The inclusion of children and youth who are gifted and talented.
- Identify programs that focus on children and youth who are gifted and talented.

  - Identify strategies used with children and youth who are gifted and talented.
7. **Professionalism**

7.1 *The Foundations of the School Age and Youth Development Profession.*

**Professional Standard, Level- Basic:**
Demonstrate knowledge of the scope of the school age and youth development profession.

**Professional Standard, Level- Advanced:**
Demonstrate knowledge of school age and youth development based on knowledge and experience, and in relation to historical and current philosophy.

**Focus Areas of this Core Knowledge and Suggested Supporting Activities:**

7.1.A. *The historical, philosophical, and social foundations of the school age and youth development profession.*
- Define the school age and youth development profession.
- Recognize and correctly use key terms of the school age and youth development profession, such as growth, development, appropriate activities, out of school time, latch key, links to learning and homework.
- Identify the various roles found within the school age and youth development profession.
- Outline the historical, philosophical, and social foundations of the school age and youth development profession.

- Analyze the impact of the foundations of the school age and youth development profession on current professional thought and practice.
7.2 Public Impact on the School Age and Youth Development Profession.

Professional Standards, Level- Basic:
Demonstrate knowledge of the federal, state, and local standards, policies, regulations, and laws which impact children and adolescent programs and professionals.

Professional Standards, Level- Advanced:
Demonstrate knowledge of compliance of school age and youth development settings using a variety of regulatory and quality standards.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.2.A. Federal/state/local standards, policies, regulations, and laws, as well as relevant past and pending legislation.
○ Identify federal/state/local standards, policies, regulations, and laws.

- Assess a school age and youth development program using standards from professional organizations and from federal/state/local regulatory agencies.

7.2.B. Standards of professional organizations.
○ Identify and paraphrase the mission statements of national and state school age and youth development professional organizations.

- Study and discuss the standards of school age and youth development professional organizations (National AfterSchool Association, Boys and Girls Clubs, 4-H, Making the Most of Out of School Time, National Institute of Out of School Time).

7.2.C. Issues, innovations and trends in school age and youth development.
- Research issues, innovations, and trends in school age and youth development and develop a personal position on a current public policy issue.
7.3 School age and youth development ethics and codes of conduct.

Professional Standard, Level- Basic:
Demonstrate knowledge of Concordia University SAC Monograph #1 “Code of Ethics for School Age Care”.

Professional Standard, Level- Advanced:
Demonstrate knowledge of how to apply the ideals and principles of Concordia University SAC Monograph #1 “Code of Ethics for School Age Care” to situations in the delivery of service to children, youth, families, community, and society.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.3.A. Standards of ethical behavior and codes of conduct.
  o Identify and paraphrase standards of ethical behavior and codes of conduct.
  
  ● Using the “Code of Ethics for School Age Care,” research and evaluate ethical dilemmas you have encountered (or may encounter), then apply the appropriate ethical ideals and principles to each scenario.

7.3.B. Ethical issues and dilemmas in the school age and youth development profession.
  o Obtain and review literature on ethical behavior in the school age and youth development profession.
  
  ● Assess ethical and policy issues related to educational, social, and medical services for children, youth and their families.
7.4  School Age and Youth Development Professional Development.

**Professional Standard, Level- Basic:**
Demonstrate knowledge of the value and necessity of school age and youth development professional development and career options.

**Professional Standard, Level- Advanced:**
Demonstrate knowledge of accessing or creating resources for career development and planning.

**Focus Areas of this Core Knowledge and Suggested Supporting Activities:**

7.4.A. Career development, i.e., professional growth choices and resources.
- Identify professional growth options and choices.
  
  - Develop, implement, and evaluate a professional growth plan.
  - Identify resources and supports for financing professional growth opportunities.

7.4.B. Literature, activities, policies, and positions of professional organizations.
- Identify and describe literature, activities, policies, and positions of professional organizations.
- Evaluate the impact of current public policies both on the school age and youth development profession, and more specifically, on your career and professional development plan.
7.5  The Collaborative Team Process.

Professional Standard, Level- Basic:
Demonstrate knowledge of the importance of the collaborative team process in working with children, adolescents, families, colleagues, and the community.

Professional Standard, Level-Advanced:
Demonstrate knowledge of the principles and strategies necessary for an effective collaborative team process.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.5.A. The processes for effective partnerships with families, other professionals, and community representatives in the delivery of services and programs.
- Define some of the key elements of the collaborative process, such as listening, empathizing, validating and creating new options.
- Develop a set of guidelines for working effectively in groups, such as development of an advisory board.

7.5.B. The processes for effective partnerships among children/youth and staff.
- Determine strategies for building positive relationships that benefit both youth and staff based on communication, trust, and equality.

7.5.C. Principles for effective collaborative processes.
- Identify and explain appropriate principles and processes for collaboration, as they relate to children, adolescents, families, colleagues, and the community.
- Determine strategies to implement a collaborative team process in a school age and youth program including children, adolescents, staff, families, and community.
- Synthesize the principles and processes of collaboration, working with other professionals and the family to develop a child’s or youth’s individualized learning plan.
7.6 School Age and Youth Development Advocacy.

Professional Standard, Level- Basic:
Demonstrate knowledge of organizations that advocate for school age and youth development professionals, families, and programs.

Professional Standard, Level- Advanced:
Demonstrate knowledge of how to advocate for school age and youth development professionals and quality programs for children, youth, and families.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

7.6.A. Contemporary literature on advocacy and advocacy groups and activities.
  o Define advocacy.
  o Identify and describe advocacy groups, their activities, and contemporary literature on advocacy.
  ● Participate in two activities which enhance advocacy for school age and youth development professionals, children, youth, and families. Compare and contrast your experiences.

7.6.B. Knowledge of local, state, and federal legislative processes.
  o Identify local and state legislators.
  o Locate legislation that effects school age and youth development programs.
  o Participate in CAEYC or another type of advocacy meeting with local and/or state legislators.
  ● Identify the process of presenting children’s issues to lawmakers for proposed legislation.

7.6.C. Strategies to address economic issues, and to enhance the status and working conditions for school age and youth development professionals.
  o Locate and read about current efforts to enhance the status and working conditions of school age and youth development professionals, using newsletters and materials obtained from professional organizations.
  ● Develop strategies to use in advocating for the improved status of school age and youth development professionals.
8. Administration and Supervision

8.1 Administration of School Age and Youth Development Programs.

Professional Standard, Level- Basic:
Demonstrate knowledge of the legal and other regulatory systems which guide Colorado’s school age and youth development programs.

Professional Standard, Level- Advanced:
Demonstrate knowledge of planning, developing, and evaluating a school age and youth development program.

8.1.A. The systems which govern Colorado’s school age and youth development programs.
- Identify the legal and other regulatory systems which govern Colorado’s school age and youth development programs.
- Explain specific applications of Colorado’s legal and other regulatory systems to school age and youth development programs.
- Describe the cost and coverage, including restrictions, of liability insurance for school age and youth development programs.
- Explain the differences between a law, a regulation, and an accreditation standard.

- Identify some challenges of operating under multiple regulatory agency rules and policies.

8.1.B. Labor, anti-discrimination (e.g., ADA), confidentiality, and other laws which affect school age and youth development programs.
- Explain the importance of working with legal counsel regarding the laws affecting custody issues, confidentiality, labor and anti-discrimination laws, liability issues, health rules, and the basics of contracts.

- Outline appropriate hiring practices, including the processes for application and interview. Develop appropriate employee manual that outlines job descriptions and employment policies.

- Outline a written policy and procedure for the admission of special needs children and identify interagency resources that may be available.
Consider a legal problem that might be encountered by a school age and youth development program within a program. Prepare a written plan to present the problem to an advisory board.

8.1.C. Marketing.
- Identify characteristics of an existing school age program that can be used for marketing the program.
- Research and evaluate different marketing strategies.
- Develop a marketing profile, including a needs assessment and target population.
- Develop a marketing strategy to use with families whose primary language is not English.

- Paraphrase the requirements and importance of recordkeeping for various topics, such as organization records about budget, organizational plans, registration, children’s development, and personnel.
- Distinguish between the types of records that are kept for legal reasons and those that are set up to help the program function smoothly.
- Propose a checklist for an enrollment interview e.g., enrollment forms, the name of the party responsible for payment, health policies, tuition fees and payment schedules, and program schedule.
- Explain the rational behind each piece of information requested on the children’s enrollment form and the information stated in the parent handbook.
- Develop organizational strategies for maintaining records.

8.1.E. Facility management and operations.
- Establish and implement procedures to monitor and correct any building problems in order to comply with all codes, such as fire, zoning, and licensing regulations.
- Describe what strategies could be used to develop and maintain a working rapport and partnership in a school based setting regarding maintaining the physical facility.
- List policies for maintaining safe equipment and security practices.
- Design a new floor plan and/or review a floor plan for an existing site to ensure safe and effective use of space and code compliance. Explain how codes were applied.
- Create equipment and supply orders for one site (i.e., school age and youth) in a start up program.
- Create a checklist for daily, monthly, and annual tasks, regarding the maintenance of the building and equipment (both indoors and outdoors).
8.1.F. Program management.
- Study and evaluate all aspects of program management, including the program as a learning environment, daily schedule, program design, group size, and enrollment.
- Investigate and discuss behavioral issues that impact a program.
- Define who the key players are in behavioral issues and when to involve them. Discuss a plan on when it is appropriate to include the child’s teacher and principal as support.
- Create and assess role-play techniques for dealing with behavioral issues.
- Examine how diversity issues affect program practices.

8.1.G. Organizational, vision, and mission development.
- Define and discuss the basic principles of organizational structure.
- Interpret a program’s existing mission statement and explain it to staff and parents.
- Identify resources which will facilitate the creation of a mission statement.
- Explain how the goals and objectives of non-profit organizations might differ from those of for-profit organizations.
- Determine strategies for establishing and implementing goals and objectives.
- Develop a mission statement and management strategies based on teamwork, ongoing evaluation, and strategic planning processes.
- Compare and contrast “non-profit organizations” and “for-profit organizations.”
- Develop strategies for helping staff members to identify with and internalize the facility’s mission statement.
- Develop long and short term goals for a program that will address growth, parent communication, meeting children’s needs, and developing community partnerships.

- Describe the financial issues which may affect a program, such as small business loans, changes in enrollment, and insurance issues.
- Identify a variety of budget formats.
- Identify sources of funding within corporations, foundations, and the government.
○ Use local information regarding typical fees to create a budget which provides realistic salaries more appropriate for the staff as they increase skills and professional knowledge and includes strategies for increasing the budget income total to accommodate increases.

● Discuss the connection between program policy/practice and the budget.

● Discuss strategies for involving staff members in identifying where money can best be spent to enhance the program and best serve the needs of the children.

● Investigate and discuss fee schedules, including registration, tuition, and field trips.

● Determine and discuss other sources of revenue and support for the program, such as donations, philanthropy, and special program grants.

● Develop a working budget which allows for a compensation system that rewards the staff for increased knowledge and skills.

● Create a fee schedule which supports the budget.

● Compare and contrast two or more of the following types of sponsoring organizations: non-profit corporations, for-profit corporations, sole proprietorships, and partnerships.

● Create a revenue sheet which supports the expense side of the budget, including fees as well as other sources of revenue.

● Assess types of fundraising campaigns. Compare and contrast the pros and cons of internal fundraising versus hiring an outside fundraising professional.

● List and discuss detailed procedures for administering the following: billing, reimbursement, receipts, fiscal reports, and petty cash.

8.1.1. Program development and evaluation.

○ Explain the appropriateness of field trips for different age groups.

○ Identify resources that can assist in program development and activities.

○ Identify and describe the unique characteristics of a quality program.

○ Develop a program evaluation form for parents, staff and students. Explain how the data obtained could be used.

● Interview directors of two school age and youth development programs to compare and contrast their activity schedule, routines, field trip procedures, and menus.

● Locate and explain nationally recognized program evaluation instruments.
• Evaluate the criteria used by children, youth, families, staff, and the director for evaluation of a program.

• Develop a plan for mentoring with staff. Design the plan so that different levels of expertise on your board and within your staff are represented.

8.1.J. **Recruitment of school age and youth development professionals.**

  o Develop job descriptions for the program director, program leaders, and program assistants.

• Obtain three different job descriptions from different sources for the same position. Prepare and critique a list of interview questions, observing legal guidelines, for that position.

• Define legal requirements versus business decisions or best practices.

• Interview three school age and youth development professionals to determine first-week-on-the-job experiences. Based on that information, plan an orientation session which promotes program goals.
8.2 Leadership, Supervision, and Staff Development

Professional Standard, Level- Basic:
Demonstrate knowledge of school age and youth development staff and professional issues.

Professional Standard, Level- Advanced:
Demonstrate knowledge of planning, implementing, and evaluating a program of personnel management and staff development.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

8.2.A. Theories, research, best practices, and models of supervision, mentorship, retention, and staff development for school age and youth development programs.
- Explain best practices for reaching the goal of enhancing the self-image and public perception of school age and youth development professional.

- Discuss how to encourage and promote professional development activities, e.g., observing and giving feedback, communicating expectations, and modeling appropriate behavior with children, youth, families, and staff.

8.2.B. Interpersonal dynamics and communication strategies.
- Identify and explain the interpersonal dynamics and communication strategies which foster positive and respectful relationships with consumers, staff, administration, other professionals, and the community.

- Develop a plan for integrating these communication principles into the structure of the organization.

- Develop a plan with goals on how to develop and maintain community partnerships including parental involvement and define the plan’s importance in building a quality school age/youth program.

8.2.C. The roles of culture, age, gender, ability, and other variables in the supervisory process.
- Using Concordia University’s SAC Monograph #1 “Code of Ethics for School Age Care,” explain responsibilities to co-workers, employers, and employees.

- Explore how staff members with diverse backgrounds can strengthen and benefit a program.

- Locate an ethical dilemma located within a recent issue of a professional school age and youth development journal and discuss the solution.
- Identify an ethical dilemma discussed in a professional school age and youth development journal or periodical. Examine and offer several solutions.

- Define strategies to maintain a cohesive team of staff members with diverse backgrounds including age and culture.

8.2.D. Advocacy

  - Define advocacy as it relates to children, youth, families, and school age and youth development professionals.

  - List local, state, and national organizations that promote advocacy for children, youth families, and school age and youth development professionals.

  - Describe the mission of advocacy organizations, e.g., Worthy Wage Campaign, National AfterSchool Association, and Children’s Campaign.

- Analyze the role a school age and youth development professional should play in the advocacy movement.

- Conceive an advocacy event, e.g., Lights on Afterschool. Consider details of the event, including marketing, cost, collaboration with other professionals, and delegation of duties.

- Research legislation affecting children, youth, and their families.
8.3 Team Involvement

Professional Standard, Level- Basic:
Demonstrate knowledge of how to work collaboratively with a team model.

Professional Standard, Level- Advanced:
Demonstrate knowledge of the administrative role in facilitating the team process.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

8.3.A. Roles and responsibilities of teams and their members.
  o Define the function of a team.
  o Describe the roles that various team members play.
  o Identify situations that necessitate a team approach.
  ● Develop and explain an organizational chart for a school age and youth development program.

8.3.B. Strategies for assessing and meeting team-building needs.
  o Plan a team-building activity.
  o Explain how clear and tactful communication is integral to team building.
  ● Develop methods to identify team members’ strengths and weaknesses, such as group activities and personality profiles.
  ● Compare and contrast the application and effects of different communication modes, i.e. verbal, non-verbal, written, and graphic.

8.3.C. Interpersonal processes and dynamics of teams.
  ● Research and discuss the processes of collaboration resources.
  ● Research and examine tools to assess individual communication styles and personality characteristics such as the Kiersey Temperament Sorter and the Myers-Briggs Type Indicator (MBTI).
8.3.D. Related disciplines that provide services and contribute support to professionals, children, youth, and families.

- Identify the agencies that provide services or referrals to children, youth, and families.

- Locate resources that provide services or referrals and use them to set up a resource library.

- Survey agencies that would provide services for a specialized need, e.g., ADD, ADHD, child or spousal abuse, parenting, job loss, affordable health care, and elder care.
9. **Mental Health**

9.1 **Emotional Health**

**Professional Standard, Level- Basic:**
Demonstrates knowledge of emotional security for each school age child and youth.

**Professional Standard, Level- Advanced:**
Demonstrates knowledge of how to promote an emotionally secure environment.

**Focus Areas of this Core Knowledge and Suggested Supporting Activities:**

9.1.A. **Respect of individuals.**
- List ways that children and youth are appreciated, valued, and enjoyed.
- Observe children to identify what makes them unique and list ways of letting them know individuality is valued.
- Promote opportunities for children to talk about experiences and feelings.
- Develop consistent and fair expectations with clear consequences.
- Encourage and demonstrate methods that promote strong family and adult relationships that directly relate to positive mental health.

9.1.B. **Individual interests and talents.**
- Identify a child’s and youth’s interests through observation, surveys, and conversation.
- Using the above information, plan activities and provide materials.
- List a wide variety of activities that do not limit children’s and youth’s options because of individual differences.
- Develop a schedule allowing children and youth time and resources needed to pursue their interests or master a skill.
- Observe children’s and youth’s non-verbal cues (e.g., body language, dramatic play, drawings, stories) and develop questions about their ideas and feelings.
9.1.C. **Opportunities for success.**
- List types of genuine praise and recognition acknowledging children’s and youth’s efforts and accomplishments.
- Explore ways of helping children gain the skills they need to complete a task and repeatedly experience success.
- Develop a plan for role modeling recognition of personal efforts and accomplishments through self-praise.
  - Observe staff letting children know they are cared for by using gentle physical or non-verbal contact—hug, touch, and smile.
  - Demonstrate a working knowledge of the 40 Assets for Youth.

9.1.D. **Problem solving.**
- List ways staff can help children and youth deal with setbacks by accepting their feelings and failures and responding respectfully.
  - Role model for staff how to listen to children and youth and take their concerns seriously without interrupting, judging, or giving unasked-for advice.

9.1.E. **Activities for children to learn positive social values.**
- List ways children can become involved in the program’s daily operations and weekly chores.
9.2 Pro-social Skills

Professional Standard, Level- Basic:
Demonstrate knowledge of the various ways children and youth can feel accepted by the group.

Professional Standard, Level- Advanced:
Demonstrate knowledge of methods of communication used to encourage feelings of empathy and mutual respect.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

9.2.A. Positive ways to interact with other people of all ages.
- Identify feelings and when appropriate model acceptable ways to express feelings.
  - Develop a plan to introduce complex communication skills such as assertiveness, conflict resolution, and refusal skills.
  - List ways to provide opportunities for children and youth to develop citizenship and leadership skills.

9.2.B. Using observation skills to understand the social needs of each child and youth.
- Observe and listen to learn how each child and youth relates to others in the program.
  - Using the information above, outline how to assist children and youth who have difficulty being accepted by their peers.

9.2.C. Skills needed to get along with others.
- Develop a schedule that provides enough time for self-selected activities so children and youth can socialize.
  - Identify and assess a variety of materials that encourage children and youth to explore their social world.
  - List and analyze appropriate books that help children and youth deal with their feelings about friendship, conflicts, ethnic diversity, and similar topics.
  - Research ways to encourage children and youth to value what makes each person a unique individual.
  - Evaluate the impact of accepting children’s and youth’s feelings while helping them learn to control their actions.
9.2.D. Inter-and intra-personal intelligences.
- Explain how to encourage children to make decisions and solve problems on their own.
- Develop a plan to involve children and youth in planning and evaluating the program’s routines and activities.
- Role model how to involve children and youth in setting roles and establishing procedures for the program’s operations.

9.2.E. Conflict management skills.
- Develop a schedule and discuss ways to use group meetings to solve problems that involve all of the children and youth.
- Describe ways to teach children and youth how to use conflict resolution techniques.

9.2.F. Sense of community.
- Plan multi-age activities that encourage cooperation and allow children and youth to play the role of leader and mentor.
- Observe situations where children help each other, report your findings.
- Explain why staff should accept children’s and youth’s need to establish their own identities as they use slang and create a culture separate from adults.
- Investigate rules children and youth have established that encourage the use of social skills.
- Analyze the importance of providing opportunities for children and youth to belong to groups.
9.3 Mental Wellness of the Provider

Professional Standard, Level- Basic:
Demonstrate knowledge of a variety of ways providers can maintain mental wellness.

Professional Standard, Level- Advanced:
Demonstrate knowledge of the relationship of mental wellness of the provider and a quality program.

Focus Areas of this Core Knowledge and Suggested Supporting Activities:

9.3.A. Self awareness of the provider.
- List ways the provider demonstrates own wellness.
- Identify indicators of personal stress and burnout.
- Identify an awareness of self limitations and when to seek information.
  - Develop an ongoing plan for personal well being.
  - Analyze the importance of providing opportunities for self to belong to groups.
  - Promote an awareness of self limitations and when and where to seek information.
  - Identify own personal values/biases and use consultants when needed.

9.3.B. Stress reduction.
- Identify steps to reduce personal stress and burnout.
  - Demonstrate recognition of sources, nature, and effects of stress, deprivation, or trauma.
  - Demonstrate an understanding of effects of supports and stressors on parental/caregiver behavior, feelings, and attitudes.

9.3.C. Life skills.
- Initiate efforts to seek new information as needed.
  - Articulate/Define personal and professional goals and expectations.
- Develop a work plan related to goals and that is relative to a quality program.

- Promote and provide opportunities for staff wellness activities.

- Acknowledge personal achievements and maintains achievement of high level of expectations that is balanced with reality.

**9.3.D. Peer pressure**
- Identify effective means in dealing with conflicts and chronic problems.

- List strategies that promote resiliency skills.

- Identify early signs of problems which might disturb relationships and seek protective factors i.e. resiliency and reduce the risk of negative outcomes.

**9.3.E. Self discipline**
- Explore ways to balance priorities of expectations and reality.

- Analyze schedules that are conducive to time management, organization, prioritizing.

- Identify priorities that are reflective to promoting positive social, emotional, and physical needs of the provider.
Colorado Department of Human Services (CDHS)
Colorado Early Childhood Professional Credential Office
School Age/Youth Credential Application

Directions:

Complete pages 2, 3, 4 and 5 of the application and the page(s) which correspond to the Credential for which you are applying.

Credential Overview  Page 79
Level I  Page 80
Level II  Page 81
Level III  Page 83
Level IV  Page 85
Level V  Page 87
Level VI  Page 88
Conversion of Experience Chart  Page 89
Transcript request form  Page 90

Compile supporting documentation. As specified in the application, supporting documentation may include the following:

- Copy of letter(s) on business stationary from a current or past employer(s) stating the amount of time worked and the dates worked;
- A copy of the Colorado Department of Human Services family child care license indicating number of years in operation;
- Copy(s) of certificates/credentials such as a Child Development Associate, Certified Child Care Professional, etc. (see application for entire list);
- Letter/certificate from instructor stating completion of non-credit college training approved by the Colorado Department of Human Services or the Colorado Early Childhood Professional Credential Office;
- A copy of the Colorado Department of Human Services letter stating that director qualifications for a large child care center have been met.

Request official transcript(s), if appropriate, be sent directly from the university/college to the Credential Office using the enclosed form(s).

4. Cost: Processing fee has been waived.

5. Send the completed application and documentation to:
   Colorado Early Childhood Professional Credential Office
   3607 Martin Luther King Blvd
   Denver, CO 80205
   (303) 333-6017

Thank you for your interest in attaining a School Age-Youth Professional Credential and for the work you do on behalf of children and youth.
Colorado Department of Human Services (CDHS)

Colorado School Age- Youth Professional Credential Application

Please complete the following:

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List Other Names Used (maiden name, previous married names)

______________________________________________
______________________________________________
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Social Security Number ________________________________

Home Address

______________________________________________
Number Street

City County State Zip Code

Home Phone (______)_____________ Work Phone(______)_____________________

Fax Number (______)_____________ E-mail Address __________________________

Date of Birth _____________________________

Month Day Year


Ethnicity:


EMPLOYMENT INFORMATION
This information will help determine the impact of the credentialing system within the school age/youth development field. Your specific information will not be made public.

1. Years in the field of school age/youth development, including both direct and indirect services:
   [1] ☐ less than 6 months
   [2] ☐ 6-12 months
   [3] ☐ 1-2 years
   [4] ☐ 3-5 years
   [5] ☐ 6-10 years
   [6] ☐ more than 10 years

2 a. Check one which most closely defines your current position:
   [1] ☐ Licensed family child care provider
   [2] ☐ Family child care provider legally exempt from licensing
   [3] ☐ Experienced Family Child Care Provider
   [5] ☐ Teacher in a Head Start program
   [7] ☐ Educational Specialist in a Head Start program
   [8] ☐ Director in a Head Start program
   [9] ☐ Family Outreach Worker in a Head Start Program
   [10] ☐ Aide in an early childhood, school age/youth program
   [11] ☐ Teacher/Group Leader in an early childhood, school age/youth program or infant/toddler
   [12] ☐ Assistant Director of an early childhood or school age/youth program
   [13] ☐ Director of an early childhood or school age/youth program
   [14] ☐ Infant Nursery Supervisor
   [15] ☐ Public school teacher
   [16] ☐ Nanny
   [17] ☐ Parent Educator/Support Provider
   [18] ☐ Early Childhood Instructor/Trainer
   [19] ☐ Child Care Resource and Referral Specialist
   [20] ☐ Mentor
   [21] ☐ Other

2 c. **Other** position(s) currently held, please check all that apply:

- [ ] Licensed family child care provider
- [ ] Family child care provider legally exempt from licensing
- [ ] Experienced Family Child Care Provider
- [ ] Aide in a Head Start program
- [ ] Teacher in a Head Start program
- [ ] Montessori teacher
- [ ] Educational Specialist in a Head Start program
- [ ] Director in a Head Start program
- [ ] Family Outreach Worker in a Head Start Program
- [ ] Aide in an early childhood, school age/youth development program
- [ ] Teacher/Group Leader in an early childhood, school age/youth development program
- [ ] Assistant Director of an early childhood or school age/youth development program
- [ ] Director of an early childhood or school age/youth program
- [ ] Infant Nursery Supervisor
- [ ] Public school teacher
- [ ] Nanny
- [ ] Parent Educator/Support Provider
- [ ] Early Childhood/ School Age Instructor/Trainer
- [ ] Child Care Resource and Referral Specialist
- [ ] Mentor
- [ ] Other

2 d. Do you hold a paying position outside of the school age/youth development field?

- [ ] Yes
- [ ] No

3. Does your employer provide incentives for you to get advanced training/education?

- [ ] Yes
- [ ] No
- [ ] Don’t know

4. If yes, please check all that apply:

- [ ] One time cash bonus
- [ ] Scholarship funds
- [ ] Wage increase
- [ ] Release time
- [ ] Book allowance
- [ ] Transportation allowance
- [ ] Don’t know
- [ ] Other

5. Name of current agency where employed

(Examples: RRCC SACC, Logan Public Schools, Boys and Girls Club)

If applicable, name of program/center where currently employed:

(Examples of education program/center: Jessie Whaley Maxwell Elementary, RubyPark Child Care)
6. Address of current education program/center

<table>
<thead>
<tr>
<th>Number</th>
<th>Street</th>
</tr>
</thead>
</table>

City | County | State | Zip Code |

7. If applicable, name of classroom (Examples: Frogs, Extended Day, Stars)

8. If applicable, Colorado Department Human Services child care license number

9. Check all that apply:

10. How long have you worked with this program?
    [1] □ less than 6 months
    [2] □ 6-12 months
    [3] □ 1-2 years
    [4] □ 3-5 years
    [5] □ 6-10 years
    [6] □ more than 10 years

11. Ages of children served in or by this program: please check all that apply:
    [1] □ Infants (6 weeks - 1 year of age)
    [2] □ Toddlers (1 - 2 ½ years of age)
    [3] □ Preschoolers (2 ½ - 5 years of age)
    [5] □ School-age/youth (5 – 18 years of age)

12. Ages of children with whom you work directly, please check all that apply:
    [1] □ Infants (6 weeks - 1 year of age)
    [2] □ Toddlers (1 - 2 ½ years of age)
    [3] □ Preschoolers (2 ½ - 5 years of age)
    [5] □ School-age/youth (5 – 18 years of age)
    [6] □ not applicable

I am applying for Colorado School Age/Youth Professional Credential Level

Date: ____________________ Signature: ___________________________________

Please provide the number of your address, the name of your classroom, and your license number. Then, check whether you are part day, full day, part year, or full year program. Specify how long you have worked with this program. Indicate the ages of children served in or by this program and the ages of children with whom you work directly. Finally, indicate the level of professional credential you are applying for and sign your name.
## Credential Overview

<table>
<thead>
<tr>
<th>Credential Levels</th>
<th>Education</th>
<th>Experience</th>
<th>Length of Credential</th>
<th>Renewal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>Training and/or course work which covers the Level 1 Standards, a minimum of 90 clock hours</td>
<td>3 months (480 hours)</td>
<td>Valid for 3 years</td>
<td>3 semester credit hours Renewable twice</td>
</tr>
<tr>
<td><strong>Level II</strong></td>
<td>Training and/or course work which covers the Level 1 &amp; Level 2 Standards, a minimum of 270 clock hours</td>
<td>2 years (4,000 hours)</td>
<td>Valid for 5 years</td>
<td>6 semester credit hours Renewable</td>
</tr>
<tr>
<td><strong>Level III</strong></td>
<td>Associate Degree</td>
<td>1 year (2,000 hours)</td>
<td>Valid for 5 years</td>
<td>6 semester credit hours Renewable</td>
</tr>
<tr>
<td><strong>Level IV</strong></td>
<td>Baccalaureate Degree</td>
<td>1 year (2,000 hours)</td>
<td>Valid for 5 years</td>
<td>6 semester credit hours Renewable</td>
</tr>
<tr>
<td><strong>Level V</strong></td>
<td>Masters Degree</td>
<td>2 years (4,000 hours)</td>
<td>Valid for 5 years</td>
<td>6 semester credit hours or major professional contribution Renewable</td>
</tr>
<tr>
<td><strong>Level VI</strong></td>
<td>Doctoral Degree</td>
<td>2 years (4,000 hours)</td>
<td>Valid for 5 years</td>
<td>6 semester credit hours or major professional contribution Renewable</td>
</tr>
</tbody>
</table>

Please note this is an overview and does not list all of the criteria, or ways to meet those criteria, needed to meet credential standards.

“Credit hours” within this document refers to semester credit hours from a regionally accredited college or university. Equivalent credit hours from a regionally accredited college or university will be accepted.

To meet educational and renewal requirements for the Colorado School Age-Youth Professional Credentials, only credit hours from accredited colleges or universities with a “C” grade or better will be accepted.
LEVEL I CREDENTIAL

Indicates completion of training which has met the Level 1 Standards as delineated in *Colorado’s Core Knowledge and Standards: A Guide for School Age-Youth Professional Development*. This is equivalent to Colorado Community Colleges’ School Age Theory and Practice and School Age Practicum.

REQUIREMENTS

1. **Age** – Must be 18 years of age or older **and**
2. **Experience** – Documentation of 480 hours experience in a school age or youth program **and**
3. **Education** - The educational requirements can be met in one of the following ways:
   
   A. 6 **semester credits** from a regionally accredited college or university in school age education or youth services **or**
   
   B. One of the school age or youth development certificates/credentials listed below **or**
   
   C. 80% competency on the challenge test to meet this educational requirement, when available.

*Please Check All That Apply*

**A. Semester credits, non-credit training, or combinations**

*Six semester credits in school age or youth development from a regionally accredited college/university. Official transcripts must be mailed directly from the college or university to be considered.*

[1] □ 3 semester credits in School Age Theory and Practice **and** 3 semester credits in School Age Practicum

**Non-credit training** equivalent to 90 clock hours which will be reviewed by the Colorado Department of Human Services or the Colorado Early Childhood Professional Credential Office

[2] □ Pre-approved training covering the Basic Level *Core Knowledge and Standards*

[3] □ 80% competence rate on the challenge test that covers the Level Basic *Core Knowledge and Standards*

[4] □ 180 clock hours of training for Program Leader, covering Basic Level *Core Standards* and specific Advanced Level *Core Standards* which are taught in the following courses: School Age Theory and Practices, School Age Practicum, Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families, and Community Systems.

**B. Certificates/Credentials**

[3] □ US Army School Age Credential


**C. An assessment certificate verifying at least an 80% competency rate on the challenge test that covers Level I *Core Standards***.

CREDENTIAL RENEWAL

1. Before current credential expires, one of the following is required for renewal:

   A minimum of 3 semester credits from an accredited college or university in school age, youth, early childhood or other related fields.

2. The Level I Credential is valid for three years and is renewable twice.
LEVEL II CREDENTIAL

Indicates completion of training which has met Level 1 and Level 2 Standards as delineated in Colorado’s Core Knowledge and Standards: A Guide for School Age-Youth Professional Development. This is equivalent to Colorado Community Colleges’ six core school age-youth education courses, which includes School Age Theory and Practices, School Age Practicum.

REQUIREMENTS

A. Age – 19 years of age or older and

B. Experience – Documentation must be provided of at least 2,000 clock hours of supervised and/or paid occupational experience in licensed school age or youth programs. Forty-five hours of school age or youth development practicum from an accredited college or university will be accepted toward the 2,000 hours. See page 16 for Conversion of Experience.

Documentation for family child care providers must be a copy of the Colorado Department of Human Services license indicating number of years in operation. Must be able to provide documentation of hours worked with school age/youth. Should not include hours with custodial children.

Documentation for providers working in a center must be a signed letter(s) on business stationary from a current or past employer(s) stating dates and numbers of hours worked or Colorado Department of Human Services letter stating that director qualifications for a large child care center have been met.

C. Education - The educational requirements can be met in one of the following ways:

Please Check One

1. Colorado Department of Human Services letter stating that director qualifications for a large child care center have been met and 3 three semester credit courses in School Age Education or Youth Development: Child and Adolescence Development, Promoting Positive Mental Health in School Age Programs, Working with Parents, Families and Community Systems.

2. 6 three semester credit courses in School Age Education (Community College Certificate - Red Rocks Community College) or equivalent in Youth Services: School Age Theory and Practices, School Age Practicum, Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families, and Community Systems. All credited training must be from a regionally accredited college or university. Official transcripts must be mailed directly from the college or university to be considered.

3. US Army’s School Age Credential and 4 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

4. Pre-approved training covering the Level 1 Core Knowledge and Standards and 4 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

5. At least an 80% competency rate on the challenge test that covers Level 1 and Level 2 Core Knowledge and Standards.
CREDENTIAL RENEWAL

1. Before current credential expires, the following is required for renewal:
   A minimum of 6 semester credit hours from a regionally accredited college or university.

2. The Level II Credential is valid for five years and is renewable.
LEVEL III CREDENTIAL
Indicates completion of an associates degree including training that meets the Level 1 and Level 2 Standards as delineated in Colorada’s Core Knowledge and Standards: A Guide for School Age-Youth Professional Development.

REQUIREMENTS

A. Age - 19 years of age or older and

B. Experience – Documentation must be provided of at least 4,000 clock hours of supervised and/or paid occupational experience in licensed school age or youth programs. Forty-five hours of early childhood practicum from an accredited college or university will be accepted toward the 4,000 hours. See page 16 for Conversion of Experience.

Documentation for family child care providers must be a copy of the Colorado Department of Human Services license indicating number of years in operation.

Documentation for providers working in a center must be a signed letter(s) on business stationary from a current or past employer(s) stating dates and numbers of hours worked or Colorado Department of Human Services letter stating that director qualifications are met and

C. Education - The educational requirements can be met in one of the following ways. Official transcripts must be mailed directly from the college or university to be considered.

Please Check One

[1] □ An associate degree from a regionally accredited college in School Age Education or Youth Services.

[2] □ An associate degree from a Colorado Community College which includes the 6 three semester credit courses in School Age Education or Youth Services (Colorado School Age Certificate): School Age Theory and Practices, School Age Practicum, Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[3] □ An associate degree, in a field other than school age or youth development, from a regionally accredited college and an additional 18 semester credits in: School Age Theory and Practices, School Age Practicum, Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[4] □ An associate degree and a US Army School Age Credential and 4 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[5] □ An associate degree, in a field other than early childhood, from a regionally accredited college, a Colorado Department of Human Services letter stating that director qualifications for a large child care center have been met, and 3 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Working with Parents, Families and Community Services.
An associate degree, in a field other than early childhood, from a regionally accredited college and an at least an 80% competency rate on the challenge test that covers Level 1 and Level 2 Core Knowledge and Standards.

CREDENTIAL RENEWAL

1. Before current credential expires, the following is required for renewal:

   A minimum of 6 semester credit hours from a regionally accredited college or university.

2. The Level III Credential is valid for five years and is renewable.
LEVEL IV CREDENTIAL

Indicates completion of a bachelors degree including training that meets the Level 1 and Level 2 Standards as delineated in *Colorado’s Core Knowledge and Standards: A Guide for School Age-Youth Professional Development*.

REQUIREMENTS

A. **Age** - 21 years of age or older and

B. **Experience** – Documentation must be provided of at least 6,000 clock hours of supervised and/or paid occupational experience in licensed school age or youth programs. Forty-five hours of school age/youth practicum from an accredited college or university will be accepted toward the 6,000 hours. See page 16 for *Conversion of Experience*.

Documentation for family child care providers must be a copy of the Colorado Department of Human Services license indicating number of years in operation.

Documentation for providers working in a center must be a signed letter(s) on business stationary from a current or past employer(s) stating dates and numbers of hours worked or Colorado Department of Human Services letter stating that director qualifications for a large child care center have been met and

C. **Education** - The educational requirements can be met in one of the following ways. Official transcripts must be mailed directly from the college or university to be considered.

*Please Check One*

[1]☐ A Baccalaureate degree in School Age Education or Youth Services from a regionally accredited college or university.

[2]☐ A Baccalaureate degree from a regionally accredited college or university and 6 three semester credit courses in School Age Education or Youth Services (Community College School Age Certificate): School Age Theory and Practices, School Age Practicum, Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[3]☐ A Baccalaureate degree from a regionally accredited college or university and a US Army Credential and 4 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[4]☐ A Baccalaureate degree from a regionally accredited Colorado college or university and pre-approved training covering the Level I Core Knowledge and Standards and 4 three semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[5]☐ A Baccalaureate degree and Colorado Department of Human Services Director for a large child care center qualifying letter and 3 three semester credit courses in School Age
Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs.

[6] A Baccalaureate degree from a regionally accredited college or university with a teacher’s license and four 3 semester credit courses in School Age Education or Youth Services: Child and Adolescent Development, Promoting Positive Mental Health in School Age Programs, Curriculum Development for School Age Programs, Working with Parents, Families and Community Services.

[7] A Baccalaureate degree from a regionally accredited college or university and at least an 80% competency rate on the challenge test that covers Level 1 and Level 2 Core Standards.

**CREDENTIAL RENEWAL**

1. Before current credential expires, one of the following is required for renewal:

   A minimum of 6 semester credit hours from a regionally accredited college or university **or**;
   If a valid teaching licensure is held, the on-going professional work required by the license will count for renewal.

2. The Level IV Credential is valid for five years and is renewable.
LEVEL V CREDENTIAL

Indicates completion of a masters degree in School Age Education, Youth Development, or closely related field

REQUIREMENTS

A. Age - 21 years of age or older and

B. Experience – Documentation must be provided of at least 6,000 clock hours of supervised and/or paid occupational experience in licensed school age or youth programs. Forty-five hours of early childhood practicum from an accredited college or university will be accepted toward the 6,000 hours. See page 16 for Conversion of Experience. Fifty percent of hours can be in administration of programs.

Documentation for family child care providers must be a copy of the Colorado Department of Human Services license indicating number of years in operation.

Documentation for providers working in a center must be a signed letter(s) on business stationary from a current or past employer(s) stating dates and numbers of hours worked or Colorado Department of Human Services letter stating that director qualifications are met. And

C. Education – The educational requirements can be met in one of the following ways. Official transcripts must be mailed directly from the college or university to be considered.

Please Check One

[1] A Masters degree in School Age Education or Youth Services from a regionally accredited college or university.

[2] A Masters degree in a related field such as Recreation, Social Work, Human Development, Education, Family Studies from a regionally accredited college or university with an emphasis in school age, adolescent studies, or youth development.

CREDENTIAL RENEWAL

1. Before current credential expires, one of the following is required for renewal:

   A minimum of 6 semester credit hours from a regionally accredited college or university; or

   If a valid teaching licensure is held, the on-going professional work required by the license will count for renewal; or

   Documented major contribution to the School Age or Youth Services profession in one or more areas, e.g. research, publications, leadership, administration, and advocacy.

2. The Level V Credential is valid for five years and is renewable.
LEVEL VI CREDENTIAL

Indicates completion of a doctoral degree in school age education, youth development, or closely related field.

REQUIREMENTS

A. Age – 21 years of age or older and

B. Experience – Documentation must be provided of at least 6,000 clock hours of supervised and/or paid occupational experience in licensed school age or youth programs. Forty-five hours of early childhood practicum from an accredited college or university will be accepted toward the 6,000 hours. See page 16 for Conversion of Experience. Fifty percent of hours can be in administration of programs.

   Documentation for family child care providers must be a copy of the Colorado Department of Human Services license indicating number of years in operation.

   Documentation for providers working in a center must be a signed letter(s) on business stationary from a current or past employer(s) stating dates and numbers of hours worked or Colorado Department of Human Services letter stating that director qualifications for a large child center have been met and

C. Education - Official transcripts must be mailed directly from the college or university to be considered.

Please Check One

[1]☐ A Doctoral degree from and accredited college or university in School Age Education or Youth Services.

[2]☐ A Doctoral degree from an accredited college or university in a related field, such as Education, Social Work, Recreation, Human Development, Family Studies with an emphasis in adolescent studies or youth development and documented major contribution to the profession in one or more areas, e.g., research, public policy, administration, advocacy.

CREDENTIAL RENEWAL

1. Before current credential expires, one of the following is required for renewal:

   A minimum of 6 semester credit hours from a regionally accredited college or university; or

   If a valid teaching licensure is held, the on-going professional work required by the license will count for renewal; or

   Documented major contribution to the school age or youth development profession in one or more areas, e.g. research, publications, leadership, administration, and advocacy.

2. The Level VI Credential is valid for five years and is renewable.
## CONVERSION OF OCCUPATIONAL EXPERIENCE FROM HOURS INTO MONTHS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Equivalent in Months and Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>6 months x 20 hours a week</td>
</tr>
<tr>
<td>720</td>
<td>9 months x 20 hours a week</td>
</tr>
<tr>
<td>1,080</td>
<td>9 months x 30 hours a week</td>
</tr>
<tr>
<td>1,440</td>
<td>9 months x 40 hours a week</td>
</tr>
<tr>
<td>2,000</td>
<td>1 year fulltime, 12 months x 40 hours a week, 18 months x 30 hours a week, 24 months x 20 hours a week</td>
</tr>
<tr>
<td>4,000</td>
<td>2 years fulltime, 24 months x 40 hours a week, 36 months x 30 hours a week, 48 months x 20 hours a week</td>
</tr>
<tr>
<td>6,000</td>
<td>3 years fulltime, 36 months x 40 hours a week, 48 months x 30 hours a week, 60 months x 20 hours a week</td>
</tr>
</tbody>
</table>

For More Information Contact: Colorado Early Childhood Professional Credential Office
3607 Martin Luther King Blvd
Denver, CO 80205
303.333.6017 phone
303.333.6020 fax
sudy.opsahl@ccd.edu
Transcript Request Form
(Sent to College/University by Applicant)

I am requesting that an official copy of my transcript be sent with this form to:

Colorado Early Childhood Professional Credential Office
3607 Martin Luther King Blvd
Denver, CO 80205

I attended ______________________ from _______ to ________

Print Name of College or University mm/yy mm/yy

My name used when I attended your college or university:

____________________________________________________________________
Print: First Name MI Last Name

My current name (if different from above):

____________________________________________________________________
Print: First Name MI Last Name

Social Security Number: ________________________________

Signature_________________________ Date ________________

Please make copies of this form as needed
Resources

General Resources


Charron, L. *Code of Ethics for School-Age Care.* (SAC Monograph No.1). St. Paul, MN: Concordia University, Concordia School of Human Services.


*Core Competencies for Massachusetts School-Age Practitioners.* Massachusetts School-Age Coalition. Jamaica Plain, MA. [http://www.msac.org](http://www.msac.org)

Day, Carol Brunson. *Moving Forward Toward a National Credential for the School-Age Workforce.* School-Age Review; Number 6; Fall 2002.


*Standards of Organizational Effectiveness.* Boys and Girls Clubs of America.


Colorado
Department of Human Services
Division of Child Care
1575 Sherman St, First Floor
Denver CO 80203
http://www.cdhs.state.co.us/childcare/pro__development.htm

Colorado Alliance for Quality School Age Programs (CAQSAP)
http://www.caqsap.org

Organizational Resources
Afterschool Alliance
1616 H St., NW,
Washington, DC 20006
(202) 347-1002
http://www.afterschoolalliance.org

Concordia University, St. Paul
Department of School Age Care
275 Syndicate Street North
St. Paul MN 55104
1-800-211-3370
http://www.cshs.csp.edu

National Afterschool Association (NAA)
1137 Washington Street
Boston MA 02124
(617)298-5012
http://www.naaaweb.org

National Association for the Education of Young Children (NAEYC)
1509 16th Street NW
Washington DC 20036
http://www.naeyc.org
Other State Resources

State of California
California Commission on Teacher Credentialing
PO Box 944270
1900 Capitol Avenue
Sacramento, CA 94244
http://www.ctc.ca.gov

Georgia School Age and Youth Care Certificate Program
http://www.dtae.org/teched/standards/syfl.tcc.html

Indiana Youth Development Credential

Minnesota
Voluntary Practitioner Credential
MnSACA
http://www.mnsaca.org

New York
School-Age Care Credential
Cornell University
School-Age Credential Project
G18 MVR Hall
Ithaca NY 14853
http://www.human.cornell.edu/units/hd/ccsp/schoolage.html

Ohio
Step Up to Quality
http://www.KidsOhio.org
Pennsylvania
*Pennsylvania Pathways: Professional Development for Child Care Givers*
Pennsylvania Department of Public Welfare
www.papathways.org
(800)492-5107

Washington
Skill Standards for Early Care and Education Professions
School-Age Care Professional
Highline Community College
Skills Standards Resource Center (25-5A)
PO Box 98000
Des Moines WA 98198-98000

*National Resources*

21st Century Community Learning Centers
http://www.ed.gov.21stcclc/

US Department of Health & Human Services
Afterschool Investment Project
(202)587-1000
afterschool@financeproject.org
http://www.afterschool.gov
Affiliations
NAEYC = National Association for the Education of Young Children
CAN = Colorado Afterschool Network
CDE = Colorado Department of Education
CDHS = Colorado Department of Human Services
NIOST = National Institute of Out of School Time
NSACCA= National School Age Child Care Alliance name changed to NSACA = National School Age Care Alliance name changed to NAA = National AfterSchool Alliance
CAQSAP = Colorado Alliance for Quality School Age Programs
Pilot Community = Colorado Consolidated Pilot Community