



# The Indiana Youth Development Credential **Information and Guidelines**

**August 2010**

Copyright © Indiana School Age Consortium, 2004

Copyright © Indiana YouthPRO Association, 2010

**Indiana YouthPRO Association**

**4755 Kingsway Drive, Suite 300**

**Indianapolis, IN 46205**

**317-259-9491**

**Fax: 317-283-3840**

**[www.indianayouthpro.org](http://www.indianayouthpro.org)**

**(An equal opportunity, affirmative action organization)**

## Table of Contents

<b>Preface .....</b>	<b>i</b>
<b>Credentialing Process Overview .....</b>	<b>1</b>
<b>IYD Alternate and Standard Process Chart .....</b>	<b>2</b>
<b>Path to the IYD .....</b>	<b>3</b>
<b>Candidate Eligibility .....</b>	<b>4</b>
<b>Credential Process Comprehensive Description .....</b>	<b>5</b>
<b>Renewal Process .....</b>	<b>8</b>
<b>Assessment Team -Eligibility Requirements and Responsibilities.....</b>	<b>9</b>
<b>-Candidate.....</b>	<b>9</b>
<b>-Advisor.....</b>	<b>10</b>
<b>-Independent Reviewer.....</b>	<b>11</b>
<b>-Indiana YouthPRO Association .....</b>	<b>12</b>
<b>Candidates Documentation Requirements – Standard Process.....</b>	<b>13</b>
<b>Candidates Documentation Requirements – Alternate Process.....</b>	<b>18</b>
<b>Grievance/Appeal Process.....</b>	<b>22</b>
<b>Glossary of Credential Related Terms .....</b>	<b>23</b>
<b>Competency Standards for IYD Credential-short.....</b>	<b>27</b>

## Preface

The choice to work with children or adolescents in youth development is one of the most important career decisions that one can make. A youth development worker is a special person in the life of a child or adolescent, helping them as they master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. It is an exciting and challenging responsibility to set up a supportive learning environment for a group of youth, to develop a relationship with each one, and to meet their needs as individuals and as a group. Children's learning experiences during this period in their lives can increase their self-confidence and success in school and in life.

The number of children in programs that serve children and youth has multiplied in recent years. Families place great trust in the staff of these programs, for it is the daily performance of the staff member or provider that determines the quality of the children's experience. The Indiana Youth Development Credential and Core Competencies provide standards for training, evaluation, and recognition of staff members and providers based on their ability to meet the unique needs of this age group.

Applying for the Indiana Youth Development Credential is a big commitment, however working towards the IYD Credential can be a rewarding experience in itself. It offers staff members and/or providers an opportunity to:

- Evaluate his/her work in relation to the Indiana Youth Development Credential Core Competencies;
- Get feedback and support from people who have experience working with children and youth;
- Improve her/his skills in ways that are satisfying for the Candidate and beneficial for children; and
- Earn a professional Credential that is recognized throughout Indiana.

The Indiana Youth Development Credential has been developed to promote quality services to children and families by providing specific standards, training, and evaluation for youth development workers. It is an opportunity for adults working with children and youth to gain professional recognition for demonstrating competence in their on-the-job skills.

The following sections present an overview of the Indiana Youth Development Credential (IYD) Process and the eligibility requirements and responsibilities of the members of the Assessment Team that evaluate the Candidate. Practical assistance is provided with a list of the documentation that will be required and how to prepare it. In addition, a glossary of common phrases is included.

If you or someone you know is interested in earning an IYD Credential, registration includes completing and submitting the *Candidate Registration Form* and a *Self-Assessment Tool*. All forms are available online at [www.indianayouthpro.org](http://www.indianayouthpro.org). If you have questions or need additional information please contact the YouthPRO office at 317-259-9491 or [info@indianayouthpro.org](mailto:info@indianayouthpro.org).

## The Credentialing Process-Overview

A director or staff member of a children or youth service program may use the Indiana Youth Development (IYD) Credential to improve his/her professional knowledge, skills, and standing in the profession. The IYD process is appropriate for individuals who are new to the youth programming arena as well as experienced workers. Candidates can have little formal education beyond high school, or may have an Associate, Bachelor or advanced degree in another field.

The actual path to earn an IYD will depend on the Candidate's experience and education level. A Candidate with little formal education beyond High School will have to complete more coursework than a Candidate with an Associate, Bachelor or Master degree in Youth Development or a related field. A Candidate with a High School diploma or GED will follow the **Standard Process** to obtain an IYD which includes coursework from Ivy Tech. Candidates with an Associate, Bachelor or Master Degree will follow the **Alternate Process** to obtain an IYD which allows individuals to use courses, experience and training to meet many of the requirements for an IYD.

The process of earning an IYD Credential includes meeting training, education, and experience requirements that document and demonstrate that the Candidate meets the IYD Core Competencies. A Candidate can be aided in this process by an Advisor who helps with preparation for the final Assessment process. As the Candidate is completing the training and experience requirements, she/he submits a request for a final assessment by an Independent Reviewer who is assigned by YouthPRO to conduct an on-site observation and run the Assessment Team Meeting.

The *Assessment Team* is the final stage in the Credentialing process. The Team follows a set protocol that assures fairness and validity for all Candidates. The *Assessment Team* includes the Candidate and the Independent Reviewer and for those using the **Standard Process** the Candidate's Advisor. The Team meets to evaluate whether or not the Candidate has acquired the skills and knowledge as outlined by the IYD Core Competencies, all members of the team have equal weight in the process and decision making.

Once the *Assessment Team Meeting* is complete the Independent Reviewer forwards the Assessment packet to the YouthPRO office for review. If the documents show that the Assessment Process was completed as outlined, and the Assessment Team has recommended the Candidate be credentialed, the YouthPRO office mails the IYD Credential to the Candidate. If the Assessment Team has recommended more training, the YouthPRO office will outline what will be needed for the Candidate to reapply for assessment.

The Credentialing Process as outlined in this Manual, describes what information is required, how the information is created and/or gathered, identifies the main players in the process and how information is reviewed and voted on and how the IYD Credential is awarded. The following table outlines the requirements for earning an IYD using either the **Standard Process** or the **Alternate Process**.

	Standard Process	Alternate Process	Demonstrated by:
<b>Education</b>	High School diploma or GED	Associate, Bachelor or Master Degree in Youth Development Field	Copy of diploma or transcript
<b>Knowledge/ Skills</b>	<p>Successful completion of college courses that fulfill the requirements for the Credential:  <b>9 credits/135 hours (three 3-credit courses)*</b>  Candidate must demonstrate competency in the following five areas:</p> <ol style="list-style-type: none"> <li>1. Child/Adolescent Growth and Development, Guidance;</li> <li>2. Diverse Families and Communities;</li> <li>3. Program Environments: Safe, Healthy and Learning</li> <li>4. Program Planning and Management-Curriculum for Social, Personal, Physical, Cognitive, Creative and Language Development</li> <li>5. Professional Development-Personal Assets (Including basic skills, understanding of self, thinking skills, caring for children/youth) and Professionalism</li> </ol> <p><b>+ 3 credits/45 hours</b> of an acceptable non-credit or for-credit training and/or significant experience.  <b>For Total of 12 credits/180 hours</b></p>	<p>Successful attainment of Associate, Bachelor, or Master Degree with at least 12 Credits in Youth Development or a related field. Courses must relate to the Core Competencies.  <b>OR</b>  Degree + 180 hours of non-credit training and/or experience in Youth Development within the past 3 years that relate to the Core Competencies.  <b>OR</b>  Degree + 20 Continuing Education Hours (CEH or CEU) earned during the past 3 years that relate to the Core Competencies.</p>	<p>Official Transcripts are required to support credits.</p> <p>If using transcripts to support course credit requirement the course name and number must be listed on the <i>Self-Assessment Form</i> as it appears on transcripts.</p> <p>CEU's or other non-credit courses, must be supported by certificates, letter of verification or other documentation.</p> <p>Experience must be supported by Certificate or letter of employment.</p>
<b>Experience</b>	480 hours in an organized program environment that serves children or youth aged 5 to 18 within the last 5 years. Must be working in a children's or youth program during the assessment period.	Must have 480 hours as an employee, volunteer or intern in an organized program environment that serves children or youth aged 5 to 18 within the past 5 years.	Letter of verification from employer.
<b>Professional</b>	Membership in Indiana YouthPRO Association		Membership card/letter

\* You may need to complete an academic skills assessment. IVYTech uses ASSET (paper/ pencil) or COMPASS (computer-based) to assess your skills. Your ACT or SAT scores or previous college work may also serve this purpose.

## Path to the IYD Credential

<b>Step 1:</b> Individual interested in earning an IYD Credential completes the <i>Registration Form</i> and a <i>Self-Assessment</i> and submits both to Indiana YouthPRO with a \$25 registration fee.	
<b>Step 2:</b> YouthPRO processes the registration and reviews the information from the Self-Assessment to determine what next steps the Candidate needs to complete to earn an IYD.	
<b>Step 3:</b> YouthPRO sends written notification to the Candidate that includes information on what (if any) additional education and training the Candidate needs to complete prior to completing the IYD Credential. YouthPRO will also verify which process the Candidate will be using – <b>Alternate</b> or <b>Standard</b>	
<b>Step 4:</b> Candidate works to complete the following tasks:	
<b>Candidate Using Standard Process</b>	<b>Candidate Using Alternate Process</b>
Candidate completes any needed course work as outlined by YouthPRO. Candidate is observed by an Advisor working with youth at least twice and completed all necessary documentation.	Candidate completes any needed course work as outlined by YouthPRO Candidate completes all needed documentation
<b>Step 5:</b> Candidate submits <i>Assessment Visit Request Form</i>	
<b>Step 6:</b> YouthPRO reviews <i>Assessment Visit Request Form</i> and if all requirements are met, will notify an Independent Reviewer to complete the assessment process	
<b>Step 7:</b> Assessment Visit	
For the <b>Standard Process</b> the Assessment visit includes the Candidate, Advisor and Independent Reviewer	For the <b>Alternate Process</b> the Assessment visit includes the Candidate and the Independent Reviewer
<b>Step 8:</b> Following the Assessment visit the Independent Reviewer verifies the process and submits relevant documents to YouthPRO.	
<b>Step 9:</b> YouthPRO reviews documents, verifies that protocol was followed and based on the recommendation from the Assessment Visit prepares the appropriate documents.	

## Candidate Eligibility

**The applicant must meet the following eligibility requirements:**

### A. Current Work

Candidate **must be working in a program** that serves children or adolescents age 5 through 18 in a center-based, school-based, family-based, church-based, camp-based or residential-based programs. If a Candidate typically works as an administrator in an agency, he/she must be able to be observed working with children, staff and families as part of the Assessment Process.

### B. Education

**Standard Process:** Candidates must have at least a **High School diploma or GED**. In addition, individuals using this process will need to successfully complete college courses that fulfill the requirements for the IYD and allow the Candidate to demonstrate competency in the following five areas:

1. Child/Adolescent Growth and Development, Guidance;
2. Diverse Families and Communities;
3. Program Environments: Safe, Healthy and Learning
4. Program Planning and Management-Curriculum for Social, Personal, Physical, Cognitive, Creative and Language Development
5. Professional Development-Personal Assets (Including basic skills, understanding of self, thinking skills, caring for children/youth) and Professionalism

**Alternate Process:** Candidates must hold an Associate, Bachelor or Master Degree in the Youth Development Field or be close to completing a degree. The degree must include:

- At least 12 Credits in Youth Development or a related field and the courses must relate to the Core Competencies. **OR**
- The Candidate can hold a Degree + 180 hours of non-credit training and/or experience in Youth Development within the past 3 years that relate to the Core Competencies. **OR**
- The Candidate can hold a Degree + 20 Continuing Education Hours (CEH or CEU) earned during the past 3 years that relate to the Core Competencies.

**For either process Candidates will need to provide supporting documentation which can include:** diplomas, transcripts, and/or certificates.

### C. Experience

Candidate must have at least **480 hours of experience** working with children or adolescents in an organized program within the past 5 years.

### D. Professional

The Candidate shall demonstrate a commitment to professionalism by **joining a professional organization**, such as Indiana YouthPRO that reflects the Candidate's primary commitment to children.

## Credentialing Process - Comprehensive Description

There are currently two ways to earn an IYD, the **Standard Process** and the **Alternate Process**, both of which are based on a set of Core Competencies. Individuals who earn an IYD have demonstrated skills and knowledge that incorporate the Core Competencies into practice with children and youth. Each process is described in detail below, the **Standard Process** is appropriate for individuals with at least a high school diploma or GED and the **Alternate Process** is appropriate for individuals who have completed an Associates, Bachelor or Master Degree.

### **Step 1: Interested individual obtains information about the IYD Credential**

Individuals who might be interested in earning an IYD Credential can get information from supervisors, co-workers, professional associations, conferences, college instructors or other sources. Information can be obtained by contacting the YouthPRO office 317-259-9491 or by e-mail [info@indianayouthpro.org](mailto:info@indianayouthpro.org). Information on the IYD and all of the forms for the IYD is available on the YouthPRO website, [www.indianayouthpro.org](http://www.indianayouthpro.org).

### **Step 2: Candidate completes the IYD Candidate Registration Form and the IYD Self-Assessment Tool and submits both to YouthPRO.**

After filling out the *IYD Candidate Registration Form* and the appropriate *Self-Assessment Tool* (*Standard* or *Alternate*) the Candidate submits both forms along with the \$25 registration fee to the YouthPRO office. The Candidate should keep a copy of both forms.

### **Step 3: YouthPRO reviews the Registration and Self-Assessment Tool.**

- YouthPRO reviews the *Candidate Registration Form* and *Self-Assessment Tool* and based on the information provided, determines if any additional training, experience or coursework needs to be completed.
- The Candidate is notified about any needed training, experience or coursework and is provided information on scholarship opportunities for the IYD.

### **Step 4: Candidate completes necessary steps to meet criteria as outlined by YouthPRO.**

- Candidates will complete any needed course work, training or experience, keeping track of documents to verify completion. For Candidates using the **Standard Process**, many of these courses will be available through Ivy Tech.
- Candidate will need to prepare documents and Competency Statements that are included in the Portfolio and Professional Resource File. (See *Candidate's Documentation Requirements Standard Process* P. 13 or *Candidate's Documentation Requirements Alternate Process* P.18)
- Candidates using the **Standard Process** will need to have an Advisor, help in finding an Advisor is available from the YouthPRO office.

### **Step 5: Candidate applies for Credential Assessment**

Once all necessary education and training is completed the Candidate is ready for the final stage of the process, the Assessment. To start this final phase the Candidate must complete the appropriate *Assessment Visit Request* form and submit the form with the \$325 assessment fee to YouthPRO.

If a Candidate requests financial assistance through TEACH Early Childhood INDIANA® he/she must submit the *Assessment Visit Request* form along with the TEACH scholarship application to TEACH. The scholarship application can be obtained from the TEACH office (1-800-657-7577). If the scholarship is approved, TEACH will forward the *Assessment Visit Request* form to YouthPRO.

**Step 6: Candidate documents his/her competence in the *Portfolio* and *Resource File***

Candidates are required to prepare detailed documentation that will be reviewed during the Assessment Meeting.

Candidates following the **Standard Process** need to complete both a *Portfolio* documenting personal and professional information and a *Resource File* which provides documentation of sixteen requirements that demonstrate the Candidate's proficiency, practice, and relevant information. A detailed list of these items can be found on page 13.

Candidates following the **Alternate Process** will need to complete a shorter set of documents. A complete list of document requirements for the **Alternate Process** can be found on page 18.

Candidates may find it useful to make a copy of the appropriate *Candidate's Checklist for Preparing for Assessment* to use as a work plan and a record of things accomplished. The completed checklist should be placed in the Candidate's portfolio for use during the Assessment.

**Step 7: YouthPRO assigns an Independent Reviewer for the Assessment Team.**

Once the Candidate has completed or is completing his/her training and documentation and the *Assessment Visit Request* form and fee have been submitted or TEACH granted a scholarship, YouthPRO will assign a qualified Independent Reviewer. Independent Reviewer Eligibility Requirements and Responsibilities can be found on page 12.

**Step 8: Candidate observed working with Children/Youth by members of the Assessment Team**

For Candidates using the **Standard Process**, the Advisor must complete at least two observations and the Independent Reviewer must complete at least one observation. For Candidates using the **Alternate Process** the Independent is the only required observations. All observations are made during normal days when the Candidate is fulfilling primarily a leadership role in working with children and is apt to demonstrate competence as indicated in the *IYD Credential Core Competencies*. Information from the observation(s) will be supplemented by questions during the Feedback/Interview sessions and by reviewing the *Portfolio* and *Resource Files*.

**Step 9: Assessment Team Meeting**

For the **Standard Process** the Assessment Team is comprised of the Candidate, the Advisor, and the Independent Reviewer. For the **Alternate Process** the Assessment Team is comprised of the Candidate and the Independent Reviewer. The Assessment Team meeting is conducted according to a standard format where information and observations are reviewed to determine the Candidate's competence and performance. During the meeting the Candidate presents his/her learning, talks about the documentation contained in the *Portfolio* and *Resource File*, answers

questions from other Team member(s), and reviews the ways in which he/she has demonstrated competence.

For both processes as each of the sixteen Functional Areas is reviewed and the Candidate's competence is discussed, notes are made on the *Candidate Profile* form. The *Candidate Profile* records comments on performance and recommendations for professional development. As the Functional Areas of each of the five Competency Areas are completed, the team votes on the Candidate's competency in that area. At the end of the Team meeting a copy of the *Candidate Profile* is made for the Assessment packet and the original is retained by the Candidate.

**Step 10: Assessment Team Recommendation.**

At the conclusion of the Assessment Team meeting all members may reach a unanimous decision that the Candidate demonstrates the competence required of a youth development professional and recommends that YouthPRO award the Credential. However, if any member of the Assessment Team does not vote to recommend the credential be awarded, the Assessment Team then recommends that the Candidate receive additional training in specific areas and reapply for the Credential at a later date.

The votes are recorded on the *Assessment Team Meeting Summary* document. A copy is made of the *Assessment Team Meeting Summary* for the assessment packet and the original is retained by the Candidate.

**Step 11: Assessment documents are submitted to the YouthPRO office**

The Independent Reviewer collects the following documents and submits them to the YouthPRO office:

- Candidate's Assessment Checklist, signed and dated.
- Advisor's observation instrument.
- Independent Reviewers observation and interview instrument.
- A copy of the Candidate Profile.
- A copy of the Assessment Team Meeting Summary Document.

**Step 12: The YouthPRO Office Reviews Documents**

The YouthPRO office reviews the documents submitted to make sure that the Assessment Team meeting was conducted according to established protocols and then accepts the recommendation of the Assessment Team. If approved, the Indiana Youth Development Credential is awarded to the Candidate. If not approved, the Candidate is invited to reapply for assessment when he/she feels they have obtained the recommended training/competency. They will also receive information on how to appeal the Assessment Team's recommendation and the final decision from Indiana YouthPRO. (See page 23 for appeal process.)

**Step 13: Candidate renews the Credential after 3 years and thereafter every 5 years.**

An Indiana Youth Development Credential is valid for 3 years from date of award. After initial 3 year renewal the credential can be renewed for 5 year periods. See page 8 for more information about the renewal process.

## Renewal Process

First renewal is three years after the initial award and five years for subsequent renewals. The renewal process involves five steps:

1. The YouthPRO office will send a notification letter to the credentialed staff member three months prior to the expiration of the credential. The letter will include a reply form that can be used to request a *Request for Renewal* packet from the YouthPRO office.
2. Upon receiving the Renewal Packet the credentialed staff prepares the renewal application which includes:
  - a. Updated autobiographical statement;
  - b. Descriptions of the renewal Candidate's professional development in each of the 16 Competency Areas based on the recommendations of the Assessment Team. Or
  - c. Evidence of successful completion of at least one 3 credit College class in an area related to youth development.
  - d. A Five-Year Professional Development Plan which includes successful completion of at least one 3-credit class.
3. The Candidate mails a copy of the Renewal Application and other documents to the YouthPRO office with a renewal fee of \$50.00 made out to Indiana YouthPRO Association.
4. YouthPRO notifies members of the Advisory committee to convene a Credential Review Panel within twenty (20) working days of receipt of the package.
5. The Credential Review Panel meets and reviews documentation and drafts a letter that:
  - a. The IYD certificate has been renewed; or
  - b. Additional information is needed before decision can be made; or
  - c. Request for renewal has been denied (mailing includes the YouthPRO Grievance/Complaint process).
6. The Candidate is informed of the Panel's evaluation within ten (10) working days of the Panel's meeting. Notice of the panel's decision is mailed with a copy of the YouthPRO Grievance/Complaint process so the Candidate can appeal the decision if they are dissatisfied.

## Assessment Team Members

Each member of the Assessment Team – Candidate, Advisor, and Independent Reviewer – must meet qualifications to fulfill his/her role of assessing the Candidate’s competence. Each member receives specific instructions regarding the responsibilities of each role. The following provides a general description of those responsibilities.

### Candidate Eligibility

The Candidate must have met the basic eligibility requirements outlined earlier and must meet the following requirements before submitting forms to start the final assessment step.

- A. Current Work** – Candidate must be working in a program that serves children or adolescents age 5 through 18 and must agree to set up observation opportunities where they interact with children, staff and families.
- B. Education** – Candidate has completed the education requirements outlined and have completed their Portfolio and Resource Files.
- C. Experience** – The Candidate must have **480 hours of experience** working with children or adolescents in an organized program in the last 5 years.
- D. Professional** – The Candidate demonstrated a commitment to professionalism by **joining a professional organization.**

## Advisor Eligibility

The Advisor is a seasoned child or youth worker professional with knowledge to provide assistance and mentoring to a Candidate. The Advisor can be picked by the Candidate as long as the individual meets the requirements below. **An Advisor is required for Candidates pursuing an IYD using the Standard Process.**

### Advisor Requirements

#### A. Personal

- Be knowledgeable about the Credential requirements and standards and policies for quality programs for children and youth.
- Be familiar with the program where the Candidate will be observed and the needs of children and families in that community.

#### B. Education

- Bachelor or advanced Degree in child or youth development, youth agency administration, recreation, home economics, physical education, elementary education, special education, social work or related field from an accredited college; **OR**
- Associate Degree in a related field; **OR**
- Successful completion of the Indiana Youth Development Credential, plus a minimum of five years experience; **OR**
- A combination of education and experience which provides professional knowledge comparable to that normally acquired through the successful completion of a four-year course of study, plus experience.

#### C. Experience/Position: Minimum of two years of experience in a children's or youth program within the past five (5) years including:

- **One year** working directly with children in the same age range as the children in the Candidate's program as a staff, teacher, family child care provider, social worker or similar role; and
- **One year** of responsibility for the professional growth of another adult.

#### D. Without Conflict of Interest:

- May not be the relative of a child in the Candidate's care at any time during the credentialing process;
- May not be related by blood or marriage or other legal relationship to the Candidate;
- May not be working with the Candidate in a co-teaching situation.

### Advisor Responsibilities

- Works with a Candidate for **at least 4 weeks**.
- Observes the Candidate at least **two times** assessing current competency in each functional area and giving the Candidate recommendations for growth. If the advisor/candidate relationship exceeds 12 months, the Advisor should observe the Candidate at least every six months. The last observation should be conducted in the same program where the Candidate will be during the Assessment visit. This final Advisor observation should not be **more than six months** before the Assessment visit, and should not be **less than five days** before the Independent Reviewer observes the Candidate.
- Advises the Candidate about preparation of the *Portfolio* and *Resource File*
- Reviews the Candidate's *Portfolio* and *Resource File*.
- Participates in the Assessment Team meeting.

## Independent Reviewer

The Independent Reviewer is a seasoned child or youth worker professional trained to work on the assessment of a Candidate. The Independent Reviewer is assigned by Indiana YouthPRO Association (YouthPRO) and coordinates and monitors the information gathering that culminates in the recommendation for approval/denial. The Independent Reviewer must meet the following minimum requirements:

### A. Personal

- Strong written, oral, and interpersonal skills.
- Membership in a professional organization.
- Knowledge of the Indiana Youth Development Credential Competency Standards, credentialing process, and National AfterSchool Association Standards and Accreditation.
- Successful completion of the Indiana Youth Development Credential Independent Reviewer Training.
- Excellent professional references.

### B. Education

- Education related to child or youth development: Bachelor's degree or Associates degree or successful completion of the Indiana Youth Development Credential.

### C. Experience

- Experience working with school-age children or adolescents.
- Experience supervising and/or teaching staff working with school-age children/youth; recent experience preferred.
- Experience working with diverse populations.

### D. Free from Conflict of Interest – To promote objectivity and credibility, an individual serving as an Independent Reviewer:

- May not be the relative of a child in the Candidate's care at any time during the assessment process.
- May not be related by blood or marriage or other legal relationship to the Candidate.
- May not be employed by, or have an affiliation with the Candidate's Program.
- May not have been an instructor, supervisor, advisor, or mentor of the Candidate.

### Independent Reviewer Responsibilities

- Serves as the representative of YouthPRO and the school-age care/youth development profession.
- Confirms arrangements for the Assessment visit, including the Assessment Team meeting.
- Observes the Candidate for a minimum of three hours.
- Interviews the Candidate following the observation to learn more about competencies that may not have been demonstrated on a given day and to complete the Interview Instrument.
- Monitors the procedures of the Assessment Team meeting to ensure that the meeting is conducted fairly and according to standard statewide procedures.
- Verifies that all procedures have been followed and submits completed documentation to the YouthPRO office.

## **Indiana YouthPRO Association's Responsibilities**

The Indiana YouthPRO Association (YouthPRO) is the agency that administrates the Indiana Youth Development Credential (IYD).

As the Credentialing Agency, YouthPRO is responsible for the following:

- Recruit and convene at least quarterly a Credentialing Advisory Committee to review and monitor materials and procedures of the Credentialing process.
- Coordinate the entire Credentialing process.
- Maintain updated Credential materials.
- Supply information to potential candidates, trainers, advisors, endorsers and the general public about the Indiana Youth Development Credential.
- Recruit, train, monitor, schedule, supply and reimburse qualified Independent Reviewers.
- Recruit and orient colleges wishing to offer training and advise to help meet the needs of Credential Candidates.
- Develop a database to track candidates throughout the credentialing process.
- Supply official notification of credential awards to successful candidates.
- Automatically send a renewal announcement to IYD Credentialed holders three months prior to the expiration of the IYD.
- Respond appropriately to any candidate who chooses to appeal an Assessment Team decision.

## **CANDIDATE'S DOCUMENTATION REQUIREMENTS STANDARD PROCESS**

The following is a list of items that a Candidate using the **Standard Process** will prepare as partial demonstration of her/his competence. Following the list is a more detailed description for preparing the documents. The Candidate prepares the following with the guidance of his/her Advisor, instructor, mentor, journey person or supervisor. **All documentation should reflect current practice, and must be prepared by the Candidate within six months of the final assessment.**

### **I. PORTFOLIO**

#### **Personal/ Program statements (4 items):**

1. Autobiography
2. Description of the program candidate works in
3. Purpose or Value Statement - Why I want to work with children/youth
4. Self-assessment and professional development goal statements

#### **Competency Statements (6 items):**

- **Competency Statement #1** - How basic theories of growth and development determine program planning and guidance practices.
- **Competency Statement #2** - Respect for Individuals and Communities in a Diverse Society
- **Competency Statement #3** - Providing a Safe, Healthy Learning Environment
- **Competency Statement #4** - Planning for Personal and Social Development
- **Competency statement #5** - Planning for Cognitive, Language, Physical and Creative Development
- **Competency Statement #6** - Working Professionally and Ethically

### **II. PROFESSIONAL RESOURCE FILE**

#### **Resource Collection/ Documentation (16 items):**

1. Observation tools (Child/Youth Development)
2. Observation records-Gross and Fine Motor Development (Child/Youth Development)
3. Case study of child with special needs (Child/Youth Development)
4. Profile of community that majority of participants come from (Families & Communities)
5. Example of parent communication (Families and Communities)
6. List of referral agencies/resources in community (Families & Communities)
7. Environmental Checklist (Safe, Healthy Learning Environment)
8. Weekly planning document (Program Content/Curriculum)
9. Examples of youth product in Creative Development: Video/Audio tapes, or snapshot album (Program Content/Curriculum)
10. Examples of youth products in Language/Literacy Learning: Video/Audio Tapes or snapshot album (Program Content/Curriculum)
11. Certificates of completion (Professionalism)
12. Child abuse reporting information (Professionalism)
13. Copy of Program Policies (Professionalism)
14. Sample accident/incident report forms (Professionalism)

15. Testimonials from other staff member(s) (Professionalism)
16. Code of ethics (Professionalism)

### Directions for Preparing Documentation

The information in this section will help you prepare documents and information that is needed for the Assessment Visit(s) by the Independent Reviewer and Advisor. It provides a detailed description of the Portfolio and the Professional Resource File. It is often helpful to use the *Candidate's Assessment Checklist* to keep track of what has been completed and what items still need to be prepared (The Checklist can be printed off the web site [www.indianayouthpro.org](http://www.indianayouthpro.org))

### I. PORTFOLIO

The “portfolio” can be prepared in a variety of formats using file boxes, notebooks or portfolio envelopes. Each candidate can decide how best to collect and organize the information listed below. Candidates following the **Standard** Route to an IYD are required to complete a Portfolio that contains each of the items listed in the order they are listed.

#### A. Personal/Program statements (4 items):

1. **Autobiography** – A written statement of 300 to 500 words that describes you as a person: your past, reasons for choosing to work with children or youth, interests and hobbies, and plans for the future.
2. **Description of program you work in** – a statement that includes:
  - a. Name, philosophy and goals of the program.
  - b. A description of the program including number of children and their ages, special needs, languages spoken in the home and community, cultural backgrounds and number of staff members
  - c. Explain your role in relationship to other staff members, length of time in present and previous roles, etc.
3. **Purpose or Value Statement** – “Why I want to work with children/youth.” This is a personal statement of 100 to 200 words that reflects your present commitment level for working with children or youth.
4. **Self-assessment and professional development goal statements** - This section can be met with either a narrative statement or a professional development checklist or self-assessment. It should reflect how you have increased your professional skills and knowledge up to now, and how you will approach future learning and skills development. The *Candidate's Self-Assessment Tool* may also serve as a basis for this goal statement.

#### B. Competency Statements (6 items):

In your own words provide a written statement (250-500 words) that describes the things you actually and typically do with children/youth and their families in each of the six areas of competency. The description should demonstrate your ability to meet the specific needs of children or youth in each of the six areas listed below.

Each essay should begin **with a goal statement** and include specific examples from your own program and what you do specifically to achieve this goal, why you do this and the results of these actions. For Example:

Safe “The goals for safety at our center are to prevent and reduce accidental injuries, to respond to injuries in an appropriate way and to teach our children (youth) safety standards.”

1. **Competency Statement #1 – How basic theories of growth and development determine program planning and guidance practices.** This statement has two sections:
  - A. Growth and Development: Will reflect your basic knowledge of how children/youth learn and develop, how you observe and assess growth and development, your appreciation for individual differences and how individuals with special needs are included in the program.
  - B. Guidance: Will describe how you create a positive, supportive environment for children/youth. It also should illustrate how you apply principles of growing in self-management and maintain appropriate boundaries.
2. **Competency Statement #2 – Respect for Individuals and Communities in a Diverse Society.** This statement has two sections:
  - A. Respect for Diverse Cultures in Communities: Will reflect your appreciation of your own cultural heritage and that of the children/youth you work with who are coming from increasingly diverse cultures. It should also illustrate how you seek to help program participants respect and appreciate each others cultural differences.
  - B. Works with Families: Will reflect what you and/or the program you work with does to support, inform and include parents. You may include what the barriers to working with families are, and how these have been/could be addressed.
3. **Competency Statement #3 - Providing a Safe, Healthy Learning Environment.** This statement has three sections:
  - A. Safe: Covers what you do to assure a safe environment for program participants.
  - B. Healthy: Covers what you do to assure an environment that promotes good health and nutrition.
  - C. Uses Indoor/Outdoor Environments: Reflects what you do to use space, equipment and materials as resources to create an interesting learning environment. You may include what barriers you encounter and how these have been/could be addressed
4. **Competency Statement # 4 - Planning for Personal and Social Development.** This statement has two sections:
  - A. Self: Reflects what you do to help children/youth feel effective, experience success and gain positive recognition from others.
  - B. Social: Reflects what you do to support development of positive interpersonal relationships.
5. **Competency Statement #5 - Planning for Cognitive, Language, Physical and Creative Development.** This statement has four sections:
  - A. Cognitive: Illustrates what you do to advance and support cognitive development.
  - B. Language/ Literacy: Covers what you do to advance and support children's/youth's ability to use the written and spoken language.
  - C. Physical: Illustrates what you do to promote both gross and fine motor development, and to encourage physical fitness.
  - D. Creative: Demonstrates what you do to stimulate creative learning and encourage creative expression.
6. **Competency Statement #6 – Working Professionally and Ethically.** This statement has four sections:
  - A. Self-development: Shows that you have acquired the personal values and philosophy to work with children and youth, and have the basic language and literacy skills to be an

effective model and leader of children/youth.

- B. Appreciates Children/Youth: Demonstrates your belief in the potential and empowerment of children/youth, and enjoys being with youth.
- C. Ethical and Responsible Employee: Exhibits how you support the policies and the mission of the program.
- D. Professional Development: Reveals what you believe about your own professional development and your future goals.

## II. THE PROFESSIONAL RESOURCE FILE

### A. Resource Collection/ Documentation (16 items):

#### 1. **Child/Youth Development:**

- a. **Observation tools** - Observation tools and descriptions of technique that would allow you to document growth in any or all of the following domains: physical, cognitive, language, social and creative.
- b. **Observation records-Gross and fine motor development** - Include a sample of an actual observation on a child/youth in your program. Remove names and personal identifying information to maintain confidentiality.
- c. **Case study of child with special needs** - Based on observations and assessments, a description of a child's/youth's development in all areas: physical, cognitive, language, social and self. It should outline what the program has done and proposes to do to accommodate and support the child's continued growth and development. Remove names and personal identifying information to maintain confidentiality.

#### 2. **Families and Communities:**

- a. **Profile of community that the majority of participants come from** – Includes information on the cultural, economic, social and civic involvement of the community where a majority of the program participants live.
- b. **Example of parent communication** - Samples of media or activities that are used to communicate with parents and/or get parents involved in the program.
- c. **Referral agencies/resources in community** - Can include: community resource listing; collection of agency brochures; information from web-sites; or a list you created.

#### 3. **Program Environments:**

- a. **Environmental Checklist** - Your assessment of the safety, health and learning environment factors of the setting which is used for group activities on a regular basis.

#### 4. **Program Content/Curriculum:**

- a. **Weekly planning document** - One or more samples of a planning document (daily, weekly or monthly format) that illustrates an actual typical week's activities.
- b. **Examples of youth product in Creative Development** - Documentation of a creative experience that was provided in the program by way of Video/Audio tapes, snapshots or work samples.
- c. **Examples of youth products in Language/Literacy Learning** - Documentation of a language or literacy development experience that was provided in the program by way of Video/Audio tapes, snapshots or work samples.

- 5. Professionalism:**
  - a. Certificates of completion** - All transcripts, certificates of completion and/or other documentation of significant work experience.
  - b. Child abuse reporting information** - Information about recognizing and reporting child abuse.
  - c. Copy of Program Policies** - A copy of the policies and procedures in the program in which you work.
- 6. Sample accident/incident report forms** - Copies of accident/incident report forms used in the program where you work.
- 7. Testimonials from other staff member(s)** - Letters, statements or evaluations from co-workers or supervisors commenting on your level of responsibility and/or capacity to work cooperatively.
- 8. Code of ethics and professional association membership-** A professional knows the ethics of the profession and is a member of the professional association that most closely aligns with his/her own professional values and orientation. This section should contain a membership card and copy of the organization's code of ethics.

## **CANDIDATE'S DOCUMENTATION REQUIREMENTS ALTERNATE PROCESS**

The following is a list of the items that you need to prepare as partial demonstration of your competence. Following the list is a more detailed description of each section. **All documentation should reflect current practice, and must be prepared by you within six months of your final assessment.**

### **I. PORTFOLIO:**

#### **Education/Training Documentation:**

1. Copies of transcripts showing completion of education requirements with specific course work that relates to the Core Competencies highlighted.
2. Documentation/Verification of non-credit training/experience.
3. Documentation/Verification of Continuing education hours.

**Brief Essay:** Essay of approximately 500 words that includes the following items:

- Brief autobiographical statement
- Brief description of program you are working in
- Explanation of why you are pursuing the IYD Credential
- Brief recognition of your strengths and weaknesses.

**Competency Statements:** Provide a brief statement (250 words or less) for 3 of the 6 items listed below.

1. Competency Statement #1 - How basic theories of growth and development determine program planning and guidance practices.
2. Competency Statement #2 - Respect for Individuals and Communities in a Diverse Society
3. Competency Statement #3 - Providing a Safe, Healthy Learning Environment
4. Competency Statement #4 - Planning for Personal and Social Development
5. Competency statement #5 - Planning for Cognitive, Language, Physical and Creative Development
6. Competency Statement #6 – Working Professionally and Ethically

### **III. PROFESSIONAL RESOURCE FILE**

#### **Resource Collection/Documentation (11 items):**

1. Brief profile of community majority of participants come from (Families & Communities)
2. Example of parent communication (Families and Communities)
3. List of referral agencies/resources in community (Families & Communities)
4. Environmental Checklist (Safe, Healthy Learning Environment)
5. Weekly planning document (Program Content/Curriculum)
6. Examples of youth product in Creative Development and/or language/literacy learning: Video/Audio tapes, or snapshot album. (Program Content/Curriculum)
7. Child abuse reporting information (Professionalism)
8. Copy of Program policies (Professionalism)
9. Sample accident/incident report forms (Professionalism)
10. Letter of support/recommendation from your direct supervisor and co-worker(s) and certificates of completion/documentation of education and training. (Professionalism)

## Directions for Preparing Documentation

The information in this section will help you prepare documents and information that is needed for the Independent Reviewer assessment visit. It provides a detailed description of the Portfolio and the Professional Resource File. It is often helpful to use the *Candidate's Assessment Checklist* to keep track of what has been completed and what items still need to be prepared (The Checklist can be printed off the web site [www.indianayouthpro.org](http://www.indianayouthpro.org))

### I. PORTFOLIO

The “portfolio” can be prepared in a variety of formats using file boxes, notebooks or portfolio envelopes. Candidates following the **Alternate Process** to an IYD are required to complete a Portfolio that contains each of the items listed in the order they are listed.

**A. Brief Essay:** Essay of approximately 500 words that includes the following 4 items:

1. Brief autobiographical statement – to include educational background, personal information that is relevant to your work.
2. Description of program you work in – name and philosophy/mission of the program, description of the program including number of children and their ages, special needs, languages spoken in the home and community, cultural backgrounds and number of staff members, and your role in relation to other staff members.
3. Explanation of why you are pursuing the IYD Credential.
4. Brief recognition of your strengths and weaknesses.

**B. Competency Statements (write statement for 3 of the 6 items):**

In your own words provide a written statement (250 words) that describes what you actually and typically do with children/youth and their families in **three of the six areas of competencies**. The description should demonstrate your ability to meet the specific needs of children or youth in the three areas you choose.

Each essay should begin **with a goal statement** and include specific examples from your own program and what you do specifically to achieve this goal, why you do this and the results of these actions. For Example:

Safe “The goals for safety at our center are to prevent and reduce accidental injuries, to respond to injuries in an appropriate way and to teach our children (youth) safety standards.”

**1. Competency Statement #1 – How basic theories of growth and development determine program planning and guidance practices.** This statement has two sections:

- A. Growth and Development: Will reflect your basic knowledge of how children/youth learn and develop, how you observe and assess growth and development, your appreciation for individual differences and how individuals with special needs are included in the program.
- B. Guidance: Will describe how you create a positive, supportive environment for children/youth. It also should illustrate how you apply principles of growing in self-management and maintain appropriate boundaries.

**2. Competency Statement #2 – Respect for Individuals and Communities in a Diverse Society.** This statement has two sections:

- A. Respect for Diverse Cultures in Communities: Will reflect your appreciation of your own cultural heritage and that of the children/youth you work with who are coming from

- increasingly diverse cultures. It should also illustrate how you seek to help program participants respect and appreciate each others cultural differences.
- B. Works with Families:** Will reflect what you and/or the program you work with does to support, inform and include parents. You may include what the barriers to working with families are, and how these have been/could be addressed.
- 3. Competency Statement #3 - Providing a Safe, Healthy Learning Environment.** This statement has three sections:
- A. Safe:** Covers what you do to assure a safe environment for program participants.
- B. Healthy:** Covers what you do to assure an environment that promotes good health and nutrition.
- C. Uses Indoor/Outdoor Environments:** Reflects what you do to use space, equipment and materials as resources to create an interesting learning environment.
- 4. Competency Statement # 4 - Planning for Personal and Social Development.** This statement has two sections:
- A. Self:** Reflects what you do to help children/youth feel effective, experience success and gain positive recognition from others.
- B. Social:** Reflects what you do to support development of positive interpersonal relationships.
- 5. Competency Statement #5 - Planning for Cognitive, Language, Physical and Creative Development.** This statement has four sections:
- A. Cognitive:** Illustrates what you do to advance and support cognitive development.
- B. Language/ Literacy:** Covers what you do to advance and support children's/youth's ability to use the written and spoken language.
- C. Physical:** Illustrates what you do to promote both gross and fine motor development, and to encourage physical fitness.
- D. Creative:** Demonstrates what you do to stimulate creative learning and encourage creative expression.
- 6. Competency Statement #6 – Working Professionally and Ethically.** This statement has four sections:
- A. Self-development:** Shows that you have acquired the personal values and philosophy to work with children and youth, and have the basic language and literacy skills to be an effective model and leader of children/youth.
- B. Appreciates Children/Youth:** Demonstrates your belief in the potential and empowerment of children/youth, and enjoys being with youth.
- C. Ethical and Responsible Employee:** Exhibits how you support the policies and the mission of the program.
- D. Professional Development:** Reveals what you believe about your own professional development and your future goals.

## II. THE PROFESSIONAL RESOURCE FILE

### A. Resource Collection/ Documentation (10 items):

1. **Profile of community that the majority of participants come from** – Includes information on the cultural, economic, social and civic involvement of the community where a majority of the program participants live.
2. **Example of parent communication** - Samples of media or activities that are used to communicate with parents and/or get parents involved in the program.
3. **Referral agencies/ resources in community** - Can include: community resource listing; collection of agency brochures; information from web-sites; or a list you created.
4. **Environmental Checklist** - Your assessment of the safety, health and learning environment factors of the setting which is used for group activities on a regular basis.
5. **Weekly planning document** - One or more samples of a planning document (daily, weekly or monthly format) that illustrates an actual typical week's activities.
6. **Examples of youth product in Creative Development, Language and/or Literacy Learning** - Documentation of a creative experience that was provided in the program by way of Video/Audio tapes, snapshots or work samples.
7. **Child abuse reporting information** - Information about recognizing and reporting child abuse.
8. **Copy of Program Policies** - A copy of the policies and procedures in the program in which you work.
9. **Sample accident/incident report forms** - Copies of accident/incident report forms used in the program where you work.
10. **Testimonials from other staff member(s)** – Letters, statements or evaluations from co-workers or supervisors commenting on your level of responsibility and/or capacity to work cooperatively. This section should also include letter of support/recommendation from supervisor and other documentation/transcripts of work experience and completion of requirements.

<b>Indiana YouthPRO Association</b>	<b>Policy: YouthPRO - Complaint/ Grievance Process</b>	<b>Latest Revision Date</b>
		8-14-06 ISAC board 8-10-10 YouthPRO Board

**PURPOSE:** To resolve complaints and/or grievances fairly and in a timely manner.

**SCOPE:** This policy applies to staff, Indiana Youth Development candidates, advisors, or Independent Reviewers or community when involved with the implementation of the Indiana Youth Development Credentialing process or YouthPRO activities.

**PROCESS:**

- Before a written grievance/complaint is submitted, informal discussions take place between the aggrieved and specific individual (if the situation is between individuals). Through these discussions, the parties attempt to resolve the problem.
- If the situation is not resolved, the aggrieved will contact the YouthPRO Executive Director or appropriate individual identified below in writing. This statement is to include the facts upon which the complaint/grievance is based, when the situation occurred, the specific violation and remedy sought. The statement is signed by the aggrieved and submitted within thirty (30) working days of the occurrence.
  - Within five (5) working days after the receipt of the complaint/grievance, the Executive Director (or IYD Coordinator) will provide a written decision to the aggrieved.
- If a satisfactory settlement is not reached, the individual may continue the process via an appeal to the YouthPRO Board Chair. This appeal must be filed within five (5) working days after receipt of the Executive Director's (or IYD Coordinator's) decision.
  - Within fourteen (14) working days of receipt of the appeal the President shall call a meeting of the Executive Committee and parties involved.
  - Within five (5) working days of that meeting a written response will be given to the aggrieved.
- YouthPRO shall keep a record of the actions taken throughout the process. This record shall be kept confidential and in a secure location.

## Glossary of Credential Related Terms

**Afterschool Alliance** – is a nonprofit organization that works to raise awareness of the importance of afterschool programs and advocates for quality, affordable programs for all children. It is supported by a group of public, private and nonprofit organizations that share the vision of ensuring that all children have access to afterschool programs by 2010. ([www.afterschoolalliance.org](http://www.afterschoolalliance.org))

**Advisor** – A professional in school-age/youth programs whose role includes observing and advising the candidate on his/her practice with children. Observes the candidate at least two times, completes the Advisor Observation Instrument and participates in the Assessment Team meeting.

**Advisor's Assessment Observation Instrument** – The official form that the Advisor uses to record observations of the Candidate in the sixteen Functional Areas and makes recommendations for the Candidate's professional development.

**National Training Institute for Community Youth Work (NTI)** – NTI is part of the Academy for Education Development (AED). Focus of the organization is to strengthen the field of youth development through the preparation and professional development of youth workers. They have promoted creation of a common language and community accessible training for youth workers. (<http://nti.aed.org/>)

**Assessment Visit Request Form** – A form used to notify YouthPRO that a Candidate completes when he/she is ready to begin the formal Assessment process.

**Assessment System** – A process for evaluating a candidate's competence through multiple processes and from several perspectives. The Candidate and other Team members have specific responsibilities at each stage.

**Assessment Team** – The designated or selected persons who serve to observe and/or gather information about the Candidate's skills and abilities. The Assessment Team typically includes: the Candidate; an Advisor; and an Independent Reviewer. The Team meets as a group, after each member has completed their information collection responsibilities. At the Assessment Team Meeting, using a structured process, information is shared, discussed and evaluated. At the end of the meeting a final vote on the Candidate's performance is taken and a recommendation is forwarded to IYPA about whether the Candidate should be awarded the Indiana Youth Development Credential.

**Assessment Team Meeting Summary** – A form completed by the Independent Reviewer during the Assessment Team Meeting that verifies that each team member has completed information collection responsibilities and that all collected information has been used in development of the recommendation.

**Autobiography** – A written statement of 300 to 500 words that describe the Candidate and includes information on: his/her past, reasons for deciding to work with children or youth, her interests and hobbies, and plans for the future. This is one of four required documents the Candidate prepares and files in the Portfolio.

**Candidate** – An individual who applies for assessment and meets, or is in the process of meeting, all eligibility requirements. A Candidate coordinates the responsibilities of the Assessment Team, prepares a Portfolio/Resource Collection describing her/his work, and participates in the Assessment Team Meeting.

**Candidate Performance Data** – Information derived from assessments of candidate competence in areas of knowledge, performance and dispositions. Data is derived from a variety of sources: projects, verbal and written statements, tests of content mastery, evaluations, observations, portfolio reflections, and other evidence of professional proficiencies.

**Candidate’s Profile**, see **Profile** below.

**Competence** – The knowledge and skills sufficient to put theories into practice in an actual program. The Indiana Youth Development Credential is competency-based and awarded for demonstrated ability to create and conduct positive, affirming, learning environments for and relationships with children and youth.

**Competency Goals or Core Competencies** – Statements of competence that a staff member should fulfill. The Indiana Youth Development Credential has five General Competency Areas with sixteen Competency Goals.

**Competency Areas** – Criteria that defines a goal and skill that a competent school-age/youth program staff member should demonstrate in working with children/youth. Each Competency Standard or Functional Area is defined by a sentence that summarizes competent behavior and each Competency Area has additional Functional Areas and goal statements of sub-competencies.

**Example: Safe: Candidate provides a safe environment to prevent and reduce injuries.**

**Credential** – A written document from an authorized body showing that a person has met certain standards. A Credential gives evidence that a person is entitled to credit or confidence in his/her demonstrated abilities. In contrast a Certificate certifies that an individual has completed a discrete element such as a class, achieved a merit step, or passed a test.

**The Council** – The Council on Professional Recognition is the administrator of the Child Development Associate (CDA) Credential and created an Army School Age Care (SAC) Credential. The Council collaborates with AED/NTI and other national agencies and organizations to create a national Youth Development Credential. The Indiana Youth Development Credential mirrors much of the assessment process of the Army SAC Credential. <http://www.cdacouncil.org>

**Entry-level Credential** – The Indiana Youth Development Credential is regarded as “entry-level”. It serves as a first step on a career ladder/lattice for those in the field of youth development. Typically, the individual who pursues a Credential does not have educational attainment beyond High School. Those who have an Associate, Bachelors or Masters degree in another field not related to youth development may pursue an IYD to gain additional knowledge in the youth development field.

**Eligibility Requirements** – Requirements that a candidate must meet in order to be eligible to apply for a credential or that other members of the Assessment Team must meet. Eligibility Requirements may include personal, educational, experience and setting factors.

**Functional Area** – Criteria that defines a goal and skill that a competent school-age staff member should demonstrate in working with children/youth. Each Competency Standard or Functional Area is defined by one or more sentence that summarizes competent staff member behavior. **Example: Assures there are no observable safety hazards or security risks for children/youth and that they do not have access to hazards.**

**Independent Reviewer** – A professional trained to assess a Candidate through observation and interview. The Independent Reviewer is assigned by YouthPRO and coordinates the information gathering, and convenes the Assessment team meeting which culminates in the recommendation for approval or denial.

**Information Collection** – The information members of the Assessment Team gather about the Candidate’s work with children, youth and families. Each member of the Assessment Team is responsible for a defined piece of the assessment process.

**Institutional Standards** – An agency’s or institution’s declaration or articulation of the knowledge, skills and dispositions expected of competent personnel in their programs.

**Interview** – A meeting at which the Advisor or the Independent Reviewer questions the Candidate about work and knowledge in each of the sixteen Functional Areas. The interview is conducted after observing the Candidate.

**National AfterSchool Association (NAA)** – Formerly The National School-Age Care Alliance (NSACA). NAA’s mission is “To be a leading voice of the after-school profession dedicated to the development, education, and care of children and youth during their out-of-school hours.” They administrate the NAA Accreditation for quality children’s and youth programs. (<http://www.naaweb.org>)

**National Institute on Out-of-School Time (NIOST)** – a research and policy development center at Wellesley College working to bring national attention to the importance of children’s out-of-school time, influence policy, increase standards and professional recognition, and spearhead community action aimed at improving the availability, quality and viability of programs serving children and youth. A primary thrust is to connect the pieces between the typical school-age care programs, educational programs and youth development programs.

**Observation** – Each Candidate is observed working in his/her usual setting. The observation is conducted in a prescribed manner and with a specified observation form. Each observer tabulates and/or writes a summary of the observation for the Assessment Team.

**Portfolio** – A document format in which a Candidate presents information about her/his own work. The Portfolio is one of the elements that is evaluated in the assessment process.

**Prior Learning Credit or Life and Work Learning** – The opportunity Candidates have to apply learning from other for-credit courses, not-for-credit courses non-formal training, in-service training, extensive or significant work or learning experiences toward the requirements for the Indiana Youth Development Credential.

**Professional Resource File** – A collection of materials professionals use in their work with children, youth and their families. Fulfilling a list of specified items is part of the Candidate’s assessment preparation for the IYD Credential.

**Profile or Candidate’s Profile** – A written summary of the discussion and evaluation of a Candidate during the Assessment Team meeting.

**Program Description** – A 250 to 500 word description of the program where the Candidate works. One of the required documents the Candidate prepares and files in the Portfolio.

**Purpose Statement** – A 250 to 500 word statement by the Candidate as to why it is important to work with children/youth and what the Candidate hopes to achieve. One of the four required documents the Candidate using the **Standard Process** prepares and files in the Portfolio.

**Renewal** – The process of renewing the Indiana Youth Development Credential when it expires. The Credential is valid for three years from the date of initial award, subsequent renewals are effective for an additional five years.

**Self-Assessment** – Using a form supplied by the YouthPRO office, the Candidate undertakes a self-assessment process to evaluate what items and areas need to be worked on or prepared for the Credential Assessment. The Candidate develops short-term goals to complete the credentialing/assessment process and longer-term goals for future learning. One of the documents Candidate's must complete and submit to YouthPRO as part of the registration process. A copy also is placed in the Candidate's Portfolio to be reviewed during the Assessment. .

**Sub-Competency** – Is a statement of a specific demonstrable behavior typical of the competent staff member.

**Staff** – Generic term for a wide variety of roles in children and youth programs. The role includes those that work in large-group, small-group or one-on-one settings. "Staff" may refer to any of the following: counselor, group leader, mentor, teacher, care provider, group facilitator, guide, director or any other job title.

**21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC)** – Key component of the No Child Left Behind Act; it provides grants through State Departments of Education to school corporations to create or expand out-of-school academic enrichment opportunities for children attending low performing schools. 21<sup>st</sup> CCLC programs also provide youth development activities, drug and violence prevention, technology education, art, music and recreation programs. Information can be found online at <http://www.afterschoolalliance.org/21stcclc.cfm>

## IYD COMPETENCY STANDARDS (SHORT FORM)

General Areas	Competency Areas	Functional Areas
<b>Child/Youth Development</b>	<b>Knowledge of Child/Youth Development:</b> Learns, practices, communicates and demonstrates an awareness of Child/Youth Development theory, principles and practices.	Understands Child/Youth Development
	<b>Observation/Assessment Methods:</b> Observes and records pertinent information about children/youth. Utilizes information from observations and assessments to plan for activities, materials and environment so that individual children's/youth's needs, interests and abilities are being met.	Observes to respond to individual characteristics
	<b>Individual Differences:</b> Recognizes and respects the wide range of abilities, interests and needs of individual participants in a way that increases their self-esteem and their respect for others.	Respects Individual differences and includes children/youth with Special Needs
	<b>Guidance Skills:</b> Handles student behavior problems using age-appropriate procedures established by best practice and in line with program policies. Identifies type of behavior problems in students and responds appropriately and consistently	Creates a positive, supportive environment Moves to self-management
<b>Families and Communities</b>	<b>Respect for Diverse Cultures in Communities:</b> Incorporates a positive attitude toward differences relating to language, culture, economics, gender roles, religion, family structures, age, and physical/mental capacity	Respects ones own and diverse cultures Knows and accesses community resources
	<b>Works with Families:</b> Maintains an open, friendly and cooperative relationship with each child's /youth's family, encourages their involvement in the program and supports the child's/youth's family.	Communication and involvement with families
<b>Program Environments</b>	<b>Assures a Healthy and Safe Environment:</b> Provides a safe environment to prevent and reduce injuries, and promotes good health and nutrition.	Safe environment Supervises for safety Promotes healthy environment
	<b>Uses Indoor/Outdoor Environments:</b> Uses space, equipment, and materials as resources for creating an interesting, secure, enjoyable environment that encourages interaction, exploration, learning and self-management for each child/youth including those with special needs.	Uses space, equipment and materials

General Areas	Competency Areas	Functional Areas
<b>Program Content/ Curriculum</b>	<b>Planning for Inter-personal (social) and Intra-personal (self) Development:</b> <u>Social:</u> supports development of peer group cohesion and collaborative participation by promoting group work, cooperative learning and community building. <u>Self:</u> Provides many opportunities for all children/youth, including those with disabling condition to feel effective, experience success and gain positive recognition from others.	Positive group participation Interpersonal relationships Planning for growth in self-esteem Empowerment of children/youth Personal and social responsibility
	<b>Planning for Cognitive and Language/ Literacy Learning:</b> <u>Cognitive:</u> Provides activities and opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of each child/youth. <u>Language/Literacy:</u> Provides opportunities and support for children/youth to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings.	Hands-on-learning and collaborative learning Directs language/literacy activities.
	<b>Planning for Physical Learning:</b> Provides a variety of equipment, activities and opportunities to promote the physical development and physical fitness of children/youth	Direct physical activities for both gross and fine motor growth.
	<b>Planning for Creative Learning:</b> Provides opportunities that stimulate children/youth to experiment with sound, rhythm, language, materials, space and ideas in d\individual ways and to express their creative abilities	Creative expression
	<b>Professionalism</b>	<b>Self-Development:</b> <u>Understanding of self:</u> Uses knowledge f self, including personal values and philosophy to evaluate program approaches. Takes measures to insure one’s own mental and physical health. <u>Basic Skills:</u> Possesses basic communication and computation skills and is able to apply thinking skills to solve problems
<b>Appreciates Children/Youth:</b> Demonstrates a belief in the potential and empowerment of all children and youth and enjoys being with youth.		Demonstrates caring for youth
<b>Ethical and Responsible Employee:</b> Demonstrates professional work habits and conforms practices to information from public policy, agency policies and professional ethics.		Ethical conduct Organizational mission Co-worker responsibility Using public and program policies
<b>Professional Development:</b> Promotes quality in children/youth services and takes advantage of opportunities to improve competence for personal and professional growth professional development and for the benefit of children/youth and their families.		Engaging in professional development