

# NEW HAMPSHIRE'S AFTERSCHOOL PROFESSIONAL DEVELOPMENT SYSTEM

Revised Edition  
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## Table of Contents

<b>INTRODUCTION TO NEW HAMPSHIRE AFTERSCHOOL PROFESSIONAL DEVELOPMENT SYSTEM .....</b>	<b>2</b>
<b>GLOSSARY .....</b>	<b>4</b>
<b>INTRODUCTION TO THE AFTERSCHOOL CORE KNOWLEDGE AREAS (CKAS).....</b>	<b>7</b>
AFTERSCHOOL CORE KNOWLEDGE AREAS .....	8
<b>NH AFTERSCHOOL CREDENTIAL APPROVED COURSEWORK GUIDELINES .....</b>	<b>11</b>
HOW APPROVED COURSEWORK IS DETERMINED .....	12
<b>INTRODUCTION TO PROFESSIONAL ACTIVITY UNITS.....</b>	<b>13</b>
PROFESSIONAL ACTIVITIES MATRIX.....	14
<b>CREDENTIAL LATTICES .....</b>	<b>17</b>
NH AFTERSCHOOL DIRECT SERVICE PROFESSIONAL .....	18
NH AFTERSCHOOL ADMINISTRATOR CREDENTIAL LATTICE .....	19
NH AFTERSCHOOL MASTER PROFESSIONAL CREDENTIAL LATTICE.....	20
<b>APPENDIX.....</b>	<b>21</b>
AFTERSCHOOL CREDENTIAL APPLICATION CHECKLIST .....	22
NH AFTERSCHOOL CREDENTIAL APPLICATION .....	24
PROFESSIONAL ACTIVITIES DOCUMENTATION FORM .....	27
PROFESSIONAL DEVELOPMENT PLAN .....	28
TRANSCRIPT REQUEST FORM .....	30

# Introduction to New Hampshire Afterschool Professional Development System

In 2010, the Child Development Bureau launched the *New Hampshire Afterschool Professional Development System*. In just three years, more than 200 afterschool professionals have been awarded an afterschool credential.

The New Hampshire Afterschool Professional Development System (NHAPDS) is designed to recognize the education, experience, skills and talents of those working in out of school time programs. It also is intended to support the on-going professional development of afterschool professionals, particularly given the strong link of staff development to higher quality programs and positive youth outcomes.

This first revision of the NHAPDS includes new levels within the lattice, allowing for more individuals to enter the system. Additionally, the revision provides for better alignment with the New Hampshire Child Care Licensing Rules and the increased requirement for professional development at all levels. Education and training continue to be vital in the growth and quality improvement of our professional workforce.

Nationally, there is growing commitment to the importance of professional development. Several states have credential systems, some required, others voluntary. The NH system is voluntary and is based on the following criteria:

- Core Knowledge Areas-the bodies of knowledge that frame the afterschool field
- Education and specialized coursework
- Work experience
- On-going professional training
- Professional activities

The information and documents contained within this packet are meant to inform readers and to serve as resources for professional development, while providing a process for attaining a New Hampshire Afterschool Credential. In addition to the credential application, you will find:

- **Credential Lattices** - progression of levels of professional roles - which include criteria for levels and individual endorsements, providing entry into the NHAPDS for those interested in taking this next step in their commitment. The lattices also serve to challenge professionals to continue to grow and explore career opportunities.
- **Core Knowledge Areas** – content areas that guide afterschool practitioners in developing specific knowledge and expertise
- **Professional Activity Guide** – activities that demonstrate an afterschool professional's expertise and commitment to the field
- **Professional Development Plan** – a template for guiding one's goals and attainment of those goals

You will also find a Glossary, Resources, Approved Coursework, and Colleges offering courses that are specific to working with schoolage youth. A checklist of items to submit with your application is included.

Your Afterschool Credential serves as a visible achievement of your professionalism and your commitment to your work. It is tangible evidence that can be used in advocacy, as well. As the afterschool field continues to strive for recognition and compensation that acknowledge the significant impact of the work of out of school time programs, it is critical that each individual in the field engages in activities that contribute to community, state, and national awareness. You are the best advocate! Display your credential openly and proudly as a way to start the conversation about the work you do daily to affect positive outcomes for children and youth.

The 2013 revision of the NHAPDS is possible due to the commitment, dedication, and perseverance of the Program Quality Subcommittee of the NH Afterschool Network. The Subcommittee worked diligently over many months. Thank you for your steadfastness. Thank you, too, to afterschool professionals throughout NH for offering feedback on the revision. Your participation is invaluable.

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## Glossary

**Accreditation:** a standard of quality applied to afterschool programs which have successfully completed requirements set forth by the COA, (Council On Accreditation).

**ACROSS NH:** a project of SERESC, contracted through the Child Development Bureau to provide training and technical assistance to afterschool providers to improve the quality, accessibility and professionalism of afterschool in New Hampshire. <http://www.seresc.net/our-programs/across-nh>

**Advocacy:** the pursuit of influencing outcomes — including public policy and resource allocation decisions within political, economic, and social systems and institutions.

**Afterschool:** term used to describe programs serving school age children, staff who work in these programs, and program activities outside of school time.

**Afterschool Basics:** a series of nine workshops that provide an overview of youth development and afterschool programming for youth from the elementary through the high school years.

**Afterschool Orientation:** a three-hour overview of the philosophy of AS programs, CKAs, licensing rules, credentialing, and industry standards; an appropriate substitute may be a program's own group orientation.

**Allied Professional:** one who has completed training in a specialized field, and wishes to contribute knowledge to the afterschool field.

**Appropriate Professional Organization:** an organization focused on issues and/or advocacy related to afterschool, which requires membership, meets regularly, may publish articles and/or journals, and may offer training through state and/or national conferences.

**Approved Concentration:** specific degrees related to afterschool which are considered "terminal" or are accepted without further transcript review. These degrees for afterschool include degrees in Childhood Studies, Youth Development, Recreation, Family Sciences or Family Studies, Education (preschool through grade 12), and Educational Leadership/Administration.

**Approved Coursework:** credit-bearing courses consisting of afterschool content, offered through regionally accredited colleges (see "Approved Coursework" list).

**Associate Degree:** college degree which represents a minimum of 60 credit hours, or two years of full-time study.

**Baccalaureate Degree:** college degree representing a minimum of 120 credit hours, or four years of full-time study.

**Child and Adult Care Food Program (CACFP):** provides nutritious meals and snacks for eligible children and adults in care. <http://www.fns.usda.gov/cnd/care/>

**Child Growth and Development:** the way that a child grows and develops physically, cognitively, and socially/emotionally, from the prenatal stage through age eight.

**Child Care Aware® of NH Child Care Resource and Referral (CCR&R):** a program, which provides consumer education, information, and child care referrals for child care providers, families, and communities. <http://www.nh.childcareaware.org>

**Core Knowledge Areas (CKAs):** the body of knowledge that defines the afterschool profession.

**Coach Certification:** documentation of training and certification as a coach in youth sports.

**Continuous Improvement Process for afterschool Programs (CIPAS):** assessment process, which evaluates afterschool program quality elements.

**Credential:** indicator of professional level of growth, a certificate/award that recognizes the recipient's qualifications and commitment to afterschool, or an Allied profession.

**Credit bearing:** refers to a college course at a regionally accredited college, usually a minimum of 3 credits.

**Cultural Factors:** family beliefs, traditions, values, and environmental factors that influence child and youth development.

**Documentation:** third-party evidence of qualifications in the form of official transcripts, copies of training certificates, copies of membership cards, letters signed by employers, and other evidence that demonstrates fulfillment of credential requirements.

**Family Child Care (FCC):** child care program where a provider cares for children within his/her own home, and may be license-exempt or licensed.

**Individual Mentor:** one who guides and supervises the professional development of an individual outside of the Mentor's program.

**Kinesiology:** the study of physical activity and its mechanics. Coursework may emphasize the role of physical activity as it relates to health in society.

**Lattice:** a framework of professional development criteria for credential levels/endorsements.

**License Exempt:** refers to a program, which is not licensed by the Bureau of Child Care Licensing. A license exempt family child care provider may care for no more than three children other than his/her own, foster, or adopted children. A license exempt afterschool program is defined by the NH Child Care Program Licensing Rules "...as defined in RSA 170-E:2, IV(g), namely a child day care agency providing child day care for up to 5 hours per school day, before or after, or before and after, regular school hours, and all day during school holidays and vacations, and which is not licensed under RSA 149, for 6 or more children who are 4 years and 8 months of age or older."

**Licensed Plus:** term applied to licensed child care programs that have demonstrated evidence of a specific set of quality standards beyond what is required for licensing.

**Lifespan Development:** the study of physical, cognitive, social/emotional, and other forms development of humans from conception to death related.

**NH Afterschool Certificate:** certificate program developed specifically for professionals who work in afterschool programs.

**Ongoing Professional Training:** documented face-to-face and/or web-based afterschool workshops, conferences, and coursework including evidence of content that focuses on the Core Knowledge Areas

**Professional Activity (PA):** an activity in which one engages to give back to the afterschool community, and which broadens one's own development.

**Practicum:** a practice teaching experience conducted under the supervision of a classroom teacher and college faculty.

**Program Consultant:** one who provides technical assistance to an afterschool program, for the purpose of quality improvement.

**Professional Development:** indicator of growth for all afterschool professionals, which includes PA's and Ongoing Professional Training.

**Professionally Relevant:** related to the fields of afterschool through work with children and families.

**Professional Portfolio:** a collection of work that demonstrates one's professional growth and development in Core Knowledge Areas.

**Quality Rating Improvement System (QRIS):** a method of assessment of the level of quality in early childhood and afterschool programs, for the purpose of quality improvement and community engagement.

**Reflective Practice:** refers to the process of studying one's own teaching methods or professional practices and determining what works best for young children, youth, or adult learners. Reflective practice can help an individual to develop and grow professionally.

**Regionally Accredited Colleges:** public and private degree-granting, two and four-year institutions which meet standards, undergo peer review, and maintain accreditation through periodic ongoing review. "Accreditation is a standards-based, evidence-based, judgment-based, peer-based process", [www.chea.org](http://www.chea.org)

**Related Field:** specialized area of study, which has influence on or is influenced by children, youth, and/or families. A degree in a related field must include a minimum number of credits focused on content in one or more Core Knowledge Areas.

**Self Study:** learning engaged in by oneself, with no direct supervision or attendance in training or class, for one's own knowledge.

**Special Education (SPED):** programs and practices designed to meet the unique needs of children whose mental ability, physical ability, emotional functioning, etc. requires special teaching approaches, equipment, or care within or outside a regular classroom.

**Technical Assistance (TA):** specialized consultation provided to afterschool programs to address specific challenges and improve overall program quality.

**Work Experience:** documented experience working with or on behalf of children and families.

**Youth Development:** the process of social and emotional development and learning of school-age children and youth, which involves family and community.

**Additional Glossary Resource:**

Early Childhood Education Professional Development: Training and Technical Assistance Glossary  
[http://www.naecy.org/GlossaryTraining\\_TA.pdf](http://www.naecy.org/GlossaryTraining_TA.pdf)

## Introduction to the Afterschool Core Knowledge Areas (CKAs)

The Core Knowledge Areas (CKAs) constitute the body of knowledge that defines the afterschool profession. The National AfterSchool Association (NAA) notes:

All professional societies share common characteristics. Among them are a body of knowledge and skills, culture, a code of ethics, and public recognition. The NAA Core Knowledge and Competencies will enable afterschool and youth development practitioners to demonstrate expertise and gain a higher level of recognition within their communities— particularly from school officials – that has long been sought after.

In this 2013 revision, NH adopted the 10 content areas developed by the NAA and NIOST (National Institute for Out of School Time). They are:

1. Child and Youth Growth and Development
2. Learning Environment and Curriculum
3. Child/Youth Observation and Assessment
4. Interactions with Children and Youth
5. Youth Engagement
6. Cultural Competency and Responsiveness
7. Family, School, and Community Relationships
8. Safety and Wellness
9. Program Planning and Development
10. Professional Development and Leadership

On the following pages is the CKA matrix. The CKA matrix is divided into three sections: Core Knowledge Areas, Components of Core Knowledge, and Topics.

- *Core Knowledge Areas* are the broad spectrum of knowledge for the afterschool and out of school time field
- *Components* identify specific content areas within each CKA
- *Topics* are areas of focus that could be covered in training, coursework, and self-study.

To meet the requirements of the NHAPDS, all on-going training, education, and specialized coursework must cover one or more Core Knowledge Areas. Applicants should familiarize themselves with this matrix and be prepared to submit documentation of their participation in workshops or coursework in the Core Knowledge Areas.

*“The Core Knowledge Areas are the seeds from which professional development grows.”*

## Afterschool Core Knowledge Areas

Core Knowledge Areas	Components of Core Knowledge	Topics
<b>Child &amp; Youth Development</b>	Domains of Development	<ul style="list-style-type: none"> <li>• Social</li> <li>• Physical</li> <li>• Emotional</li> <li>• Cognitive</li> </ul>
	Current Environmental Influences	<ul style="list-style-type: none"> <li>• School</li> <li>• Community</li> <li>• Family</li> <li>• Self-image</li> <li>• Peer influence</li> <li>• Media influence</li> </ul>
	Diverse Abilities and Needs	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Human diversity</li> <li>• Modifications and accommodations</li> </ul>
<b>Learning Environments and Curriculum</b>	Creating a Developmentally Appropriate Environment	<ul style="list-style-type: none"> <li>• Indoor environment</li> <li>• Outdoor environment</li> <li>• Safety</li> <li>• Emergency preparedness</li> <li>• Facility operations</li> <li>• Nature curriculum</li> <li>• Environments that support healthy living</li> </ul>
	Promoting Physical, Social/Emotional, and Cognitive Development	<ul style="list-style-type: none"> <li>• Healthy living</li> <li>• Positive behaviors</li> <li>• Interactions with children</li> <li>• Conflict resolution</li> <li>• Engagement and community building</li> <li>• Positive relationships</li> <li>• Youth mental health</li> </ul>
	Promoting Language and Communication Development	<ul style="list-style-type: none"> <li>• Language development in children and youth</li> <li>• Positive communication</li> <li>• Speech and language impairments</li> <li>• Cultural language differences</li> <li>• Skills for working with English language learners</li> </ul>
	Promoting Creative Expression	<ul style="list-style-type: none"> <li>• Music and movement</li> <li>• STEaM</li> <li>• Dramatic arts</li> <li>• Creating the Arts Environment</li> </ul>
<b>Child/Youth Observation and Assessment</b>	Curriculum Design	<ul style="list-style-type: none"> <li>• Youth needs assessments</li> <li>• Observation methods</li> <li>• Planning based on observations</li> <li>• Evaluation of curriculum</li> </ul>
	Diverse Abilities and Needs	<ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Modifications and accommodation</li> <li>• Implementation of individual plans</li> <li>• Working with specialists</li> </ul>

Core Knowledge Areas	Components of Core Knowledge	Topics
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<b>Interactions with Children and Youth</b>	Providing Individual Guidance	<ul style="list-style-type: none"> <li>• Positive Interactions</li> <li>• Conflict Resolution</li> <li>• Relationship building</li> <li>• Self-image</li> <li>• Peer influence</li> </ul>
	Enhancing Group Experiences	<ul style="list-style-type: none"> <li>• Community building</li> <li>• Inclusionary practices</li> <li>• Methods for effectively involving all children and youth</li> <li>• Negotiation skills</li> </ul>
<b>Youth Engagement</b>		<ul style="list-style-type: none"> <li>• Cultural and environmental influences</li> <li>• Media influence</li> <li>• Youth voice</li> <li>• Risk and protective factors</li> <li>• Service learning</li> <li>• Youth leadership development</li> <li>• Youth/Adult partnerships</li> </ul>
<b>Cultural Competency and Responsiveness</b>	Relationships with Diverse Children and Youth	<ul style="list-style-type: none"> <li>• Developmental differences</li> <li>• Inclusionary practices</li> <li>• Cultural awareness</li> <li>• Teaching tolerance</li> <li>• Diversity awareness</li> </ul>
<b>Family, School and Community Relationships</b>	Relationships with Families	<ul style="list-style-type: none"> <li>• Family involvement</li> <li>• Methods of communication</li> <li>• Adult development</li> <li>• Parenting styles</li> <li>• Family networking</li> <li>• Child abuse and neglect</li> </ul>
	Partnerships with Community	<ul style="list-style-type: none"> <li>• Volunteer engagement</li> <li>• Community needs assessment</li> <li>• Key organizations and community resources</li> <li>• Relationship building</li> <li>• Resource sharing</li> </ul>
	Partnerships with Schools	<ul style="list-style-type: none"> <li>• Relationship building with superintendents and principals</li> <li>• Connecting with school day teachers</li> <li>• Shared resources</li> <li>• Emergency preparedness</li> </ul>

Continued on next page.

Core Knowledge Areas	Components of Core Knowledge	Topics
<b>Safety and Wellness</b>	Knowledge of Regulations	<ul style="list-style-type: none"> <li>• Quality assessments and evaluations</li> <li>• Licensing regulations</li> <li>• Accreditation</li> <li>• QRIS</li> </ul>
	Environmental Safety	<ul style="list-style-type: none"> <li>• Emergency preparedness</li> <li>• Safety procedures in school settings</li> <li>• Outdoor safety</li> <li>• Seasonal safety</li> </ul>
	Health and Wellness	<ul style="list-style-type: none"> <li>• Awareness of illnesses</li> <li>• Nutrition</li> <li>• Fitness</li> <li>• Mental health</li> <li>• Resiliency</li> <li>• Healthy living</li> </ul>
	Health and Safety	<ul style="list-style-type: none"> <li>• Diverse health needs</li> <li>• Abuse and neglect</li> <li>• Recognizing stress and trauma</li> <li>• Creating safety policies and safety committees</li> </ul>
<b>Program Planning and Development</b>	Program Planning and Evaluation	<ul style="list-style-type: none"> <li>• Record keeping</li> <li>• Program policies and evaluation systems</li> <li>• Risk management</li> <li>• Program impact</li> <li>• Board development</li> </ul>
	Personnel Management	<ul style="list-style-type: none"> <li>• Personnel policies</li> <li>• Professional development plans</li> <li>• Quality of staff</li> <li>• Staff evaluations</li> <li>• Team approaches</li> <li>• Ethical behavior</li> </ul>
	Financial Management	<ul style="list-style-type: none"> <li>• Financial planning and management</li> <li>• Strategic financing</li> <li>• Fundraising</li> <li>• Grant writing</li> <li>• Volunteer impact</li> </ul>
<b>Professional Development and Leadership</b>	Displaying Professionalism in Practice	<ul style="list-style-type: none"> <li>• Ethical behavior</li> <li>• Time management</li> <li>• Organizational skills</li> <li>• Professionalism in oral and written communication</li> <li>• Collaborates</li> <li>• Embraces best practices</li> </ul>
	Ongoing Professional Growth	<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Professional development mapping</li> <li>• Creating a professional portfolio</li> <li>• Developing a professional philosophy</li> <li>• Obtaining a credential</li> </ul>
	Leadership and Advocacy	<ul style="list-style-type: none"> <li>• Family and child advocacy</li> <li>• Leadership development</li> <li>• Public policy</li> <li>• Messaging and delivery systems</li> <li>• Government systems</li> </ul>

## NH Afterschool Credential Approved Coursework Guidelines

The NHASPDs requires specific education and specialized coursework completed at regionally accredited colleges. All approved coursework must focus on content specific to school age children (preschool –grade 12). Course content must address one or more of the Core Knowledge Areas (CKAs). The Credentialing Specialist maintains a list of approved coursework for reference and carefully examines all college transcripts. Additional documentation may be required to determine if the Credentialing Specialist will approve. This document demonstrates:

- Afterschool Core Knowledge Areas (CKAs)
- College courses with content in CKAs

Afterschool Core Knowledge Areas	College Courses with Content in:
1. Child and Youth Growth and Development	Development, Youth, Adolescent, Life Span, Growth, Literacy, Exceptionality, Learning Disabilities, Behavior
2. Learning Environment and Curriculum	Curriculum Development, Learning Environment, Theories of Learning, Adventure or Physical Education, Recreation, Literacy, Math, Science, Kinesiology, Sport and Exercise, Technology, Experiential Learning
3. Child/Youth Observation and Assessment	Observation Techniques, Assessment Tools, Child or Youth Development
4. Interactions with Children and Youth	Relationship Building, Communication, Child Development, Coping mechanisms, Peer interaction
5. Youth Engagement	Development of Child Leadership and Voice, Child-directed Learning, Project-based Learning, Learning Environments
6. Cultural Competency and Responsiveness	Diversity, Inclusion, Special Education, Classroom Integration, Human Relations, Exceptionalities
7. Family, School, and Community Relationships	Organizations, Nature of Education, Diversity, Learning Communities, Families, Schools, Community, Society, Service Learning, Parenting, Life Span Development
8. Safety and Wellness	Prevention, Health, Wellness, Safety, Administration, Emergency Planning, Nutrition
9. Program Planning and Development	Learning resources, Relationships, Community, Professionalism, Development
10. Professional Development and Leadership	Leadership, Group Management, Administration, Organizing, Supervising, Advocacy, Policy, Systems, Fundraising, Budgeting, Mentoring

## How Approved Coursework is Determined

To assist you with determining if the coursework may be approved, applicable course titles and/or descriptions usually include one or more of the following words/phrases:

- Youth
- School age
- Adolescent
- Juvenile
- Families
- Schools
- Community
- Group
- Education
- Organizations
- Sport
- Adventure
- Recreation
- Physical Education
- Student
- Culture
- Kinesiology

Degrees in an approved concentration are:

- Childhood Studies
- Youth development
- Recreation
- Family Sciences or Family Studies
- Education (Preschool through grade 12)
- Educational Leadership/Administration

Please note that the Credentialing Specialist and the Credential Committee will make final decisions regarding approved coursework. The Credential Committee may request that you submit additional documentation, such as a course syllabus.

## New Hampshire colleges offering afterschool coursework:

### Community College System of New Hampshire

<http://www.ccsnh.edu/>

### Colby-Sawyer College

<http://www.colby-sawyer.edu/>

### Granite State College

<http://www.granite.edu/academics/degrees/>

### Keene State College

<http://www.keene.edu/>

### Mount Washington College

<http://www.mountwashington.edu/>

### Plymouth State University

<http://www.plymouth.edu/>

### Rivier College

<http://www.rivier.edu/>

### Southern New Hampshire University

<http://www.snhu.edu/>

### University of New Hampshire

<http://www.unh.edu/education/>

**Afterschool Certificate programs launching at:**

### Manchester Community College

<http://www.mccnh.edu/>

### Plymouth State University

<http://www.plymouth.edu/>

## Introduction to Professional Activity Units

Professional Activity (PA) refers to participation in activities that help individuals grow and develop professionally, while also encouraging them to give back to the field of afterschool programs. These activities may occur on the individual level or as part of a larger afterschool organization. Active involvement in professional activities promotes and supports the afterschool infrastructure in ways such as workforce development and program improvement, ultimately improving outcomes for children, youth, and families. Professional activities increase an afterschool professional's competence, performance, and/or effectiveness in afterschool programs.

Professional Activities are those that:

- Engage one in the broader aspect of afterschool programs;
- Increase the knowledge of others in afterschool programs;
- Increase the knowledge of others outside the field of afterschool programs.

The professional development system allows for professional growth, while giving back to the field in the following ways:

- Become a member of a professional organization; serve on a professional committee;
- Create and/or present a training based on the Core Knowledge Areas; mentor someone in the field;
- Volunteer for your local Child Care Resource and Referral agency; become a licensed provider;
- Help programs achieve a quality standard such as accreditation; and others.

The document following this introduction lists several examples of PA units and provides space to list others. Each PA is assigned a number of units. There is a column for tallying how many times an activity is completed, as well as a column for total units. Applicants may use this form as a worksheet to track PA units. Documentation, including hours spent in each professional activity, is the only way to receive credit for PA units. In the case of any discrepancies, the Credentialing Specialist and the Credential Committee will make final decisions regarding professional activities.

## Professional Activities Matrix

<b>Professional Activities for Afterschool (AS)*</b> <i>*This is not a comprehensive list. If you are participating in other AS professional activities, please submit descriptions of activities with documentation and hours spent. The Credential Committee will consider and, if approved, assign units. It is intended that all approved activities will be related to afterschool.</i>	<b>Units</b>	<b># of times per app.</b>	<b>Units total</b>
<b>Related to Professional Organizations</b>			
Hold current membership in an appropriate local, state or national organization	1	Once	
Volunteer for ACROSS NH or NHAN (units assigned per task)	1		
Attend a professional organization meeting (e.g. NHAN)	1		
Be an active committee member of an appropriate local, state, regional or national professional organization related to afterschool (e.g. NHAN)	2		
Hold a leadership position or board member at local level (e.g. Little League, Girl/Boy Scouts)	3		
Be a board member of a statewide or national professional organization	4		
Other:			
<b>Related to Professional Conferences</b>			
Attend a local or state conference	1	Once	
Attend a national conference	2	Once	
Serve on a professional conference planning committee	2		
Present at a local or state professional conference	3		
Present at a national conference	4		
Chair a professional conference planning committee.	4		
Other:			
<b>Related to training, teaching or mentoring others</b>			
Prepare and present an in-service training or workshop for AS staff, parents or support groups within your own program.	1		
Prepare and present as a guest speaker for a college course (minimum of 1 clock hour)	1		
Design and create a document (e.g. brochure) on a specific content area to be provided for families, college students, etc.	1		
Create a display board or document for an AS program that exhibits and documents the learning which occurs within the program	1		
Assist presenter in researching, setting up, and carrying out training	1		
Hold an appropriate and current teaching certificate from NH DOE in Elementary Ed or Subject matter	2	Once	
Provide training outside of your program (min of 3 hours or training + prep time)	2		
Supervise students placed by a HS (1 semester)	2		
Create conduct and document a service learning activity	2		
Supervise student teachers officially placed by a college or university. (1 semester)	3		
Develop an AS training curriculum	3		
Serve as a Mentor in the Trainer Development Program	4		
Teach a minimum of a 3-credit related course at a regionally accredited college/university	4		
Other:			

<b>Related to program quality improvement or validation</b>			
Administer the CACFP (food program) in your AS program	1	Once	
Complete a Professional Development Plan (see appendix)	1	Once	
Create lending library of program resources/materials for children & families	2		
Create and complete a personal Professional Portfolio	1	Once	
Be a license exempt Family Child Care provider, and <i>apply</i> for a license	2	Once	
Serve on the accreditation committee of your AS program to achieve or maintain national program accreditation.	2		
Gain certification in an area that allows for higher level of quality experiences for children/youth (CDL, WSI, LG, FSC, BWR)	2		
Participate on your program's Joint Loss Committee	2		
Lead your program through a CIPAS evaluation	3		
Direct a program through AS national accreditation process	3		
Be a member of a CIPAS team.	3		
Lead your program's Joint Loss Committee	3		
Become a licensed provider or program	4	Once	
Provide TA for a program to improve program quality	4		
Serve as an Observer, Validator or Verifier for national accreditation program	4		
Lead a CIPAS team (see Glossary for definition of CIPAS)	4		
Create an Emergency Plan for your program.	4		
<b>Related to outreach or advocacy</b>			
Host a professional or community meeting/training at your program (submit agenda)	1		
Attend formal school administration meeting (e.g. PTO/ open house) and share materials and advocate for AS	1		
Attend an advocacy event for AS policy	1		
Actively advocate for AS policy (contact legislators, invite legislators to visit, create informational bulletin board for parents/staff on AS issues)	2		
Actively participate in a relevant task force or advisory group.	3		
Testify at a hearing or organize an advocacy event regarding AS policy issues.	3		
Organize a community event related to AS, such as Lights On or WOYC. (submit flyer, registration list, copy of newspaper article)	4		
Other:			
<b>Related to contributing written content</b>			
Maintain program's website	1		
Maintain programs handbook for staff/youth and/or family	1		
Create program's website	2	Once	
Create handbook for program staff/youth/family	2	Once	
Create notebook/binder with activity plans and step-by-step instructions for carrying out activities	2	Once	
Create sports/game description and rule book for program	2	Once	
Create, conduct, and tally surveys for evaluation of assessment purposes	2		
Contribute or edit written content to a professionally relevant publication that is distributed locally or statewide	2		

Edit a professionally relevant publication that is juried and distributed nationally	<b>3</b>		
Create PowerPoint presentation/video for staff orientation of program	<b>3</b>		
Create PowerPoint presentation/video for children, youth & families orientation	<b>3</b>		
Publish in a professionally relevant publication or journal that is distributed nationally, or publish a professionally relevant book.	<b>4</b>		
Edit, be a “peer reviewer”, or serve on an “editorial board” of a professionally relevant publication or journal that is distributed nationally.	<b>4</b>		
Other:			
<b>Related to grants/funding</b>			
Assist in grant writing proposal for AS program through research	<b>1</b>		
Write a grant proposal to secure funding for an AS program	<b>2</b>		
Participate in program sustainability (serve on a sustainability board, help write a 5-year proposal)	<b>2</b>		
Receive and administer a grant to support an AS program.	<b>3</b>		
Participate as a “blind” reviewer for EC or AS RFP’s, grants, etc.	<b>3</b>		
Other			

## Credential Lattices

Credential lattices signify the roles of professionals in the afterschool field. Each lattice includes several levels or endorsements and is designed to provide a point of entry into the NHASPDS.

On each lattice you will see the title of the credential, and below the title, there will be either levels or endorsements (as on the Master Professional lattice). Professional development criteria are listed in the left column of each lattice:

- Education & Specialized Coursework
- Work Experience
- Ongoing Professional Training
- Professional Activities

To the right of each criterion listed you will find the requirements for each level or endorsement. Education and coursework require official college transcripts for documentation, and both carry no time limit on completion. Work experience requires third-party documentation, such as a letter or email from the appropriate administrator/supervisor, and also carries no time limit. Ongoing training and professional activities require documentation and should be completed within one year prior to your initial credential application date. Your credential will need to be renewed every three years, at which time you will be required to submit documentation of ongoing training and professional activities (i.e. 18 hours of ongoing training and 2 PA units required for an initial application, 54 hours of ongoing training and 6 PA units upon renewal).

Please review the other documents in this packet for reference, and contact the Credentialing Specialist for assistance at 603-271-4684.



**Find your pathway into our credential system  
and move towards your goal as you grow professional**

**NH Afterschool Direct Service Professional**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Enrichment Specialist</b>
<b>Education &amp; Specialized Coursework</b>	NH AS Orientation or appropriate substitute <i>Appropriate substitute for AS Orientation could be program's own group Orientation. Documentation would be an agenda of the Orientation.</i>	High School Diploma or GED <b>AND</b> One of the following: - AS Basics; - 3 college credits; or - coaching certificate and AS Orientation	High School Diploma or GED <b>AND</b> 6 college credits in approved coursework	High School Diploma or GED <b>AND</b> AS Certificate (18 college credits) or 18 college credits in approved coursework	Minimum of an Associate degree in <u>approved</u> concentration <b>OR</b> Minimum of an Associate degree including a minimum of 18 college credits in approved coursework	Minimum of a Baccalaureate degree in <u>approved</u> concentration <b>OR</b> Minimum of a Baccalaureate degree including a minimum of 18 college credits in approved coursework	Minimum of HS Diploma or GED <b>AND</b> AS Orientation
<b>Relevant Work Experience</b> <i>Experience must be work with School-age children and/or youth (K-12<sup>th</sup> grade)</i>	NA	250 hours	600 hours	1,000 hours	1,000 hours	1,500 hours	3 letters of recommendation documenting area of expertise <b>AND</b> 50 hours working with School-age children and/or youth (K-12 <sup>th</sup> grade)
<b>Ongoing Professional Development</b>	12 hours, may include first aid and CPR	Minimum of 18 hours per year which may include a maximum of 6 hours of self-study	Minimum of 18 hours per year which may include a maximum of 6 hours of self-study	Minimum of 18 hours per year which may include a maximum of 6 hours of self-study	Minimum of 18 hours per year which may include a maximum of 6 hours of self-study	Minimum of 18 hours per year which may include a maximum of 6 hours of self-study	6 hours per year in afterschool or in field of specialization
<b>Professional Activities or PA Units</b>	Optional	1 PA unit completed within 12 months of initial application	1 PA unit completed within 12 months of initial application	2 PA units completed within 12 months of initial application	2 PA units completed within 12 months of initial application	2 PA units completed within 12 months of initial application	1 PA unit completed within 12 months of initial application
	Optional	3 PA units cumulative upon 3 year renewal	3 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	6 PA units cumulative upon 3 year renewal	3 PA units cumulative upon 3 year renewal

**For all lattices:**

"College credits" means post-secondary credits in approved coursework awarded from a regionally accredited institution of higher education.
"Ongoing Professional Development" and Professional Activity Units must be relevant to afterschool.
**If you are submitting self- study hours please complete and submit the required self-study documentation sheet (used for the Child Care Licensing Unit), found at: <a href="http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm">http://www.dhhs.nh.gov/oos/cclu/guidesinfo.htm</a>

### NH Afterschool Administrator Credential Lattice

	Level 1	Level 2	Level 3	Level 4
<b>Education &amp; Specialized Coursework</b>	<p>Minimum of an Associate degree including 12 college credits in <u>approved</u> coursework</p> <p style="text-align: center;"><b>OR</b></p> <p>60 college credits including 12 college credits in <u>approved</u> coursework</p> <p>Degrees or coursework at the level must include: 3 college credits in Program Administration or Leadership</p>	<p>Minimum of a Baccalaureate degree in an <u>approved</u> concentration</p> <p style="text-align: center;"><b>OR</b></p> <p>Baccalaureate degree including 12 college credits in <u>approved</u> coursework</p> <p>Degrees or coursework at this level must include: 6 college credits in Program Administration or Leadership</p>	<p>Minimum of a Baccalaureate degree in an <u>approved</u> concentration</p> <p style="text-align: center;"><b>OR</b></p> <p>Baccalaureate degree including 15 college credits in <u>approved</u> coursework</p> <p>Degrees or coursework at this level must include: 9 college credits in Program Administration or Leadership</p>	<p>Minimum of a Master's degree in an <u>approved</u> concentration</p> <p style="text-align: center;"><b>OR</b></p> <p>Master's degree including 15 college credits in <u>approved</u> coursework</p> <p>Degrees or coursework at this level must include: 9 college credits in Program Administration or Leadership</p>
<b>Relevant Work Experience</b> <i>Experience must be work with School-age children and/or youth (K-12<sup>th</sup> grade)</i>	1,000 hours	1,500 hours including 500 hours of supervisory experience	2,000 hours including 1,000 hours of supervisory experience	2,500 hours including 1,500 hours of supervisory experience
<b>Ongoing Professional Development</b>	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study**
<b>Professional Activities (PA)</b>	3 PA units completed within past 12 months of initial application	3 PA units completed within past 12 months of initial application	4 PA units completed within past 12 months of initial application	4 PA units completed within past 12 months of initial application
	9 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal

### **NH Afterschool Master Professional Credential Lattice**

	<b>Individual Mentor</b>	<b>Program Consultant</b>	<b>Workshop Trainer</b>	<b>Faculty</b>	<b>Allied Professional</b>
<b>Education &amp; Specialized Coursework</b> <i>*All credit requirements include 3 credits in Child, Child &amp; Adolescent or Human (Lifespan) Development</i>	A minimum of an Associate degree in an <u>approved</u> concentration <b>OR</b> A minimum of an Associate degree <i>including</i> 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in an <u>approved</u> concentration <b>OR</b> A minimum of a Baccalaureate degree <i>including</i> 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in an <u>approved</u> concentration <b>OR</b> A minimum of a Baccalaureate degree <i>including</i> 24 credits in <u>approved</u> coursework*	A minimum of a Master's degree in an <u>approved</u> concentration <b>OR</b> A minimum of a Masters degree <i>including</i> 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in field of study appropriate to specialization <b>AND</b> If applicable, current license or certification in professional specialization
<b>Work Experience</b> <i>Experience must be with/ in afterschool (out-of-school-time) programming</i>	5 years experience with/in afterschool programming, at least 2 of which are in a classroom supervisory or leadership role.	5 years experience in afterschool programming, at least 2 of which are in a program director supervisory or leadership role.	3 years experience in afterschool programming <b>AND</b> <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period <b>OR</b> Successful completion of an <u>approved</u> trainer development program	5 years experience in afterschool programming <b>AND</b> <i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period <b>OR</b> Successful completion of an <u>approved</u> trainer development program <b>AND</b> An additional 12 hours of training following the trainer development program	3 years experience in field of specialization <b>OR</b> 3 years experience working with or on behalf of children or youth  <b>AND</b> <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period in one's field of specialization <b>OR</b> Successful completion of an <u>approved</u> trainer development program
<b>Ongoing Professional Development (PD)</b> <i>Ongoing PD must be relevant to afterschool</i>	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study***	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study***	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study***	Minimum of 18 hours per year, which may include a <i>maximum</i> of 6 hours of self-study***	Minimum of 6 hours per year in afterschool or field of specialty
<b>Professional Activities (PA)</b>	3 PA units completed within 12 most recent months of initial application	4 PA units completed within 12 most recent months of initial application	3 PA units completed within 12 most recent months of initial application	4 PA units completed within 12 most recent months of initial application	3 PA units completed within 12 most recent months of initial application
	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal	12 PA units cumulative upon 3 year renewal	9 PA units cumulative upon 3 year renewal

## APPENDIX

APPLICATION CHECKLIST.....	FORM A
APPLICATION .....	FORM B
PROFESSIONAL ACTIVITIES DOCUMENTATION FORM.....	FORM C
PROFESSIONAL DEVELOPMENT PLAN.....	FORM D
TRANSCRIPT REQUEST FORM.....	FORM E

## Afterschool Credential Application Checklist

*Before submitting your application, please review the checklist to ensure a complete application.*

### Application:

- Credential application, signed and dated
- Check, made payable to: Treasurer, State of NH (see front of application for amount)
- Current resume

### Professional Preparation:

#### For the Enrichment Specialist:

- Copy of high school diploma or GED
- 3 letters of recommendation
- Documentation of Afterschool Orientation completion

#### For Direct Service Professional Level 1:

- Copy of high school diploma or GED
- Documentation of Afterschool Orientation completion

#### For Direct Service Professional Level 2:

- Copy of high school diploma or GED, only if you do not have college transcripts
- Documentation of Afterschool Basics, a coaching certificate, or college transcripts
- Official college transcripts, if applicable. Official transcripts in an original sealed envelope must be provided to the Child Development Bureau
- Letter\*, on letterhead, from current employer verifying date of hire, position title, average number of hours worked per week, age group of children in program,
- Letter\*, on letterhead, from previous employers verifying date of hire, last date of work, position title, average number of hours worked per week, age group of children in program. *(only if necessary to meet work experience requirement)*
- Letter\*, on letterhead, verifying practicum or internship from supervising teacher *(only if necessary to meet work experience requirement)*

*\*The individual writing letters of work experience verification must include their contact information and signature. Unsigned letters will not be accepted.*

## **On-going Professional Training**

### **For the Enrichment Specialist:**

Documentation of 6 hours of training within the previous 12 months. Submit copies of certificates from trainings or a transcript from the NH Professional Development Registry. **Do not submit more than 6 hours, if possible.**

### **For Direct Service Professional Level 1:**

Documentation of 12 hours of training within the previous 12 months. Submit copies of certificates from trainings or a transcript from the NH Professional Development Registry. May include 6 hours of self-study. **Do not submit more than 12 hours, if possible.**

### **For all other credentials:**

Documentation of 18 hours of training within the previous 12 months. Submit copies of certificates from trainings or a transcript from the NH Professional Development Registry. May include 6 hours of self-study. **Do not submit more than 18 hours.**

## **Professional Activity Units**

- Professional Activity checklist – see pages 14-16
- Documentation of the selected Professional Activity

*For additional assistance, please contact Jessica Locke, Credentialing Specialist, at 603-271-4684 or Susan Gimilaro, ACROSS NH Project Director, at 603-206-6800.*

## NH Afterschool Credential Application

**I. APPLICATION INFORMATION**  
*Please mark the box(es) next to the position(s) for which you are applying. Credential level is dependent on qualifications and will be determined by the Credentialing Specialist.*

<input type="checkbox"/>	NH Afterschool Direct Service
<input type="checkbox"/>	NH Afterschool Administrator
<input type="checkbox"/>	NH Afterschool Master Professional: Workshop Trainer endorsement
<input type="checkbox"/>	NH Afterschool Master Professional: Faculty endorsement
<input type="checkbox"/>	NH Afterschool Master Professional: Individual Mentor endorsement
<input type="checkbox"/>	NH Afterschool Master Professional: Program Consultant endorsement
<input type="checkbox"/>	NH Afterschool Master Professional: Allied Professional endorsement

New Application (\$25.00)   
  New Position (\$25.00)   
  Change of Level (\$10.00)  
 Expired Credential (\$25.00)   
  Application for Renewal (\$10.00) \
  Credential Reprint (\$3.00)  
 \*Each additional **Master Professional Endorsement** is \$5.00 (when applying for more than one), please indicate the # of additional endorsements: \_\_\_\_\_  
*Please make checks payable to: Treasurer State of NH*

**II. PERSONAL INFORMATION**

**Name** \_\_\_\_\_  
*(Please print your name exactly as you want it to appear on your credential)*

Other name/s in which information may be received-maiden, etc. \_\_\_\_\_

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

**City/State/Zip:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Primary Telephone:** (    )    -         **Work Telephone:** (    )    -         \_\_\_\_\_

**Last 4 digits of Soc. Sec. #** \_\_\_\_\_

**FOR OFFICE USE ONLY:**

**Date Application Received:** \_\_\_\_\_ **Date Payment Received:** \_\_\_\_\_ **Check #** \_\_\_\_\_

**Check from:** \_\_\_\_\_ **Check amt:** \_\_\_\_\_ **Amount applied to app:** \_\_\_\_\_

**Credential Awarded:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Expires:** \_\_\_\_\_

*(Application continued on next page)*

**III. EDUCATIONAL HISTORY**

	<b>Institution</b>	<b>City/State</b>	<b>Date of Completion</b>
<b>High School Diploma:</b>			
<b>GED:</b>			
<b>Colleges/Universities</b>	<b>City/State</b>	<b>Date of Attendance</b>	<b>Degree(s) Awarded</b>
<b>Professional Credentials</b>	<b>City/State</b>	<b>Date Issued</b>	<b>Last Date of Renewal</b>

**IV. EMPLOYMENT INFORMATION\***

<b>Name of Program/Employer:</b>	
<b>Address:</b>	
<b>City/State/Zip</b>	
<b>Phone number:</b>	<b>Program License #:</b>
<b>Full time or Part Time hours:</b>	
<b>Starting Date of Your Current Position:</b>	

**V. WORK EXPERIENCE\***

**\*Please attach your *updated* resume, including current position, and please enclose a letter from current and previous employer(s) verifying the following: employment dates, position held, hours per week, and ages of children in your care. You only need to document employment as required per credential work experience requirements.**

**PLEASE NOTE:** *All supporting credential documentation (with the exception of transcripts as they can take longer) must be received within 60 days of your initial credential application submission. Incomplete applications will be archived after 60 days. Should you re-apply for a credential, you will be required to resubmit all documentation, including the fees.*

*(Application continued on next page)*

**VI. EDUCATION AND SPECIALIZED COURSEWORK**

- A copy of your high school diploma or GED may be required for some lattice levels \*.
- College course\* transcripts must arrive in a sealed envelope from the college registrar’s office.  
*\*Please refer to lattices and “approved coursework” for reference*

**VII. ONGOING PROFESSIONAL TRAINING**

*Please attach copies of training certificates that include dates, length of training, and content in the Core Knowledge Areas as listed below. The present or host org./agency must sign certificates*

Core Knowledge Area	Title of Training(s)	Date	Hours or Credits
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

**VIII. PROFESSIONAL ACTIVITY UNITS (PAU’S) – ATTACH DOCUMENTATION**

**All levels, with the exception of Afterschool Direct Service Professional level 1 require documentation of PAU’s. Please refer to the appropriate lattice for the number of PAU’s required. Please contact the Credentialing Specialist with any questions at 603-271-4686.**

*The information presented in this packet is complete and accurate to the best of my knowledge.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Professional Activities Documentation Form

**Please complete this form for professional activities that are not listed in the on the PA Matrix.**  
**Please attach any additional appropriate documentation (copy of certificate, brochure, photograph, etc)**  
*The credentialing specialist will review your request and, if approved, assign units.*

<b>Title of Activity:</b>	
<b>Location:</b>	
<b>Date:</b>	<b>Time:</b>

**1. Please mark the Core Knowledge Area(s) that this activity addressed**

	Developing as a Professional
	Building Family and Community Relations
	Teaching and Learning
	Promoting Child Growth and Development
	Observing, Documenting, and Assessing

**2. Provide a brief explanation of the activity in which you participated:**

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**3. List 2 ways that this activity provided opportunity for your own professional growth in the afterschool field:**

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**4. List up to 3 ways in which your involvement in this activity either gave back to the greater early childhood community and/or improved the quality of care you provide for children and families.** (Please note that activities that serve only marketing purposes for programs or organizations are not considered professional activities for the purpose of awarding PAU's):

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**Signature of verification\*:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of applicant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*\*A supervisor, employer, or other leader in the field can complete signatures of verification*

## **Professional Development Plan**

(Part I)

A critical component of professional development is self-awareness and reflection, followed by action planning. Professional development plans begin with reflection and the move forward with goal setting, so that you can further your growth in the field.

Please use the following reflective questions as a tool to stimulate your thinking. These ideas and thoughts can be used as a foundation for creating your professional development plan. One of the important steps in achieving professional growth through your plan is by staying committed. Frequently review this plan with your employer, director, or supervisor (at least every 4-6 months). Be sure to create an intentional follow up plan.

What are your professional goals?

What do you want to learn more about in the field of early care and education or afterschool?

Are there any aspects of your work that challenge you? What would you like to be able to do better?

What are your current strengths?

*(Part II continued on the next page)*

# Professional Development Plan

(Part II)

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

Title/Position: \_\_\_\_\_

Date of hire: \_\_\_\_\_

Hours per week: \_\_\_\_\_

Age group: \_\_\_\_\_

**Education Completed:**

- GED
- High School Diploma
- Associate Degree (Major: \_\_\_\_\_)
- Baccalaureate Degree (Major: \_\_\_\_\_)
- Master's Degree (Concentration: \_\_\_\_\_)
- Doctorate (Dissertation: \_\_\_\_\_)

## ACTION PLAN FOR PROFESSIONAL GROWTH AND DEVELOPMENT

<u>Goal</u> <i>What do you want to learn more about, do better, and/or achieve?</i> <small>(Core Knowledge Area)</small>	<u>Activity</u> <i>What activity will you engage in to achieve your goal (for example: enroll in a class, complete a workshop, review literature, plan a specific event or activity, etc)?</i>	<u>Resources Needed</u>	<u>Progress Assessment</u>	<u>Date completed</u>	<u>Evidence of Accomplishment</u>

Reviewed By: \_\_\_\_\_

Reviewed By: \_\_\_\_\_

Initial review      Date: \_\_\_\_\_

Semi-annual review      Date: \_\_\_\_\_

Quarterly review      Date: \_\_\_\_\_

Yearly- review      Date: \_\_\_\_\_

**FORM E**

**Transcript Request Form**

**To:**

\_\_\_\_\_  
\_\_\_\_\_

**Date:**

\_\_\_\_\_

This is a formal request that a signed and sealed official transcript be forwarded to the address below. Please enclose a transcript key to assist in the evaluation of credits.

**Current Name:**

\_\_\_\_\_

**Other name(s) under which transcript might be found:**

\_\_\_\_\_

**Current Address:**

\_\_\_\_\_  
\_\_\_\_\_

**Social Security Number:**

\_\_\_\_\_

**Dates attended/Tests taken:**

\_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please mail transcripts and a copy of this form to:

**DHHS/DCYF/Child Development Bureau  
ATTN: Credentialing Specialist  
129 Pleasant Street  
Concord, NH 03301**