

New Hampshire

Afterschool Professional Development System



2010

**Child Development Bureau
Division for Children, Youth and Families
New Hampshire Department of Health and Human Services
www.dhhs.nh.gov/DHHS/CDB**

Introduction to Credential System

The first edition of the New Hampshire Early Childhood Professional Development System Guide to Early Childhood Careers was published in December 1999, and since that time, close to 2,000 individuals have been recognized for their professional development through the credentialing system. New Hampshire has a diverse and growing community of professionals who work with or on behalf of children, youth, and families. Just as this community has grown, the New Hampshire credentialing system has grown and has been revised to support the ongoing professional development of Early Childhood and Afterschool teachers, administrators, workshop trainers, college faculty, mentors, program consultants, and allied professionals.

The National Association for the Education of Young Children (NAEYC) introduces professional development as follows:

*NAEYC defines professional development as initial preparation (preservice) and learning experiences (inservice) designed to improve the knowledge, skills/behaviors, and attitudes/values of the early childhood workforce. To meet NAEYC's mission of 'assuring the provision of high-quality early childhood programs for young children,' it is necessary to have a highly competent workforce for the early childhood field. Professional development provides the path to achieving this goal.**

**What is Professional Development in Early Childhood Education?*

<http://www.naeyc.org/files/naeyc/What%20Is%20Professional%20Development%20in%20Early%20Childhood%20Education.pdf>

The National Child Care Information and Technical Assistance Center addresses the importance of professional development standards for Afterschool:

Identifying or developing standards for core knowledge, core competencies, and content areas provides many benefits to a professional development system-building effort. The standards create a common language and shared expectations for those in the afterschool field. For example, clearly defined competencies help program leaders design job expectations, establish salary scales, and help develop professional development plans. They also enable a baseline of current levels of knowledge and skills to be evaluated; evaluation results can improve training delivery by identifying and targeting training needs.

**"Building Professional Development Systems for the Afterschool Field"

http://nccic.acf.hhs.gov/afterschool/pd_systems.html

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

- Core Knowledge Areas-the bodies of knowledge which define the Early Childhood and Afterschool fields
- Education and specialized coursework
- Work experience
- Ongoing professional training
- Professional activities

The 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 professional Credential. Credential lattices include criteria for individual endorsements and levels, providing entry into the NH Professional Development System for all who choose to be recognized for their commitment to Early Childhood and/or Afterschool care and education. The lattices also serve to challenge professionals to continue to grow.

Revisions to our credentialing system allow not only for more individuals to enter, but also for more alignment with the New Hampshire Child Care Licensing Rules. These rules were revised in 2008, with increased requirements for on-going training implemented as of July 1, 2009. Our credential lattices (progression of levels of professional roles) reflect the increases in professional development requirements, while recognizing individual accomplishments that go above and beyond that which is required for licensing. We also want to invite professionals who work with or on behalf of children and families in capacities other than direct service, teaching, or administration, to be part of our system. Therefore, the lattices have grown to include more endorsements. All lattice endorsements, and the education and training requirements for all endorsements, are vital to the continued growth and improvement of our quality Early Childhood and Afterschool professional development system.

We recognize that compensation is also critical to the success of quality improvement through professional development of our Early Childhood and Afterschool workforce. Advocacy continues to be our best avenue to professional wages. This needs to be a priority in our communities, across the state, and at the national level. Our revised system empowers our workforce to be actively engaged in advocacy efforts through professional activities that grow our professional development.

Your Credential will serve as a visible achievement, and your professionalism as a model for others to emulate. Please display your Credential(s) proudly, share this packet widely, and seize every opportunity to engage others in the conversation about quality and the outcomes for children, youth, and families in New Hampshire.

Extensive time and effort went into the revision of the New Hampshire professional development system. Thank you to the entire Afterschool Task Force, and the Early Childhood Credential Revision Task Force, listed individually below. Thanks also to the Afterschool and Early Childhood communities for your feedback and support during this process. You are growing professionally, as well as helping to grow your fields. Your commitment to quality on behalf of children, youth and families is greatly appreciated!

Afterschool Credential Task Force:

Kristin Booth	Cynthia Billings
Christina Durkee	Carol Michael
Gale Hall	Amy Upton
Paula Gregory	Suzanne Birdsall
Terri Peck	Katrina Kretschmar

Early Childhood Credential Revision Task Force:

Kristin Booth	Jackie Cowell
Cynthia Billings	Jessica Sugrue
Christina Durkee	Joan Izen
Carol Montambeault	John Nimmo
Denise Corvino	Linda Graham
Tracy Pond	Lisa Strout
Ellen Wheatley	Tessa McDonnell
Gale Hall	Reeva Murphy

Glossary

Action Research: a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues.

Accreditation: a standard of quality applied to early childhood programs which have successfully completed requirements set forth by the COA, (Council On Accreditation), NAFCC, (National Association for Family Child Care), or as defined by the NAEYC (National Association for the Education of Young Children).

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 schoolage children, staff who work in these programs, and program activities outside of school time.

Allied Professional: one who has completed training in a specialized field, and wishes to contribute knowledge to the Early Childhood or Afterschool field.

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

Approved Coursework: credit-bearing courses consisting of Early Childhood or 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.

Biological Factors: genetic makeup and health factors that influence child and youth development.

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 young child grows and develops physically, cognitively, and socially/emotionally, from the prenatal stage through age eight.

Child Care Resource and Referral (CCR&R): a program, which provides education, information, and child care referrals for child care providers, families, and communities. CCR&R programs are members of a volunteer network, the NH Child Care Resource and Referral Network, which posts information and statewide training opportunities on the network website: www.nhccrr.org

CKA's-Core Knowledge Areas: the body of knowledge that defines the Early Childhood and Afterschool professions.

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 Early Childhood, 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.

DAP-Developmentally Appropriate Practices: the foundation for effective teaching, based on child and youth physical, cognitive, and social/emotional needs.

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.

EC-Early Childhood: used to describe the period of childhood from birth through age eight.

Environmental Factors: life conditions that influence child and youth development.

Executive Function: refers to attention and working memory, and allows for problem solving.

FCC-Family Child Care: 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.

Lattice: the system for professional development in Early Childhood and Afterschool education.

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.

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

NH Afterschool Orientation: a three-hour overview of the philosophy of AS programs, CKA's, licensing rules, credentialing, and industry standards.

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

PA-Professional Activity: an activity in which one engages to give back to the Early Childhood or 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 Early Childhood or Afterschool program, for the purpose of quality improvement.

Professional Development: indicator of growth for all Early Childhood and Afterschool professionals, which includes PA's and Ongoing Professional Training.

Professionally Relevant: related to the fields of Early Childhood and/or Afterschool through work with children and families.

Professional Portfolio: a collection of work that demonstrates one's professional growth and development.

The Preschool Technical Assistance Network (PTAN) Child Care Inclusion Program is grant-funded by the Child Development Bureau to provide NH child care programs with consultation and training that promotes their successful inclusion and retention of children with challenging behaviors and other special needs. For more information go to: www.ptan.seresc.net or call the toll free PTAN Help Line: 1-888-584-8200.

QRIS-Quality Rating Improvement System: 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 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

Related Degree: Terminal degrees for *Early Childhood* include degrees in Early Childhood Education, and related degrees include Child Development, Child and Family Studies, Special Education, and Education with a required number of credits in approved coursework. Terminal degrees for *Afterschool* include degrees in Youth Development, Recreation, Family Sciences, Education, and Educational Leadership.

Related Field: specialized area of study, which has influence on or is influenced by children, youth, and/or families.

Request for Proposal (RFP): a document, which serves as the beginning of a selection process, typically submitted for the purpose of bidding for a service contract.

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

Social Factors: societal influences that impact child and youth development.

SPED-Special Education: 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: specialized consultation provided to early childhood or 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.

Introduction to Core Knowledge Areas (CKA's)

The Core Knowledge Areas constitute the body of knowledge that defines our professional field. Our work with or on behalf of children, youth, and families must be purposeful. It must have a strong foundation; a shared understanding that quality care and education is our common goal. The Afterschool Task Force has conducted extensive research in order to develop standards that serve as the framework for high quality Afterschool care and education. These standards are the foundation for the Afterschool Core Knowledge Areas.

The document that follows this introduction serves as a guide to the professional development system. We expect that individuals will refer to this guide often, throughout their application process, and will use the guide to direct their own growth and development.

The guide is divided into three sections: Core Knowledge Areas; Components of Core Knowledge; and Topics. Core Knowledge Areas reflect what we must know about in our profession in order to carry out quality work. The Components of Core Knowledge highlight knowledge content in each Core Knowledge Area, and the Topics describe what content is covered in each component.

To meet the requirements of our credential system, all ongoing training, education, and specialized coursework must cover one or more Core Knowledge Areas. Applicants should familiarize themselves with this guide and be able to demonstrate how their supporting documentation meets Core Knowledge Areas.

Energizing the Field of Afterschool Through Professional Development	<i>Core Knowledge Areas</i>	<i>Components of Core Knowledge</i>	Topics
	Professionalism & Leadership	Professional Development	<ul style="list-style-type: none"> ◆ Professional Competencies ◆ Professional Development Plan ◆ Reflective Practice ◆ Professional Philosophy ◆ Professional Portfolio
		Standards of Quality	<ul style="list-style-type: none"> ◆ Quality Assessments & Evaluations ◆ Quality Improvement Strategic Plans ◆ Licensing ◆ Accreditation
		Program Administration	<ul style="list-style-type: none"> ◆ Financial Planning and Management ◆ Record Keeping ◆ Program and Personnel Policies ◆ Risk Management ◆ Organizational Strategic Plans ◆ Board Development and Board Functions ◆ Staff Supervision and Evaluation
		Program Sustainability	<ul style="list-style-type: none"> ◆ Marketing and Community Outreach ◆ Volunteer Management ◆ Program Impact ◆ Strategic Financing, Fund-Raising and Grant-Writing ◆ Leadership Competence ◆ Effective Collaboration ◆ Understanding Community ◆ Involvement and Quality of Staff
		Advocacy	<ul style="list-style-type: none"> ◆ Messaging and Delivery Systems ◆ Public Policy ◆ Government Systems and Legislation ◆ Family and Child Advocacy
		Professional and Ethical Behavior	<ul style="list-style-type: none"> ◆ Time Management ◆ Image/Behavior Awareness ◆ Organizational Skills ◆ Communication Skills ◆ Team Orientated Approach (incl. co-planning) ◆ Problem Solving and Conflict Resolution Skills ◆ Code of Ethics (e.g. NAA)

<i>Core Knowledge Areas</i>	<i>Components of Core Knowledge</i>	Topics
Family, School & Community Relationships	Communication	<ul style="list-style-type: none"> ◆ Diversity ◆ Conflict Resolution and Negotiation Strategies ◆ Facilitation Skills ◆ Methods of Effective Communication ◆ Guidelines of confidentiality
	Collaboration, Partnerships, and Community Engagement	<ul style="list-style-type: none"> ◆ Community Needs Assessment and Co-planning ◆ Key Organizations and Community Resources ◆ Relationship Building ◆ Volunteer Engagement ◆ Resource Sharing
	Family Engagement & Support	<ul style="list-style-type: none"> ◆ Risk and Protective Factors ◆ Family Involvement ◆ Adult Development and Education ◆ Parenting Styles ◆ Family Networking and Social Capital ◆ Methods for Effectively Supporting all Children, Youth and Families ◆ Child Abuse and Neglect
Programming & Environment	Guidance & Interactions	<ul style="list-style-type: none"> ◆ Positive Behaviors ◆ Conflict Resolution ◆ Participant Engagement and Community Building ◆ Positive Relationships
	Curriculum Design	<ul style="list-style-type: none"> ◆ Content Area Knowledge ◆ Transitions ◆ Lesson and Unit Plans ◆ Curriculum Standards and Frameworks ◆ Methods in Teaching and Learning ◆ Leadership ◆ Youth Needs Assessment ◆ Technology ◆ Global Education ◆ Learner Centered Environment
	Physical Environments	<ul style="list-style-type: none"> ◆ Indoor ◆ Outdoor ◆ Safety ◆ Emergency Preparedness ◆ Facility and Daily Operations
	Relationships with Diverse Children & Youth	<ul style="list-style-type: none"> ◆ Special Needs and Developmental Differences ◆ Cultural and Environmental Influences ◆ Inclusionary Practices
	Health & Wellness	<ul style="list-style-type: none"> ◆ Health, Fitness, and Nutrition ◆ Safety and Healthy Choices ◆ Resiliency ◆ Mental Health

	<i>Core Knowledge Areas</i>	<i>Components of Core Knowledge</i>	Topics
	Child & Youth Development	Domains of Development	<ul style="list-style-type: none"> ◆ Social ◆ Physical ◆ Emotional ◆ Cognitive
Current Environmental Influences		<ul style="list-style-type: none"> ◆ School ◆ Community ◆ Family ◆ Self-Image ◆ Peer Influence ◆ Media Influence 	
Diverse Abilities & Needs		<ul style="list-style-type: none"> ◆ Cultural Diversity ◆ Human Diversity ◆ Modifications and Accommodations 	

NH Afterschool Credential

Approved Coursework Guidelines

Credential requirements for Afterschool (AS) include approved coursework. College courses must be completed at regionally accredited colleges, and course content must address one or more of the Core Knowledge Areas (CKA's). This document demonstrates:

- ◆ AS CKA's
- ◆ college courses with content in CKA's
- ◆ workshops available through PlusTime NH www.plustime.org

AS Core Knowledge Areas	College Courses* with Content in	PlusTime Workshops
Professionalism and Leadership	Leadership, Group Management, Administration, Organizing, Supervising, Advocacy, Policy, Systems, Fundraising	<ul style="list-style-type: none"> ◆ CCAN Training Day (annual event) ◆ Team Building ◆ The Importance of Good Leadership
Family, School, and Community	Organizations, Nature of Education, Diversity, Learning Communities, Families, Schools, Community, Society, Service Learning	<ul style="list-style-type: none"> ◆ Linking School and Afterschool ◆ Collaboration 101
Programming and Environment	Adventure or Physical Education, Recreation, Reading, Math, Science, Kinesiology, Sport and Exercise, Technology, Environment, Curriculum	<ul style="list-style-type: none"> ◆ The Art of Afterschool ◆ The Nature of Afterschool ◆ Setting a Positive Environment ◆ Using Games to Teach
Child and Youth Development	Development, Youth, Adolescent, Life Span, Growth, Literacy, Exceptional(ity), Student, Learning Disabilities, Behavior	<ul style="list-style-type: none"> ◆ Conflict Resolution ◆ Youth Development in Afterschool ◆ Engaging Youth, Modeling Behavior, & Positive Discipline

*Course titles and/or descriptions *usually* include one or more of the following words: youth; school-age; adolescent; juvenile; families; schools; community; group; organizations; sport; adventure; recreation; physical education; student; culture; programs; kinesiology.

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/> *

Hesser College

<http://www.hesser.edu/Pages/MicroPortalHome.aspx#nogo>

Keene State College

<http://www.keene.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/>

Terminal degrees for Afterschool include degrees in Youth Development, Recreation, Family Sciences, Education, and Educational Leadership.

Please refer to the course description and the Core Knowledge Areas, and please note that final decisions regarding approved coursework will be made by the Credentialing Specialist and the Credential Committee.

*Please note that Early Childhood Tuition Assistance is available for select Early Childhood courses at these colleges, for anyone working a minimum of twenty hours per week in a licensed or license exempt child care program, or an employee of the NH Resource and Referral Network.

Introduction to Professional Activities (PA's)

Professional Activities are those that:

- Engage one in the broader aspect of the field.
- Increase the knowledge of others in the field.
- Increase the knowledge of others related to the field.

Our revised Credential system includes professional activities as evidence of professional growth and development. Most credential levels require applicants to actively engage in PA's and to document these activities. As indicated on our lattices, we require a minimum number of "On-going Training" hours, *plus* a specific number of PA units, which together make up **professional development**. The Bureau of Child Care Licensing states in the guide to the Child Care Program Licensing Rules:

Professional development includes: Trainings, workshops or college courses must total at least 2/3 of the total of professional development hours.... meetings and volunteer activities may add up to no more than 1/3 of the total required professional development hours in a 12-month period.

Please note that the Credential system does *require* both training and professional activities, which may exceed licensing requirements.

We are excited about this component of the professional development system because it allows for more professional growth, while giving back to the field. There are many ways to give back: 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 your program achieve a quality standard such as accreditation; and others.

The document following this introduction lists several examples of PA's 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's. In the case of any discrepancies, the Credentialing Specialist and the Credential Committee will make final decisions regarding professional activities.

Professional Activities for Early Childhood (EC) and Afterschool (AS)*	Units	# of times	Units total
<i>*This is not a comprehensive list. If you are participating in other EC or AS professional activities, please submit descriptions of activities with documentation and hours spent. The Credential Committee will consider and, if approved, assign units.</i>			
Related to Professional Organizations			
Hold current membership in an appropriate local, state or national organization, i.e.: NAEYC/NHAEYC; ELNH; EEIN; NAFCC; NHAIMH; ASCD; NAA; ACEI; NAECTE	1	Once	
Volunteer for your local Child Care Resource and Referral agency (units assigned per task)	1		
Attend a professional organization meeting	1		
Be an active committee member of an appropriate local, state, regional or national professional organization	2		
Hold a leadership position at local level	3		
Be a board member of a statewide or national professional organization	4		
Other:			
Related to Professional Conferences			
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:			
Related to training, teaching or mentoring others			
Prepare and present an in-service training or workshop for EC or 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		
Be a peer reviewer in your program.	1		
Hold an appropriate and current teaching certificate from NH DOE. For EC: EC or EC SPED; for AS: Elementary Ed or Subject matter	2		
Provide training outside of your program (min of 3 hours or training + prep time)	2		
Supervise students placed by a HS (1 semester)	2		
Supervise student teachers officially placed by a college or university. (1 semester)	3		
Develop Early Childhood or Afterschool 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 or university	4		
Other:			
Related to program quality improvement or validation			
Participate in the CACFP (food program) as a Family Child Care provider	1	Once	
Complete a Professional Development Plan	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 EC or AS program to achieve or maintain national program accreditation.	2		
Direct a program through EC or AS national accreditation process	3		
Be a member of a CIPAS team.	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		

Other:			
Related to outreach or advocacy			
Host a professional or community meeting/training at your program (submit agenda)	1		
Attend an advocacy event for EC or AS policy	1		
Actively advocate for EC or AS policy (contact legislators, invite legislators to visit)	2		
Actively participate in a relevant task force or advisory group.	3		
Testify at a hearing or organize an advocacy event regarding EC or AS policy issues.	3		
Organize a <i>community</i> event related to EC or AS, such as Lights On or WOYC. (submit flyer, registration list, copy of newspaper article)	4		
Other:			
Related to contributing written content			
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	3		
Publish in a professionally relevant publication or journal that is distributed nationally, or publish a professionally relevant book.	4		
Edit, be a “peer reviewer”, or serve on an “editorial board” of a professionally relevant publication or journal that is distributed nationally.	4		
Other:			
Related to grants/funding			
Write a grant proposal to secure funding for an EC or AS program	2		
Receive and administer a grant to support an EC or AS program.	3		
Participate as a “blind” reviewer for EC or AS RFP’s, grants, etc.	3		
Other:			

Professional Portfolio Guidelines

What is a Professional Portfolio?

The portfolio is a collection of your work in your professional field. Materials in the portfolio highlight your skills and knowledge, demonstrating your qualifications. Documents should include:

- ◆ Your professional resume
- ◆ Copy of high school diploma
- ◆ Copies of workshop/training certificates
- ◆ Letters from current and previous employers, detailing your related work experience
- ◆ Copies of curriculum you created (college course syllabi, workshop outlines and goals)
- ◆ Copies of professional articles you wrote
- ◆ Documentation of related professional activities
- ◆ Sealed envelope(s) with official college transcripts (if not sent directly from college to Credentialing Specialist)
- ◆ Copies of your current credentials
- ◆ A Professional Development Plan

Why have a Portfolio?

A professional portfolio is a clear indicator of your growth and development as a professional in your field. The portfolio is a valuable self-assessment tool, indicating your accomplishments and providing goals to meet that will strengthen your knowledge and skills. You can monitor your own development, as well as demonstrate your professionalism to others. This will help you with the process of writing your Professional Development Plan.

Portfolios also serve as tools to help organize documents. They keep all documentation in one place, neatly organized, and new documentation can be easily added as time goes on. When you apply for your professional Credential, the process will be easier and less time consuming with a portfolio. Simply make copies of portfolio materials for submission with your application. (Please remember that college transcripts must be official, in a sealed envelope received from the college registrar's office.)

Organizing your Portfolio

The binder method works very well for most individuals. An easy way to set up a binder portfolio is to start with a medium or large three-ring binder, and add plastic page inserts. Page inserts help to protect the documents stored inside. Divider pages are also very useful, dividing the portfolio into sections for easy reference. Labeling sections according to the criteria of the Credential applications will serve to make the application process smoother:

- ◆ **Resume**
- ◆ **Work Experience (i.e. letters of employment)**
- ◆ **Education (i.e. official transcripts)**
- ◆ **On-going Training (i.e. copies of workshop certificates)**
- ◆ **Professional Activities (i.e. letters of documentation, copies of meeting agendas, professional memberships)**
- ◆ **Credential(s)**
- ◆ **Professional Development Plan**

Core Knowledge Areas (CKA's)

Training certificates should indicate CKA's, but not all certificates that you receive for training will clearly state the CKA's addressed in the training content. You should familiarize yourself with the CKA's for Early Childhood and/or for Afterschool, and make it your responsibility to know how the training addresses one or more of the CKA's. This holds true for college courses as well. Providing documentation that describes the training or course will be necessary if the content is unclear. Acceptable forms of documentation include copies of conference brochures that describe workshops, college course descriptions in course catalogues (most are available online), and copies of workshop agendas (signed by presenter), to name a few examples.

Professional Development Plan

A critical component of professional development is self-awareness and reflection, followed by action planning. The professional portfolio is the tool that best supports self-awareness and reflection. The Professional Development Plan provides the action planning necessary for further growth. A Professional Development Plan form can be found in the Credential application materials. It is recommended that you include your Professional Development Plan in your portfolio for your own benefit.

Getting Started

You may wish to attend a training on the professional portfolio, or find a mentor who can help you. The Credentialing Specialist is also available to you as a resource:

Susan Foley, M.Ed., TMF 3
Credentialing Specialist
DHHS/DCYF/Child Development Bureau
129 Pleasant Street
Concord, NH 03301
603-271-4684
Susan.Foley@dhhs.state.nh.us

Professional Development Plan

Personal Information:

Name: _____

Title/Position: _____

Date of Hire: _____ Hours per week _____ Ages of children/students _____

Education Completed:

- ___ GED
- ___ High School Diploma
- ___ Associate Degree (Major _____)
- ___ Baccalaureate Degree (Major _____)
- ___ Master's Degree (Major _____)
- ___ Doctorate (Major _____)

Credential(s):

Self-Reflection: My current strengths related to Early Childhood and/or Afterschool are:

Action Plan for Professional Growth and Development:

Core Knowledge Area	Activity	Resources Needed	Progress Assessment	Date Completed	Evidence of Accomplishment

Reviewed by: _____

Date Plan Completed: _____

Introduction to Credential Lattices

Credential lattices define the roles of professionals in the fields of Early Childhood and Afterschool education. Each lattice includes several levels or endorsements, and is designed so that every eligible applicant can enter the New Hampshire Professional Development System and obtain a Credential.

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
- On-going 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. On-going training and professional activities require documentation and should be completed within one year prior to your credential application date. There is no need to send documentation of training completed more than one year prior to the application date, unless the training includes college coursework.

Please review the other documents in this packet for reference, and contact the Credentialing Specialist, Sue Foley, for assistance, at:

603-271-4684

Susan.Foley@dhhs.state.nh.us

NH Afterschool Direct Service

	Level 1	Level 2	Level 3	Level 4
Professional Preparation <i>Education, Work Experience, & Specialized Training</i>	Successful completion of NH Afterschool Orientation Or appropriate substitute	High school diploma or GED AND 10 months work experience AND <i>One of the following:</i> Successful completion of all three modules of Afterschool Basics or appropriate substitute OR 3 post-secondary credits in <u>approved</u> coursework AND NH Afterschool Orientation OR Coach certification AND Current CPR & First Aid Certification	High school diploma or GED AND 10 months work experience AND <i>One of the following:</i> Successful completion of all three modules of Afterschool Basics or appropriate substitute AND 9 post-secondary credits OR Successful completion of NH Afterschool Certificate (12 credits) or other <u>approved</u> certificate or other state credential AND Current CPR & First Aid Certification	<i>One of the following:</i> Baccalaureate degree in <u>approved</u> Concentration AND 10 months work experience OR Current certification as an educator by NH Department of Education with 9 post-secondary credits in <u>approved</u> course work OR Associates degree with 15 post-secondary credits in <u>approved</u> coursework AND 20 months work experience AND Current CPR & First Aid Certification
On-going Professional Training	Minimum of 12 hours/year by 7/1/2010 Minimum of 18 hours/year by 7/1/2012	Minimum of 9 hours/year by 7/1/2010 Minimum of 12 hours/year by 7/1/2012	Minimum of 12 hours per year	Minimum of 12 hours per year
Professional Activity Units (PA's)	Optional	At least 2 PA units with initial application At least 6 PA units upon renewal	At least 2 PA units with initial application At least 6 PA units upon renewal	At least 3 PA units with initial application At least 9 PA units upon renewal

- Work Experience requirements must be met in a position working with children or youth in a community child care program, recreation program or school setting. 1 month = 1 month working minimum average of 12 hours per week (*industry standard for AS positions*)
- AS (Afterschool) Basics refers to 3 modules (15 hours each) of rigorous, sequenced specialized training aligned with AS Core Knowledge Areas .
- NH Afterschool Orientation refers to a 3 hour overview of the philosophy and core knowledge areas of afterschool programs, licensing rules, industry standards, professional development, and credentialing.

NH Afterschool Administrator

	Level 1	Level 2	Level 3	Level 4
Professional Preparation: <i>Education, Work Experience, & Specialized Training</i>	<p><i>One of the following:</i> Baccalaureate degree in <u>approved</u> concentration OR Current certification as an educator by NH Department of Education with 9 post-secondary credits in <u>approved</u> coursework OR Associates degree with 15 post-secondary credits in <u>approved</u> coursework</p> <p style="text-align: center;">AND</p> <p>20 months work experience</p> <p style="text-align: center;">AND</p> <p>3 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework</p> <p style="text-align: center;">AND</p> <p>Current CPR/First Aid Certification</p>	<p><i>One of the following:</i> Baccalaureate degree in <u>approved</u> concentration OR Current certification as an educator by NH Department of Education with 9 post-secondary credits in <u>approved</u> coursework OR Associates degree with 15 post-secondary credits in <u>approved</u> coursework</p> <p style="text-align: center;">AND</p> <p>20 months work experience including 10 months of supervision experience</p> <p style="text-align: center;">AND</p> <p>6 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework</p> <p style="text-align: center;">AND</p> <p>Current CPR/First Aid Certification</p>	<p><i>One of the following:</i> Baccalaureate degree with 15 post-secondary credits in <u>approved</u> coursework* AND 60 months work experience OR Baccalaureate degree in an <u>approved</u> concentration AND 50 months work experience OR Masters degree with 15 post-secondary credits in <u>approved</u> coursework AND 50 months work experience</p> <p style="text-align: center;">AND</p> <p>9 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework</p> <p style="text-align: center;">AND</p> <p>Current CPR/First Aid Certification</p>	<p><i>One of the following:</i> Baccalaureate degree in an <u>approved</u> concentration AND 100 months work experience including 20 months of supervision experience OR Masters degree with 15 post-secondary credits in <u>approved</u> coursework AND 80 months work experience including 20 months supervision experience OR Masters degree in an <u>approved</u> concentration</p> <p style="text-align: center;">AND</p> <p>70 months work experience including 20 months supervision experience</p> <p>AND/OR including 15 post-secondary credits in <u>approved</u> <u>administration/leadership</u> coursework AND Current CPR/First Aid Certification</p>
On-going Professional Training	Minimum of 12 hours per year	Minimum of 12 hours per year	Minimum of 12 hours per year	Minimum of 12 hours per year
Professional Activity Units (PA's)	At least 3 PA units with initial application	At least 3 PA units with initial application	At least 4 PA units with initial application	At least 4 PA units with initial application
	At least 9 PA units upon renewal	At least 9 PA units upon renewal	At least 12 PA units upon renewal	At least 12 PA units upon renewal

1 month = 1 month working minimum average of 12 hours per week (*industry standard for AS positions*)

NH Afterschool Master Professional

	Workshop Trainer	Faculty	Individual Mentor	Program Consultant	Allied Professional
Education & Specialized Training <i>*All credit requirements include a minimum of 3 credits in Child and Adolescent Growth and Development</i> <i>** Youth Development, Recreation, Family Sciences, Education, and Educational Leadership</i>	A minimum of a Baccalaureate degree in an approved concentration** OR a minimum of a Baccalaureate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Masters degree in an approved concentration** OR a minimum of a Masters degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of an Associate degree in an approved concentration** OR a minimum of an Associate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in an approved concentration** OR a minimum of a Baccalaureate degree with a minimum of 24 credits in <u>approved</u> coursework*	A minimum of a Baccalaureate degree in field of study appropriate to specialization AND If applicable, current license or certification in professional specialization
Work Experience	3 years experience in Afterschool Education AND <i>One of the following:</i> Planning and implementation of at least 12 hours of group training of adults over a 1 year period OR Successful completion of the Trainer Development Program	3 years experience in Afterschool Education AND <i>One of the following:</i> Planning and implementation of at least 24 hours of group training of adults over a 2 year period OR Successful completion of the Trainer Development Program AND an additional 12 hrs of training post TDP	5 years experience in Afterschool Education, at least 2 of which are in a classroom supervisory or leadership role.	5 years experience in Afterschool Education, at least 2 of which are in a program director supervisory or leadership role.	5 years experience working with or on behalf of school age children or youth in afterschool settings
On-going Professional Training	18 hours	18 hours	18 hours	18 hours	Meet the professional requirements established in specialized field AND 3 hours of AS Training
Professional Activity Units (PA's)	3 PA units with initial application	4 PA units with initial application	3 PA units with initial application	4 PAU units with initial application	3 PA units with initial application
	9 PA units upon renewal	12 PA units upon renewal	9 PA units upon renewal	12 PAU units upon renewal	9 PA units upon renewal

Professional Development

NH Afterschool Credential Application

I. APPLICATION INFORMATION

Please mark the box(as)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"/>	CREDENTIAL
<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

This is a: New Application (\$25.00) New Position (\$25.00) Expired Credential (\$25.00)
 Application for Renewal (\$10.00) Change of Level (\$10.00)

Each additional Master Professional endorsement is \$5.00, when applying for more than one at a time. 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 _____

III. EDUCATIONAL HISTORY			
	Institution	City/State	Date of Completion
High School diploma			
or GED:	N/A		
Colleges/Universities	City/State	Date of Attendance	Degree(s) Awarded (If Applicable)
Professional Credential(s)	City/State	Date Issued	Last Date of Renewal
IV. EMPLOYMENT INFORMATION*			
Name of Program/Employer:			
Address:			
City:		State:	Zip:
Phone number:		Program License # (if applicable):	
Full Time Hours:		Part Time Hours:	
Starting Date of Your Current Position/s:			

***Please enclose a letter from current and previous Afterschool employer(s) verifying employment dates, position held, hours per week, and, if applicable, ages of children in your care. You only need to document verification of employment as required per credential work experience requirements.**

V. WORK EXPERIENCE*

Please attach your resume, current as of your application date.

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. ON-GOING PROFESSIONAL TRAINING

<i>Please attach copies of training certificates including dates, length of training, and training content in the Core Knowledge Areas as listed below. The presenter or host organization/agency must sign certificates.</i>	Title of Training(s)	Date	Hrs Or Crs
Professionalism and Leadership			
Family, School, and Community Relationships			
Programming and Environment			
Child and Youth Development			

VIII. PROFESSIONAL ACTIVITIES (PA's)-Attach Documentation

All levels, with the exception of Afterschool Direct Service Level 1, require documentation of PA's. Please refer to the appropriate Lattice for the number of PA's (units) required. You may select activities from the list of PA's included with Credential materials.

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

Signature: _____ **Date:** _____

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: _____

Mail transcripts and a copy of this form to:

**Office for Child Development/Credentialing Specialist
Division of Children, Youth and Families
Department of Health and Human Services
129 Pleasant Street
Concord, NH 03301**

Resources for Early Childhood and Afterschool Professionals

Child Development Bureau (CDB)
129 Pleasant St.
Concord, NH 03301
www.dhhs.state.nh.us/DHHS/CDB

Early Education and Intervention Network of NH (EEIN)
26 S. Main St., PMB #290
Concord, NH 03301
www.eeinnh.org

Early Learning New Hampshire (ELNH)
Two Delta Drive
Concord, NH 03301
www.earlylearningnh.org

National Association for the Education of Young Children (NAEYC)
1313 L St., NH Suite 500
Washington, DC 20005
www.naeyc.org

New Hampshire NAEYC affiliate (NHAEYC)
www.nhaeyc.org

New Hampshire Child Care Resource and Referral Network (NHCCRR)
www.nhccrr.org

National Association of Family Child Care (NAFCC)
1743 W. Alexander St.
Salt Lake City, UT 84119
www.nafcc.org

Preschool Technical Assistance Network (PTAN)
29 Commerce Drive
Bedford, NH 03110
<http://ptan.seresc.net>

Zero to Three
National Center for Infants, Toddlers and Families
2000 M St. NW, Suite 200
Washington, DC 20036
www.zerotothree.org

The Council for Exceptional Children (CEC)
1110 North Glebe Road, Suite 300
Arlington, VA 22201
www.cec.sped.org

Afterschool Alliance
1616 H St. NW
Washington, DC 20006
www.afterschoolalliance.org

Association for Supervision and Curriculum Development (ASCD)
1703 North Beauregard St.
Alexandria, VA 22311
www.ascd.org

Council on Accreditation (COA)
120 Wall St., 11th Floor
NY, NY 10005
www.coanet.org
www.coaafterschool.org

National Afterschool Association (NAA)
1825 Connecticut Ave. NW
Washington, DC 20009
www.afterschool.org

National Institution on Out-of-school Time (NIOST)
Wellesley Centers for Women
Wellesley College
106 Central St.
Wellesley, MA 02481
www.niost.org

National Child Care Information and Technical Assistance Center (NCCIC)
10530 Rosehaven St., Suite 400
Fairfax, VA 22030
www.nccic.acf.hhs.gov

PlusTime New Hampshire
202 North State St.
Concord, NH 03301
www.plustime.org