



# Candidate Instruction Guide

COUNCIL  
*for*  
PROFESSIONAL  
RECOGNITION



# Contents

Introduction.....	3
Candidate Preparation.....	4
• Team Formation .....	5
• Information Collection .....	5
• Application for Assessment.....	8
Verification Visit .....	11
Preparing the Professional Portfolio .....	15
Checklists .....	20

# Introduction

Congratulations! You are about to begin the assessment process to receive your Military School-Age (MSA) Credential. During this process, your team members are selected and information is collected about your work with youth and their families. By now, you should have obtained all materials provided in the Military School-Age Document Library ([www.cdacouncil.org/en/educator-pathways/military/msa-document-library](http://www.cdacouncil.org/en/educator-pathways/military/msa-document-library)). You are responsible for distributing the materials to the team members (MSA Advisor and Family/Community Representative), accordingly. These materials provide all the instructions and forms you, your advisor, and your Family/Community Representative will need to collect information about your performance and to prepare for your verification visit with your MSA Representative.

If you have not done so already, please take some time to review the Military School-Age (MSA) Assessment System and Competency Standards Book. The book contains an overview of the Military School-Age Credentialing Program, a description of the assessment system, team member eligibility requirements, information collection responsibilities, and the Competency Standards for youth professionals. Ensure you have met the eligibility requirements before beginning your work on the Military School-Age Credential.

This is your **Candidate Instruction Guide** for the Military School-Age Assessment. The instruction section of this guide is divided into three parts. Read this guide thoroughly and become comfortable with all the materials.

- **Part I** discusses assessment and explains your preparation responsibilities for information collection and coordinating the work of the Family/Community Representative and Advisor.
- **Part II** explains how the verification visit is conducted. It also describes the Local Assessment Team (LAT), including the Military School-Age Representative's role in your assessment.
- **Part III** provides detailed guidance for preparing your professional portfolio. Checklists at the end of the guide summarize the activities you must complete.

Participating in an assessment can be a rewarding experience, and the information collection stage is the heart of the preparation process. Preparing a professional portfolio will give you the opportunity to look at your own work and identify what you do well and what you want to learn more as you identify your learning goals. Through their observations and evaluations, your team members and the families can offer invaluable support and guidance in your professional development.

If you have questions after reading these materials, STOP and contact Council's customer service toll-free hotline at 800-424-4310 or email [msa@cdacouncil.org](mailto:msa@cdacouncil.org).

# Candidate Preparation

**Team Formation  
Information Collection  
Application for Assessment**

# Candidate Preparation

As the candidate for a Military School-Age Credential, you assume responsibility for your own assessment, including coordination of the work of the Local Assessment Team. You will:

- Identify eligible team members, and distribute their assessment materials.
- Prepare for their observations of your work.
- Prepare your professional portfolio.
- Keep your assessment on schedule.
- Serve as contact person with the Council and Service HQ POC.
- Apply for assessment.
- Prepare for the verification visit.

These tasks are explained below.

## Local Assessment Team Formation

### IDENTIFY TEAM MEMBERS AND DISTRIBUTE ASSESSMENT MATERIALS TO YOUR TEAM

Select eligible team members to serve as members of your Local Assessment Team (LAT). Eligibility requirements for the advisor and Family/Community Representative are identified in the MSA Assessment System and Competency Standards Book.

Take some time to discuss your timeline and information collection responsibilities with your advisor and with your Family/Community Representative.

## Information Collection

### PREPARE FOR OBSERVATIONS

You are responsible for scheduling times for your advisor and your Family/Community Representative to observe you while you work with youth and families. Each observation session will take at least 1–1.5 consecutive hours.

You are responsible for distributing to the LAT members the resources needed to complete the assessment.

# Candidate Preparation

## Family/Community Representative Resources:

<b>F/C Representative Instruction Guide.</b>	This guide contains detailed guidance for the Family/Community Representative and a checklist of activities they must complete in order to fulfill their responsibilities.
<b>Assessment Observation Instrument</b>	The official form the Family/Community records observations of the candidate's consistent behavior working with youth and families.
<b>Summary of Youth Family Questionnaires</b>	This is used to record the number of Youth Family Questionnaires distributed and collected.
<b>Assessment Evaluation Form</b>	
<b>Military School-Age Assessment System and Competency Standards Book</b>	

## Advisor Resources:

<b>Advisor Instruction Guide.</b>	This guide contains detailed guidance for the advisor and a checklist of activities the advisor must complete to fulfill their responsibilities.
<b>Advisor Assessment Observation Instrument.</b>	The official form the advisor records observations of the candidate's consistent behavior working with youth and families.
<b>Tally of Youth Family Questionnaires.</b>	This is used to record the number of Youth Family questionnaires distributed and collected
<b>Letter to Youth Families and Youth Family Questionnaires.</b>	The Youth Family Questionnaire asks families/guardians to express their views about the candidate's work.
<b>Assessment Evaluation Form</b>	
<b>Military School-Age Assessment System and Competency Standards Book</b>	

# Candidate Preparation

## Advisor Observations Requirements:

- Your advisor must complete at least two observations for your assessment (additional observations may need to be conducted to ensure all functional areas have been observed).
- Observations must be at least three weeks apart within six months prior to the submission of the Application for Assessment.
- Observations must be consolidated using the MSA Advisor Assessment Observation Instrument.
- At least one of these observations must be of your work in the same facility/location where the Military School-Age Representative will observe.

In addition to conducting observations, your advisor is there to provide support through your MSA process, look at your work in relation to the MSA Competency Standards, review your professional portfolio, and help you prepare for your verification visit. The advisor also makes recommendations on the MSA Advisor Assessment Observation Instrument regarding your growth and development in each functional area. You will need to schedule time with your advisor after each observation to discuss how the observation went and the recommendations for improvement.

## Family/Community Representative Observation Requirements:

- Your Family/Community Representative must complete at least one observation of you working with the youth. Additional observations may be conducted to ensure the 13 Functional Areas are observed.
- At least one observation must be in the same program where the Military School-Age Representative will observe, using the Family/Community Observation Form.
- Observation(s) must be within three months prior to the submission of the Application for Assessment.

Contact your advisor, Family/Community Representative and program director to schedule the observation sessions. **All advisor and Family/Community Representative observations must be completed before you submit the Application for Assessment.**

You should expect the observer to come at the scheduled time. In order to get a good representation of your normal routine, the observer will try to keep out of your way once the observation begins. Each observer has forms to record the observations, but many advisors and Family/Community Representatives make notes on paper and transfer them to the report forms later, and that is acceptable.

You might be a little nervous during the observations. This is typical. You should try to perform as you always do in a typical day to allow the observer a good opportunity to capture the best of your practice. You should also expect the youth to wonder what is happening. Tell the youth beforehand that someone is coming to observe you at work in the program and that they should try to go on with their regular activities.

# Candidate Preparation

## PREPARE YOUR PROFESSIONAL PORTFOLIO

The Professional Portfolio is an organized collection of documents and resources in which you present information about your work in relation to the Six Competency Goals and 13 Functional Areas described in detail in Part III of the **Military School-Age Assessment System and Competency Standards book**. The specific requirements of the Professional Portfolio are detailed in Part II of this guide. Your Professional Portfolio must be completed before you submit the Application for Assessment.

## KEEP YOUR ASSESSMENT ON SCHEDULE

When you schedule your observations, you should have a general idea of how long it will take to complete the information collection. Keep in mind the information your team members gather must be current at the time of the Verification Visit. “Current” means:

- All Professional Portfolio content must be based on the candidate’s work **within 12 months** prior to the date you submit your Application for Assessment and must be based on work with youth in the same program that the Military School-Age Representative will observe. Update any resources that may change in installation policy prior to the Verification Visit.
- Ensure your Youth Family Questionnaires are distributed and collected by your advisor **within three months** prior to the date you submit the Application for Assessment. A minimum of 20 questionnaires must be distributed to families. In programs with less than 20 families, all families must be surveyed. You and your advisor work to collect more than 50% of the total number of questionnaires distributed. Once questionnaires have been collected, you will be able to read the questionnaires. After that, ensure the advisor provides the questionnaires to the Family/Community Representative.
- One of the advisor’s observations in each Functional Area must be with youth in the same group/program the Military School-Age Representative will observe. Observations must be completed **within six months** prior to the date you submit the Application for Assessment.
- Family/Community Representative’s observation must be completed within three months prior to the date you submit the Application for Assessment.
- After your advisor and Family/Community Representative complete their observation requirements, they will need some time to review your Professional Portfolio in order to complete their information collection/evaluation.
- The purpose of these requirements is to ensure all team members share current information about your work. It is necessary for team members to have a common frame of reference for their evaluation and judgment of your performance at work. These requirements for each team member are listed under Information Collection Responsibilities in Part II of the **Military School-Age Assessment System and Competency Standards book** and details are found in each team member’s instruction guide.



# Candidate Preparation

If your original advisor or Family/Community Representative cannot complete their responsibilities for any reason (PCS, ETS, illness), you will have to select a new person to fulfill that role. The new team member will have to meet all eligibility requirements and must complete all information collection responsibilities. They must conduct the required observation(s) and complete a new Observation Instrument. However, completed Youth Family Questionnaires can be passed on to a new Family/Community Representative.

If you decide to delay working toward your assessment (whether for a month or a year) for any reason, inform your Family/Community Representative and advisor. You do not need to inform the Council.

## SERVE AS CONTACT PERSON WITH THE COUNCIL AND SERVICE HQ POC

You are responsible for keeping your supervisor, your Military School-Age coordinator, your Service HQ point of contact, and the Council informed of your progress. This, in turn, will mean a smoother and more expeditious assessment process. You should:

- Submit all required documents, ensuring all information is accurate and complete.
- Contact the Council's customer service toll-free hotline at 800-424-4310 or email [msa@cdacouncil.org](mailto:msa@cdacouncil.org) if you or your team have any questions.
- Call or email the Council and your Service HQ POC if there is a change in your name, address, telephone number or employment status **after you submit your application for assessment.**

## Application for Assessment

### APPLY FOR ASSESSMENT

Once you have confirmed that your advisor and Family/Community Representative have completed their information collection and evaluation, and you are confident that you are ready to complete your assessment, you can prepare the Application for Assessment.

Remember, you must be an active DoD Child and Youth Professional working with youth in out-of-school time programs at the time of the Verification Visit to be awarded the Military School-Age Credential. If your family is due to PCS/ETS or if you are planning on resigning for other reasons, discuss this with your program director before submitting the Application for Assessment.

- Use the candidate checklist to make sure all materials collected by your team members are complete and current. The team members will share this information with your MSA Representative.
- Ask your advisor, Family/Community Representative and program director to complete and sign their portions of the Application for Assessment.
- Verify all telephone numbers and email addresses are accurate so the Military School-Age Representative will be able to reach each of the LAT members to collect and discuss their assessment materials.
- Include your service specific payment authorization documentation. Representatives are not assigned until payment is made.

# Candidate Preparation

Assessment Request Form and payment vouchers must be submitted together. Services will provide specific guidance for submission. Candidates should follow their service specific guidance for submitting applications to the Council.

***\*Please note that the Council may take up to four weeks to assign a Military School-Age Representative to conduct your verification visit.***

# Verification Visit

# Verification Visit

## Verification Visit

- Verification visits will be scheduled by the Council based on location and availability of Military School-Age Representatives and your service specific authorization. A combination of in-person and virtual options may be used. Regardless of the format, you will follow the same process for preparing for the visit. All observations must be in person.
- After your application has been confirmed, be sure to include your candidate number in all your correspondence with your Service HQ Representative and the Council.

### PREPARE FOR THE VERIFICATION VISIT

At your verification visit, your MSA Representative will verify key aspects of your professional competence. The MSA Representative will:

- Review the assessment documentation from your LAT members and your professional portfolio.
- Observe you working with the youth.
- Conduct an interview with you.

You and the MSA Representative will determine the best approach to conducting the visit and coordinate the logistics with your supervisor. The verification visit should take no more than two days to complete, depending on the formats used. Scheduling should take into consideration prime programming hours and your normal work schedule.

Verification visits may be conducted in a variety of ways. While the candidate observation must be conducted in person, virtual adaptations permit flexibility of the process for review of the documentation, Professional Portfolio review, and interview. Use of virtual platforms require additional coordination of all team members to be successful. Your MSA Representative will work closely with you to ensure all requirements are met.

Verification Visit	In-person	Virtual
Review of documentation/ Professional Portfolio	✓	✓
Candidate Observation	✓	
Interview	✓	✓

If your interview will be conducted in person, you are responsible for planning for a private space where it can be conducted without interruption. If space is not available at your program site, consider the local library, or any quiet location where you will not be disturbed. The meeting may not be held in a residence or in a public place (even using a partition). Coordinate with your supervisor or back-up provider for ratio coverage during your interview.

# Verification Visit

## THE MSA REPRESENTATIVE'S ROLE IN THE VERIFICATION VISIT

Military School-Age Representatives are assigned to candidates based on availability and/or geography. They are usually military professional management staff, such as a program director or a Training and Curriculum Specialist working on another military installation. Your installation will pay any TDY costs associated with the Military School-Age Representative's visit.

MSA Representatives have been specially trained to conduct verification visits and have experience working with youth in out-of-school time programs.

The MSA Representative will contact you and your LAT members to collect all assessment information for review. They will review the documentation onsite or virtually.

The MSA Representative will contact your program director to confirm the arrangements. They will be happy to discuss any questions about the verification visit when they call. Please note that virtual options will require additional coordination with the MSA Representative and the Council.

### Documentation Review

Whether in-person or virtually, the MSA Representative will review your professional portfolio as part of your assessment. They will also review the required documents from the LAT members. If conducted virtually, you and your MSA Representative will coordinate how to share the information and what platforms to use.

### The Observation

The MSA Representative will observe and record information about your work in relation to the 13 Functional Areas. You are responsible for running a full, typical program when the MSA Representative observes. You are not expected to stage a "show" or a series of special lessons. The observer should be able to see evidence of your competence related to the Functional Areas in your conversation, activities, routines, use of materials, and handling of spontaneous events.

The MSA Representative is not permitted to get involved in any activities during the observation session. After they arrive and get settled, the MSA Representative will record their observations on the MSA Observation Form, as part of the assessment.

### Candidate Interview

The MSA Representative will use the notes taken during the observation to prepare for the interview. You should expect the interview to last a minimum of two hours. Try to relax—the interview is an opportunity to talk to someone who is interested in your work, as well as explain your practice and clarify any questions that may have risen from the observation.

During the interview, the MSA Representative will ask questions related to the observation and/or professional portfolio and to get more information about your knowledge and skills. The MSA Representative will ask questions related to each functional area, focusing on your work with youth and your knowledge of their developmental needs. The MSA Representative is required to write down each question and the answer you give.

# Verification Visit

The interview questions will relate to your everyday activities and the developmental levels of the youth. For example, the MSA Representative might ask:

- *What positive guidance techniques do you find most useful when guiding inappropriate behaviors?*
- *How do you adapt activities and interactions to support youth diverse needs and abilities?*
- *How does self-concept affect youth?*

When the interview is completed, the information collection stage is finished. Your MSA Representative will take some time to complete their own evaluation of your work and a thorough review of all the information collected in the professional portfolio, resource collection, observations, interview and Youth Family Questionnaires.

## After the Verification Visit

The MSA Representative meets with your advisor and Family/Community Representative to discuss the content of their assessment documentation and to collect their votes regarding your performance. Based on all the information presented by all team members, the MSA Representative then summarizes the information and develops an overview of your performance. The MSA Representative makes a **final team recommendation** to the Council as to whether you receive the Military School-Age Credential or you need further training.

The MSA Representative submits all the required documentation to the Council within 48 hours. The Council reviews the information and makes the final credentialing decision. If credential award is decided, the Military School-Age Credential is sent to the candidate. If the decision is that you “need more training,” the Council invites you to reapply for assessment and informs you of appeal procedures.

Please note that the MSA Representative will not receive information on the Council’s final decision. All communication regarding your assessment should be addressed directly with the Council following the verification visit.

# Preparing the Professional Portfolio

# Preparing the Professional Portfolio

The professional portfolio has two important purposes: (1) It gives the LAT information about you and how you work with youth; and (2) the act of preparing the portfolio helps you evaluate your own work and organize your knowledge and understanding about youth.

You will demonstrate your work with youth and their families when your advisor, Family/Community Representative, and MSA Representative observe you in action performing your duties as a youth educator. The information presented in your professional portfolio can further contribute to the team's understanding of you as a person and as a youth professional.

When we talk about youth, we often say that the process of creating something is just as important as the product. This also applies to the professional portfolio preparation. This task provides you with the opportunity to organize your thoughts about where you are in your work. It requires you to ask what you do, how you do it, when you do it, and why you do it. You will answer these questions in your portfolio by organizing your knowledge and understanding of your work in relation to the six Competency Goals and 13 Functional Areas.

A professional portfolio can be prepared in stages over several weeks or several months. The style and presentation of professional portfolios are as different as the individuals who compile them. There is no ideal model or method for preparing a professional portfolio, however the portfolio must have the capability of being shared in a digital format. They must meet basic content requirements, but they may be prepared in a variety of styles. It should be professional-looking, manageable in size, and legible. It should be easy to add or delete items. Suggested steps for preparing a professional portfolio are provided below.

## Steps for Preparing a Professional Portfolio

Below is a **suggested** sequence of steps to help you develop your professional portfolio. Remember to label each section of the professional portfolio so your team members will be able to verify that you have included all required items. The professional portfolio checklist at the end of Part III of this guide summarizes your tasks.

1. Training/Education Documentation

Provide documentation of your successful completion of Child and Youth Services DoD Foundation Level Training, followed by college transcripts, certificates, etc.

2. Prepare your Resource Collection

The Resource Collection is the collection of materials youth professionals use in their work with youth and families. It provides candidates with an important experience in locating resources and articulating their own view of their work in out of school programs.

One of the most valuable components of your Professional Portfolio is your collection of resources. The Resource Collection is a living resource that should be useful to you as a youth professional throughout your career. The information it contains should serve as reference material on a regular basis. The Resource Collection is meant to grow as you further your career. You will add and update resources as you progress. Your final Resource Collection may represent years of work.



# Preparing the Professional Portfolio

There are specific items to be included in the Resource Collection (listed below). The items should be organized by the six Competency Standards and labeled, so they can be located easily during the team's review.

The items must be current, and the information collected within 12 months prior to the date you submit your Application for Assessment. **Your Resource Collection must be updated to reflect any changes in installation policies before your Verification Visit.**

## RESOURCE COLLECTION ITEMS

### Competency Goal I: To establish and maintain a safe, healthy, learning environment

1. Reporting procedures and policies, to include names and telephone numbers, on reporting suspected child abuse/neglect concerns.
2. Written procedures for handling a youth who receives an injury while participating in program activities (include sample of report form to families).
3. Provide a sample of a day's menu (breakfast, lunch, snack) and what each food contributes to the Recommended Daily Allowance (RDA) of nutrients for youth.

### Competency Goal II: To advance physical and intellectual competence

4. Provide two activities you have planned and implemented with youth to support the development of flexibility, balance, or other physical skills. Please include age group, goal, processes/teaching strategies, and materials.
5. Provide two opportunities that you have planned and implemented with youth to support creativity and cross-over between technology, science and the arts. Please include age group, goal, processes/teaching strategies, and materials.

### Competency Goal III: To support social and emotional development and provide positive guidance

6. List two books used with youth that support the development of positive self-esteem. Include the title, author, publisher, copyright date and a brief synopsis.
7. List two books used with youth that deal with separation, divorce, remarriage, or blended families. Include titles, authors, publishers, copyright dates and a brief synopsis.
8. List two articles related to bullying in youth programs and how each article can enhance your work with youth/families. Cite source and dates.

# Preparing the Professional Portfolio

9. Provide two activities that you have planned and implemented with youth that celebrate diversity and are informed by youth culture and voice. Please include age group, goal, processes/teaching strategies, and materials.
10. Provide two activities that you have planned and implemented with youth that offer the opportunity for youth to be involved in the community. Please include age group, goal, processes/teaching strategies, and materials.
11. Provide a copy of the program's rules developed with input from youth, how they were developed and how these rules help foster self-discipline.
12. Explain the program's process to responding to youth during unsafe or challenging behaviors.

## **Competency Goal IV: To establish positive and productive relationships with families**

13. Provide an example of how information is shared with families about the relationship between learning activities, environment, and youth development.
14. List five activities the program provides that encourage family involvement and feel a part of the program.

## **Competency Goal V: To ensure a well-run, purposeful program responsive to participant needs**

15. List five places in the local area to take youth on field trips. Include the purpose of selecting the location, a point of contact's information, transportation arrangements, how the field trip enhances your activity plan, and a sample parental permission slip.
16. List program partnerships or installation agencies that currently provide support for out-of-school time programs. Include points of contact, telephone numbers and addresses.
17. Provide a current, completed program assessment tool and plans for continuous quality improvement.

## **Competency Goal VI: To maintain a commitment to professionalism**

18. List three outside agencies that advocate for youth or improve the quality of in out-of-school time programs.
19. Provide a list of two, nationally recognized youth development or out-of-school time professional organizations, including website addresses, describing the professional resources and membership opportunities offered.
20. List resources in the community that support youth with disabilities. Include website, contact information and the support offered to youth and families.

# Preparing the Professional Portfolio

Some strategies for locating items are included below:

- Check your installation's Standard Operating Procedures (SOPs). Each installation should have SOPs covering topics, such as child abuse/neglect, reporting procedures and procedures to follow when a youth is injured. **DO NOT** include an SOP as your item. Write a paragraph in your own words on how you would handle the given situation.
- Consult with the Food Service Program Manager, Nutritionist, or the Food Program Guide for information on children's nutritional needs.
- Your MWR marketing branch is a good source of information concerning MWR activities on your installation. For outside agencies, search the internet, the local community college, or extension service.
- Ask your Training and Curriculum Specialist (or the person who acts as your trainer) to help you gather materials related to youth activities. Make use of the Resource Lending Library.
- Contact the Exceptional Family Member Program for information concerning youth with disabilities.

### 3. Reflective Statements of Competence

Prepare six written reflections on your own teaching practices. You must write a statement, in your own words, for each of the six Competency Standards. The statement must include the following:

- Begin each reflective statement of competence with a paragraph describing how your teaching practices meet this competency goal. Be sure to include all Functional Areas related to each goal. (\*Note: You may also choose to write one paragraph for each Functional Area if this makes it easier to express your thoughts more clearly.)
- Reflect on the items in your Resource Collection related to each Competency Goal. Write about how each of these resources support your philosophy and work with youth and their families.

### 4. Write your Professional Philosophy Statement

The Professional Philosophy Statement is the final reflective task in the creation of your professional portfolio. Here you will summarize your professional beliefs and values about youth development after you have completed the professional development experience of designing your portfolio by collecting resources and writing all six Reflective Statements of Competence. The Professional Philosophy Statement should be no more than two pages in length. Identify your personal values and beliefs about supporting positive youth development. Explain how you play a role in youth development and with youth and families.

# Checklists

# Candidate Activity Checklist

Task	Notes	Date completed
Read all the candidate materials carefully. Read the advisor and Family/Community Representative materials.		
LAT Formation	Select an eligible person to serve as your advisor (the Council recommends the person acting as your Training Specialist). Distribute assessment materials.	
	Select eligible team member to serve as your Family/Community Representative. Distribute assessment materials.	
Prepare for Observations	Schedule times with your LAT to conduct observations of your work.	
	Advisor Observations (2) completed within 6 months of the Assessment Request	
	Family/Community Representative Observations (1) completed within 3 months of the application for assessment	
Prepare your Professional Portfolio	Complete all portfolio requirements. Documentation must be current, within 12 months of the application for assessment	
Keep your Assessment on Schedule	Verify all information collection is current	
	Youth Family Questionnaires have been collected by your advisor	
	LAT reviewed your professional portfolio	
	LAT completed their evaluation	
	Review the Youth/Family Questionnaire summary	
Apply for Assessment	LAT signed the Assessment Request Form.	
	Verify phone and email addresses are accurate	
	Include payment authorization documentation	
	Submit the Assessment Request Form	
Prepare for the Verification Visit	Schedule with your MSA Representative and program manager	
	Reserve private location for interview	
	Arrange for ratio coverage or substitute provider (if needed)	

# Professional Portfolio Checklist

Required Portfolio Item	Notes	Completed
Training/Education Documentation		
Reflective Competency Statement I		
CS I Resource Collection Items		
Reflective Competency Statement II		
CS II Resource Collection		
Reflective Competency Statement III		
CS III Resource Collection		
Reflective Competency Statement IV		
CS IV Resource Collection Items		
Reflective Competency Statement V		
CS V Resource Collection Items		
Reflective Competency Statement VI		
CS VI Resource Collection Items		
Professional Philosophy Statement		

**NOTE: Advisors often want to go over the portfolio checklist with candidates. Copy this page for your advisor.**

# Materials Checklist

## THE CANDIDATE'S MATERIALS CONSIST OF:

- Military School-Age Assessment System and Competency Standards Book.** This book contains an overview of the Military School-Age Credentialing Program, a description of the assessment system, team member eligibility requirements, information collection responsibilities, and the Competency Standards for youth professionals.
- Candidate Instruction Guide**
- Assessment Request Form**

## THE FAMILY/COMMUNITY REPRESENTATIVE'S MATERIALS CONSIST OF:

- Family/Community Representative Instruction Guide.** This guide contains directions for observing the candidate. It includes a checklist of activities that the Family/Community Representative must complete in order to fulfill their responsibilities.
- Family/Community Representative Observation Form.** The official form the Family/Community Representative records their observations of the candidate working with youth and families. Space is provided to record observations of candidate behavior related to each of the 13 Functional Areas.
- Assessment Evaluation Form**
- Questionnaire Summary**
- Military School-Age Assessment System and Competency Standards Book**

## THE ADVISOR'S MATERIALS CONSIST OF:

- Advisor Instruction Guide.** This guide contains detailed guidance for the advisor and a checklist of activities the advisor must complete in order to fulfill their responsibilities.
- Advisor Assessment Observation Instrument.** The official form the advisor records observations of the Candidate's consistent behavior working with youth and families.
- Tally of Youth Family Questionnaires.** This is used to record the number of questionnaires distributed and collected.
- Youth Family Questionnaires.** The Family/Youth Questionnaire asks families/guardians to express their views about the candidate's work.
- Assessment Evaluation Form**
- Military School-Age Assessment System and Competency Standards Book.**