**The CDA 2.0 Resource Collection Checklist**

***Center-Based Preschool***

**RESOURCE I:**

\_\_\_\_\_ RC I-1. Include the current certificate of completion of a certified pediatric first-aid training course (that includes treatment for blocked airway and providing rescue breathing for infants and

young children). Certification date must be within three years from the month application is submitted.

\_\_\_\_\_RC I-2. Provide a copy of one weekly menu for preschoolers, preferably choose a menu that you have participated in serving to and/or designing for children.

\_\_\_\_\_RC I-3. Provide a sample of your weekly plan that includes goals for children’s learning and

development, brief descriptions of planned learning experiences, and also accommodations

for children with special needs (whether for children you currently serve or may serve in the

future). Indicate the age group(s) for which the plan is intended.

**RESOURCE II:**

\_\_\_\_\_RC-II. In your own words, describe nine learning experiences that cover each of the following areas listed below. For each activity, include the following:

1. The age group (3’s, 4’ or 5’s)
2. The intended goals of the activity
3. List the materials needed for the activity
4. Describe the process/teaching strategies
5. Specific how it is developmentally appropriate for that age group:

* RC II-1 Science/Sensory
* RC II-2 Language and Literacy
* RC II-3 Creativity
* RC II-4 Fine motor (please choose an indoor activity)
* RC II-5 Gross motor (please choose an outdoor activity)
* RC II-6 Self Concept
* RC II-7 Emotional Skills/ Regulation
* RC II-8 Social Skills
* RC II-9 Math

**RESOURCE III:**

\_\_\_\_\_RC -III. Create a bibliography that includes the titles, authors, publishers, copyright dates and

short summaries of ten developmentally appropriate children’s books *that you have used*

*with young children.* Each book should support a different topic related to children’s lives

and challenges. Subjects you might consider addressing include:

• Cultural or linguistic group identity

• Gender Identity

• Children with Special Needs

• Separation/Divorce/Remarriage/Blended Families

• Phases of the cycle of life from human reproduction to death

• Other topics that reflect the children and families with whom you work.

**RESOURCE IV:**

Create a *Family Resources Guide* that you might choose to share with the families you serve. The Guide should include all of the helpful information you think they might need.

\_\_\_\_\_RC IV-1 The name and contact information (phone number, web site, etc.) of a local agency that provides family counseling.

\_\_\_\_\_RC IV-2 The name and contact information (phone number, web site, etc.) of a translation service for families whose home language is other than English as well as a service that provides American Sign Language translation.

\_\_\_\_\_RC IV-3 The name, contact information and brief descriptions of at least two agencies in the community that provide resources and services for children with disabilities (in most communities, the local school district provides these services).

\_\_\_\_\_RC IV-4 A list of three or more websites, and brief descriptions of each, that provide current information to help families understand how young children develop and learn. Include one current article for each website. Web sites must contain articles that help families understand the development and learning of 3- to 5-year-olds. At least one article must relate to child guidance.

**RESOURCE V:**

\_\_\_\_\_RC V: Provide three samples of record keeping forms you use/have used. Include an accident report form, an emergency form and a completed tool/form that you have used to observe for and document a child’s developmental/learning progress (*Do not include child’s name)*.

**RESOURCE VI:**

\_\_\_\_\_RC VI-1. Provide the name and contact information of your state’s agency that regulates child care

centers and homes. (Note: These regulations are available at the website of the National Resource Center for Health and Safety in Child Care: http://nrckids.org/STATES/states.htm).

Make a copy of the sections that describe:

* Qualification requirements for personnel (teachers, directors and assistants)
* Group size, adult-child ratio requirements

\_\_\_\_\_RC VI-2. List two or three early childhood associations (national, regional, state or local), including

website addresses, and describe the professional resources and membership opportunities they each offer.

\_\_\_\_\_RC VI-3. Provide summaries of the legal requirements in your state regarding:

* Child abuse and neglect (including contact information for the appropriate

agency in your state)

* Mandatory Reporting Guidelines