

CHILDREN'S PROGRAM ADMINISTRATOR CREDENTIAL

The Children 's Program Administrator Credential of New York State is designed to provide for and be recognized as a standard by which to measure program management, fiscal management, and the leadership abilities of early childhood and school-age administrators.

FREQUENTLY ASKED QUESTIONS

Who should seek the credential?

Both new and experienced administrators may choose to obtain the credential. It is recognition of competence that is above and beyond college coursework.

Those individuals who would like to seek an administrative position but have no experience would need to complete an internship to obtain the credential.

Who offers the coursework?

Click on the database on this website to bring up a listing of colleges offering credential coursework.

Can previously earned college courses apply?

It depends on the individual coursework. Candidates who believe they have coursework that would fit the requirements for the candidacy should apply to the New York State Association for the Education of Young Children (NYAEYC) to have their previous coursework assessed.

Who is the Credentialing Agency?

The New York State Association for the Education of Young Children is the credentialing agency for both the Children's Program Administrator Credential and the Infant Toddler Care and Education Credential. This Association is the professional organization for those in the field of early care and education.

What are the prerequisites?

Each candidate must have 78 credits in college coursework. Eighteen credits must be in early childhood, child development or related courses. Eighteen credits must apply to program management and the CPAC competencies.

How do I show my competence?

Each candidate submits a portfolio to NYSAEYC for external review by early childhood experts. The candidate will find the guidelines for the portfolio and competencies for the credential on this web site.

What is the cost?

The application fee for assessment is \$100 and the credential fee is \$200. The Educational Incentive Program (EIP) will cover the costs of these fees for eligible candidates.



**“Setting the Standard for Early Childhood and
School-Age Program Administrators”**

**COMPETENCIES, GUIDELINES
& CANDIDACY**

This project is a partnership of the Career Development Initiative of New York State, the New York State Child Care Coordinating Council, and the New York State Association for the Education of Young Children (NYSAEYC).

Credentialing Agency:
NYSAEYC



230 WASHINGTON AVENUE EXTENSION, ALBANY, NY 12203
(518) 867-3517; (800) 246-AEYC; FAX: (518) 867-3520
EMAIL: nysaeyc@capital.net
www.nysaeyc.org

Dear Prospective Candidate:

Congratulations on seeking information about the New York State Children's Program Administrator Credential! This project has been a partnership of the Career Development Initiative of New York State, The New York State Child Care Coordinating Council, and the New York State Association for the Education of Young Children. It is the mission of these agencies to promote professional development in the field of early childhood education and school-age programs.

In October of 1995 the Career Development Initiative of New York State began discussions on the development of the Children's Program Administrator Credential of New York State.

A Director Credential Planning Group was formed. Forty people representing two and four-year colleges, professional and advocacy organizations and state agencies were actively involved in the process of designing the program and formulating the curriculum.

The American Business Collaboration for Quality Dependent Care provided support for technical assistance in the development of the Director Credential.

The Children's Program Administrator Credential of New York State is designed to provide for and be recognized as a standard by which to measure program management, fiscal management, and leadership abilities of early childhood and school-age program administrators. Additionally, it represents a significant level of individual achievement.

Enclosed are the guidelines to obtain the New York State Children's Program Administrator Credential. The New York State Association for the Education of Young Children is the credentialing agency. Please feel free to contact the NYSAEYC office if you have any questions or concerns.

You have taken a significant step in requesting this information. We support your initiative as you strive to achieve your professional goals. You are improving the quality of life for children and their families in New York State.

Sincerely,

Patricia A. Myers
Executive Director

New York State Association for the Education of Young Children

Children’s Program Administrator Credential

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AN OVERVIEW OF THE PROCESS TO ACHIEVING THE NEW YORK STATE CHILDREN'S PROGRAM ADMINISTRATOR CREDENTIAL

The New York State Association for the Education of Young Children (NYSAEYC) will award the Children's Program Administrator Credential (CPAC).

TERMS & GENERAL INFORMATION:

1. **PROSPECT:** Individual inquiring about credential process.
2. **CANDIDATE:** Individual, who has completed the application form, submitted a resume and the \$100 deposit fee (non-refundable) and has received an assessment of the candidate's status toward credential from NYSAEYC and intends to complete program administrator coursework.
3. **PORTFOLIO:** Documentation of the candidate's competency submitted for review which includes current resume, professional development plan, examples of projects in each competency topic area, and narratives describing those projects (see Portfolio Guidelines in this booklet.)
4. **COLLEGE COURSEWORK:** Coursework completed at an accredited institution of higher learning.
5. **COMPETENCIES:** An outline of the six topics and eighteen competencies that candidates must achieve to be eligible to be reviewed for the credential. This includes objectives and suggested ways to measure outcomes (see Competencies in the back of this booklet).
6. **RELATED COURSEWORK:** College credit-bearing courses in the following fields of study: Early Childhood Education, Child Development, and other relevant Education college courses that cover the areas of knowledge described in the NYS Early Childhood Core Body of Knowledge (see next).
7. **CORE BODY OF KNOWLEDGE:** The essential areas of knowledge needed for working effectively with young children, birth through eight years of age. This is a publication of the New York State Child Care Coordinating Council, and the Career Development Initiative (cdi@earlychildhood.org.)
8. **ADMINISTRATIVE EXPERIENCE OR INTERNSHIP/PRACTICUM REQUIRED:** For those candidates who have no administrative experience in children's program administration, the candidate must complete a practicum to bring the candidate to competency level.
9. **EDUCATIONAL INCENTIVE PROGRAM:** Financial assistance (based on need) may be available for requirements of this credential *and* \$200 of the credential fee. The NYS Child Care Educational Incentive Program has scholarships for child care providers and their direct supervisors. Call 1-800-295-9616 for information. When completing application for EIP funds, be sure to designate credential as "The Children's Program Administrators Credential of New York State" not NYSAEYC.

***The Credentialing process is comprised of three phases:
Inquiry, Candidacy and Preparation/Review.***

PHASE I – INQUIRY

Prospects will receive materials from NYSAEYC that will include the Guidelines, Application and Competencies.

PHASE II – CANDIDACY

After reading these materials and deciding to pursue the credential, the individual sends in the Application Form and \$100 non-refundable deposit* and requests official college transcripts. NYSAEYC reviews the application and responds to the candidate with an assessment of candidate's status toward the credential. Candidacy is declared with a three-year limit to credential review.

*The credentialing fee is \$300. At the application stage a \$100 non-refundable deposit is required which counts toward the total credentialing fee. Fees subject to change without notice.

PHASE III – PREPARATION/REVIEW

Once declared a candidate, the individual takes the necessary coursework to fulfill the competency area requirements, completes a practicum or has administrative experience and produces a CPAC Portfolio, which includes narratives and examples of projects that demonstrate competency. The portfolio, transcripts of the 18 CPAC credits, resume, letters of reference and the balance of the credential fee are submitted to NYSAEYC to be reviewed by the Credential Review Panel. Upon completion of the review, the decision to award, defer or deny the credential is made.

PORTFOLIO GUIDELINES

PURPOSE

The Portfolio presents evidence of your professional development and demonstrates your competency as a Children's Program Administrator. The review process is completely based on this compilation of documents. It is impossible for this review to evaluate every competency area. This we assume has already been measured by your coursework. This portfolio review is intended for you to present a representative sample of your competency in each of the six major topics so that reviewers can validate your meeting of the expectations of a children's program administrator.

Remember, you are submitting a professional document which is to be complete, organized, clearly written and proofread.

DOCUMENTS TO BE INCLUDED

- **CURRENT RESUME**

Resume should be updated from the resume submitted at candidacy to reflect changes in education, experience or employment.

- **THREE LETTERS OF PROFESSIONAL RECOMMENDATION**

- ⇒ One letter from a college professor or instructor attesting to your academic performance
- ⇒ One letter from a supervisor in the field attesting to your administrative abilities as a director of a children's program.
- ⇒ One letter from a colleague (not a subordinate) attesting to your performance in working with staff, families and children.

- **DEMONSTRATION OF COMPETENCY IN EACH OF THE SIX TOPIC AREAS**

(Please refer to competencies in the back of this book)

- ◆ Read the competency statements of each topic (A, B, or C).
- ◆ Determine one objective that illustrates your competency.
- ◆ Select and submit one project or document from your coursework that demonstrates your competency in that area.
- ◆ Accompany this project with a narrative (minimum 200 words) that explains how this project or document addresses an unmet need or area that needed improvement in your program. Explain the process in determining the actions you took to address the need and how this submitted project or document illustrates the implementation of your chosen improvement plan.

DOCUMENTS TO BE INCLUDED CONTINUED

- DEMONSTRATION OF COMPETENCY IN EACH OF THE SIX TOPIC AREAS CONTINUED

PROJECT EXAMPLE

Statement of competency: “Maintain effective personnel policies and process”.

Narrative: Unmet need “personnel policies that were deficient or non-existent;” steps you took to address this need and how you implemented the project.

Submission of Project: New personnel policies and how you arrived at them.

- **Professional Development Plan**

Since you are a model of lifelong learning, identify three areas in which you intend to seek further study in the next three years, and strategies you will use to implement your plan.

REVIEW PROCESS

- Candidate keeps original and sends two copies of portfolio to NYSAEYC.
- Portfolios submitted become the property of NYSAEYC but will be kept confidential (used for reference purposes only).
- Portfolio received at state office and checked for completeness.
- Candidate will receive notification that his or her portfolio is complete.
- Portfolio will be assigned to two external reviewers (criteria for reviewers are individuals who have more experience and education than the candidate and are recognized in the field for their expertise in Early Childhood Education.)
- Portfolio evaluated and recommendation made.
- NYSAEYC Credential Panel appointed by the president will consider the recommendations and make the decision as to award, defer or decline the credential.

General Information

- *The remainder of the credential fee (\$200) is due when portfolio is submitted.*
- *Each candidate will be sent a Portfolio Cover Page when he or she has been accepted as a candidate.*
- *Please contact NYSAEYC with your questions or concerns at (518) 867-3517 or (800) 246-AEYC.*

**Children’s Program Administrator Credential
Assessment Rubric**

I. Guidelines for Preparing Portfolio for Assessment:

- All documents must be typed
- Proofing is essential
- Portfolio should be submitted in 3 ring–binder
- Each Topic area and each requirement should be separated by dividers
 - Application
 - Professional Development Plan
 - 6 Separate Topic Areas
 - Resume
 - References
 - Transcripts

II. Points for Professional Preparation of Portfolio	Points
Organization	1
Grammatically correct	1
Free of typographical errors	1
Subtotal	3

III. Points for Competency Statements and Objectives - one for each Topic (6 in all)

Unmet need clearly stated	1
<ul style="list-style-type: none"> ➤ Identify the problem ➤ Describe why it’s a problem ➤ Offer possible solutions 	
Project addresses unmet need	1
<ul style="list-style-type: none"> ➤ Rationale for the solution chosen ➤ Steps taken in project completion 	
Project	1
<ul style="list-style-type: none"> ➤ Does it meet the objective? ➤ The outcome improves the program in implementation phase 	
Next Steps	1
<ul style="list-style-type: none"> ➤ Implementation ➤ Extension ➤ Follow Through 	
Subtotal	4

<u>Total Points for Portfolio</u>	
<u>Organization</u>	<u>3</u>
<u>Each topic (x 6)</u>	<u>24</u>
Total	27



In cooperation with:
New York State Child Care Coordinating
Council and the New York State
Association for the Education of Young
Children

Competencies

The Children's Program Administrator Credential of New York State

The Children's Program Administrator Credential of New York State is designed to provide for and be recognized as a standard by which to measure program management, and leadership abilities of early childhood and school-age program administrators. Additionally, it represents a level of individual professional achievement.

The term "administrators" is inclusive representing a variety of titles used in early childhood and school age programs to describe the role of director, site supervisor, executive director, or administrators.

There are 18 Competency Areas in the Children's Program Administrator Credential of New York State. The following provides competencies, objectives, and suggested ways to measure outcomes in the 18 areas.

Topic 1: Administering Children's Programs

Competency Area A: Organizational Management: Principles & Practices

Administer an effective organizational structure in children's programs:

- Apply organizational structure and management theory to roles and responsibilities in the administration of children's programs
- Plan for effective time management and delegation
- Use knowledge of laws/regulations for program planning and management; including local, state, and federal agencies and their roles
- Investigate and describe professional guidelines and accreditation criteria for quality programs for children and families in different environments
- Explore diversity of services in the wide range of children's programs including: public/private, proprietary/non-profit, full/part day, and single purpose/comprehensive
- Correlate the purpose of vision and mission statements and strategic plans
- Maintain a healthy and safe facility/program

Topic 1

Competency Area A: Organizational Management Continued

Suggested ways to measure outcomes:

- Develop or revise a program mission statement related to a clearly articulated philosophy and the statement of goals
- Develop a budget designed to reflect the program mission and goals
- Develop a program plan based upon knowledge of available resources, models, community needs, regulations
- Create an organizational chart that identifies reporting or supervising responsibilities and staff
- Create an outline of a strategic plan with objectives and steps toward implementation

Competency Area B: Personnel Management

Maintain effective personnel policies and procedures and effective systems for staff recruitment, development, management, and evaluation:

- Develop personnel policies and procedures according to legal regulation, basic principles, and best practices
- Apply personnel policies, procedures, and legal requirements for: personnel administration, recruiting, hiring, supervision, evaluation, and termination
- Plan staffing patterns for required and preferred ratios in all classrooms
- Analyze the purpose for and importance of written job descriptions
- Use a performance evaluation tool to implement staff development
- Apply progressive discipline procedures in the supervision of staff

Suggested ways to measure outcomes:

- Design a staffing pattern aligned to program goals and resources, including qualifications, job descriptions, salaries, and benefits
- Design or revise personnel policies including hiring, supervision, and termination procedures
- Demonstrate staff recruitment techniques, including advertisement of vacancies, interview questions, interview procedures, and assessment of qualifications
- Create an orientation plan for new staff
- Develop individual staff development plans in coordination with the evaluation process
- Design a plan to supervise marginal employees using progressive discipline procedures

Competency Area C: Human Relations

Implement policies that promote alliances with families and collaboration among programs, families, and community:

- Identify personal leadership style
- Apply knowledge of personal leadership style and assess its impact on administering a program
- Establish and maintain positive relationships and partnerships with families

Topic 1

Competency Area C: Human Relations Continued

- Analyze the impact of enrollment policies and procedures; legal issues, quality issues, effect on relationships with families
- Establish and implement effective organizational communication structures and decision-making process
- Establish mechanisms for cooperation and coordination with community agencies and organizations
- Exercise conflict resolution techniques to facilitate on-going communication and problem-solving

Suggested ways to measure outcomes:

- Assess personal leadership style and identify areas that need improvement
- Develop a plan using personal leadership style to improve areas that need improvement
- Develop a plan that encourages family participation in the program
- Demonstrate the ability to use conflict resolution techniques

Topic 2

FINANCIAL PLANNING AND MANAGEMENT OF CHILDREN'S PROGRAMS

Competency Area A: Formulating a Financial Plan

Understand and apply sound financial planning and management to the operation of children's programs:

- Apply principles of sound financial management and develop a financial plan for the program
- Correlate the relationship between funding and the provision of quality programs for children and families
- Analyze the factors involved in working with public and private funding sources
- Quantify the financial implications of staff compensation and benefits on quality

Suggested ways to measure outcomes:

- Prepare a financial report
- Write a grant proposal to support program goals
- Formulate a plan for employee benefits based upon legal requirements, available options, and staff needs
- Design a checklist of information needed for financial planning and monitoring
- Develop a fee policy for your program
- Develop a sliding fee scale based on matching funding
- Describe an appropriate benefits package for staff
- Identify grant opportunities based on program need
- Prepare a grant proposal aligned to specific funding guidelines and requirements

Topic 2

Competency Area A: Formulating a Financial Plan Continued

- Formulate and implement a fundraising plan based on the appropriateness of the resources and the program needs

Competency Area B: Budgets & Accounting

Develop and manage budgets and present budgetary information to constituents:

- Apply the principles and practices in budget use and management including fund accounting
- Identify and incorporate capital and operating expenses in a budget
- Establish budget policies and revise when needed
 - Compare cost projections for a variety of circumstances, as a basis for budget decisions
- Project and break down operating costs and cash flow
- Establish procedures to work with accountants or appropriate financial advisors

Suggested ways to measure outcomes:

- Develop a start-up and operating budget
- Work as part of a team to prepare an annual budget plan that reflects an understanding of the relationship between a quality program for children and available resources
- Present and respond to questions about budgets and/or monthly financial statements
- Develop a yearly budget showing line items and amounts for projected income and expenses
- Develop a monthly cash flow projection for one year

Competency Area C: Resources and Expenses

Determine the real cost of care and develop a financial resource plan:

- Analyze the true cost of quality care
- Analyze assets, liability reports, and audit reports
- Write grant proposals
- Develop policies and procedures for receiving financial information in a timely manner to facilitate: financial management, reporting to program administration and boards, reporting to appropriate government agencies, and reporting to funding sources
- Identify available financial resources at the local, state, and federal levels
- Analyze expenses for cost-savings without sacrificing quality

Suggested ways to measure outcomes:

- Develop a financial policies and procedures manual
- Facilitate a cost of care study within your community
- Demonstrate collaboration with others to investigate group buying discounts
- Write a grant proposal to support a financial resource plan
- Develop and implement a fund raising plan
- Analyze an audit report in relationship to financial status and projected needs
- Demonstrate how to access financial resources at the local, state, and federal levels

Topic 3

OPERATIONS MANAGEMENT IN CHILDREN'S PROGRAMS

Competency Area A: Management Systems for Quality Programs

Integrate and use management systems to provide quality in children's programs:

- Use management systems in order to implement quality programs
- Compare national models of program accreditation to assess the most appropriate model to pursue accreditation
- Incorporate quality criteria into all aspects of program management

Suggested ways to measure outcomes:

- Complete a self-study or program assessment using an accreditation or evaluation model
- Prepare a portfolio with samples of formal and informal correspondence to families; funding providers; community agencies; accrediting and/or licensing bodies; and providers of equipment, materials, and provisions
- Provide leadership facilitation to a group working on solving problems such as recruiting families; serving children with disabilities; developing individualized plans for professional development; revising staff policies and/or procedures related to recruitment, hiring, supervision, benefits, or termination; or responding to recommendations made by licensing or accrediting teams
- Provide written evidence of compliance with state and local health, fire and building codes
- Prepare a report on contract review to assure that specifications for purchase, installation, and maintenance of indoor and outdoor equipments meets all applicable standards and codes
- Provide documentation of meeting requirements for reporting suspected child neglect or abuse

Competency Area B: Technology and Communication

Use technology options to manage children's programs:

- Identify effective software programs for operations management, including computerized record-keeping systems
- Implement ways in which technology can facilitate communication
- Maintain confidentiality when using technology
- Use technology applications in curriculum

Suggested ways to measure outcomes:

- Select or design a computerized system to maintain accurate records on staff, families, and children
- Develop a computerized system that supports program operations such as: payroll, inventory, purchasing, attendance
- Devise or revise a diverse media system using print, e-mail, video/audio tape, telephone and person-to-person contacts for regular communication with families that is in their home language

Topic 3
Competency Area B: Technology & Communication Continued

- Design and produce regular print communications using available software for format, graphics, and editing

Competency Area C: Health and Safety

Maintain systems for monitoring practices related to health, safety, and nutrition:

- Comply with legal requirements and professional standards in reporting child abuse or neglect
- Develop policies and procedures for reporting child abuse or neglect; working with children and families in cases of abuse or neglect
- Implement the latest professional information on nutrition and demonstrate the ability to plan nutritious meals and snacks for children
- Analyze environments regularly to develop and implement health and safety policies and procedures for children's programs
- Plan for staff professional development related to health, safety and nutrition practices
- Develop policies and procedures for building and grounds management to ensure the health and safety of children and staff

Suggested ways to measure outcomes:

- Provide leadership and supervision to assure that all requirements and professional standards for safety and cleanliness are applied to areas such as play spaces, toileting areas, and food preparation areas
- Establish written procedures for children and adults to assure cleanliness and hygiene for routines such as: diaper changing, toileting, hand washing, and tooth brushing
- Devise or revise emergency health procedures including: how to respond when a child is bleeding, how to handle toileting accidents, vomiting, and other body fluid spills, and how to notify families and emergency personnel
- Observe and suggest possible safety improvements to daily procedures such as: arrival and departure; inclusion, exclusion, or isolation of sick children; meal preparation, service, and clean up; emergency evacuation of the building
- Review children's records, noting allergies, medications, chronic health condition, families' emergency contact telephone numbers, and notification procedures
- Provide evidence of successful completion of CPR and pediatric first aid
- Develop plans for the administration of medication to ill children

Topic 4 EXTERNAL ENVIRONMENT AND CHILDREN'S PROGRAMS

Competency Area A: Legal and Regulatory Requirements

Administer a program in accordance with applicable federal, state, regional, and local laws, regulations, policies, procedures, and requirements of funding sources:

- Apply applicable federal, state, regional, and local laws and regulations in the operation of children's programs
- Apply applicable federal, state, and local building, health, and safety regulations to program planning
- Apply regulations related to program curriculum as activities to program planning
- Establish and comply with staff policies, procedures, and job descriptions which are consistent with applicable laws, regulations, policies, and procedures
- Comply with federal, state, and local laws, regulations, policies, and procedures when providing services to children with special needs

Suggested ways to measure outcomes:

- Demonstrate compliance with state and local health, fire and building codes
- Produce copies of up-to-date certificates, licenses, and approved applications for funds
- Document activities as leader of a planning team comprised of staff, families, and board members to implement recommendations for improvements made by licensing or accrediting bodies
- Show use of technology to access current regulations and accreditation standards
- Develop a file on ADA and EEO information and regulations and describe the method of compliance with these and other applicable laws and regulations

Competency Area B: Marketing

Implement effective publicity and marketing strategies, incorporating an understanding of the relationship between marketing, financial planning, and quality programming:

- Articulate program philosophy and the definition of quality to families and the community
- Develop marketing strategies and marketing materials using a variety of media
- Articulate how program philosophy, goals, and practices related to the community needs for children's services and programs
- Develop linkages to other community agencies to assure that the program is known throughout the community

Suggested ways to measure outcomes:

- Design literature and other informational tools that describe and promote the program
- Prepare a press release about a special event or person connected with the program
- Interview a representative of the media

Topic 4

Competency Area B: Marketing Continued

- Present an information session describing the program to families, the governing board, funding agencies, and the community
- Document media coverage for a special event
- Serve on the board or committee of an agency or organization

Competency Area C: Ethical and Professional Standards

Maintain a commitment to professionalism and to follow ethical standards:

- Identify the ethical standards for the profession
- Govern ourselves and those at the facility with those ethical standards
- Model ethical conduct governing the child care and education field to all center personnel, including volunteers
- Maintain confidentiality
- Identify and collaborate with community family support systems and professional resources
- Advocate on behalf of children, families, and programs by building relationships and communicating with elected officials
- Identify, pursue, and use opportunities for career development and professional growth by using professional organization publications, and education

Suggested ways to measure outcomes:

- Serve on an interagency committee collaborating to improve services for children and families
- Develop or revise the process of program evaluation to improve program quality
- Lead a study group to assess the program and services using a set of established standards as a step toward achieving accreditation
- Develop a personal statement of philosophy of early childhood education and family support
- Identify and gather information from a community, statewide, or national organization representing children and/or families and develop a plan to share the information with staff and families
- Prepare an outline of a workshop for presentation at a conference
- Keep a journal on ethical supervisory issues and strategies used to achieve positive outcomes

Topic 5

DESIGNING PROGRAMS THAT ARE GOOD FOR CHILDREN AND FAMILIES

Competency Area A: Programming for the Whole Child

Maintain and sustain a developmental and culturally appropriate environment and curriculum based on basic principles of child development incorporating child growth and development theories and principles into quality programming for children:

- Apply professional guidelines for best practice in curriculum and activities for children in early care and education programs

Topic 5

Competency Area A: Programming for the Whole Child Continued

- Establish and maintain a bias-free, inclusive curriculum and environment
- Use principles and practices of child development to guide and evaluate all program decisions
- Regularly assess and evaluate program

Suggested ways to measure outcomes:

- Document that staff input has been incorporated into the design, arrangement, and equipping of indoor and outdoor space to support children's growth and learning
- Use a curriculum, with staff input, sensitive to the ages and developmental levels of children
- Plan grouping practices that provide the necessary supports as children grow and attain skills
- Describe the curriculum used and identify ways in which the curriculum encompasses cultural tolerance
- Describe ways the knowledge of principles and practices of child development is used in the evaluation of children's growth and development
- Describe the use of observation and assessment instruments to observe, record, assess children's behavior, and respond to individual needs and strengths
- Describe how assessment results are incorporated into curriculum development for individualized learning opportunities
- Describe ways that staff support bias-free interactions with children and families

Competency Area B: Programming for the Whole Family

Implement professional principles and practices, which support family involvement in all aspects of children's programs:

- Plan family involvement in all aspects of the program
- Incorporate the diverse roles of family members, staff, and administrators in the organization, planning, and management of a quality program
- Use the family culture, strengths, and needs in all components of the program

Suggested ways to measure outcomes:

- Document the program's capacity to: form partnerships with families through regular communication between home and program; clearly understand the roles of families and program staff members; develop methods to obtain information about children and families; and handle confidential and sensitive information
- Describe strategies used that involve and value all families in the program
- Develop a written parent handbook
- Develop parent workshops on topics identified by families
- Develop strategies that address the varied family child care needs and schedules increasing parent and family involvement programs

Competency Area C: Programming for Children with Special Needs

Maintain a system for individualized, on-going child assessment and documentation that is related to planning programs, services, referrals, and transitions to other services and programs:

- Evaluate the children's growth and development using accepted principles and practices
- Develop relationships with community resources available for screening, assessment, and referral of children to services
- Collaborate with programs and schools regarding transition of children into programs such as early intervention and kindergarten
- Participate in a multi-disciplinary team and develop strategies for working together
- Develop, or review and update, when necessary, current policies and procedures for the establishment of a multi-disciplinary team to provide for successful working relationships among team members, families, and staff

Suggested ways to measure outcomes:

- Design and implement, with staff input, instruction practices that meet the diverse needs of children and families and provide the supports and resources necessary of children with disabilities
- Describe ways in which the curriculum can be adapted to meet the individual needs and strengths of the children in the program
- Identify community resources that are appropriate sources for screening, assessing, and serving children
- Develop a portfolio of local agencies that provide services for families of children with special needs
- Describe ways to work with parents of children with special needs

Topic 6

SEMINAR IN CHILDREN'S PROGRAM ADMINISTRATION

Competency Area A: Integration

Integrate content of Topics 1-5:

- Lead an effective program in a responsible manner
- Supervise staff in a way that maximizes the quality of the program
- Interact effectively with various constituencies to operate a quality program
- Identify social and cultural competencies needed to provide equitable and ethical approaches to program oversight and the administration of personnel policies and procedures
- Demonstrate how changing demographics impact program policy, operations, funding, and human interactions as impetus for change

Topic 6

Competency Area A: Integration Continued

Suggested ways to measure outcomes:

- Develop a professional portfolio that documents effective and responsible leadership
- Identify ways to supervise staff that supports individuals professionally and improves program quality
- Describe incidents that have been resolved effectively with various constituencies
- Describe ways in which social and cultural competencies have been used to provide equitable and ethical approaches to program oversight and the administration of personnel policies and procedures
- Explain the program's demographics and how this information is used in planning

Competency Area B: Assessment as an Administrator

Assess self in the role of administrator, identifying areas of strengths and those needing improvement:

- Conduct a review of current personal administrator knowledge and skills as they relate to the management of children's programs
- Identify areas of strength and those needing improvement
- Develop a plan to support strengths and address areas needing improvement
- Devise a professional development plan based on self-assessment

Suggested ways to measure outcomes:

- Write a self-assessment
- Identify current personal administrator knowledge and skills as they relate to the management of children's programs
- Develop a peer evaluation process
- Document work with a direct supervisor and other constituents to obtain a variety of perspectives on your areas of strengths and those needing improvement (i.e., accountant, board members, parents, staff)
- Develop a plan to address those areas identified as needing improvement

Competency Area C: Management Resources

Use available resources to administer a children's program:

- Work collaboratively with others in the seminar
- Network in the field to access up-to-date information, strategies for problem solving, and awareness of available resources
- Identify and incorporate community resources to comply with ADA requirements and effectively serve children with special needs

Topic 6
Competency Area C: Management Resources Continued

Suggested ways to measure outcomes:

- Describe the type of organizations seminar colleagues manage
- Develop a plan to maintain the licensing and/or accreditation status of the program
- Evaluate the program using a nationally recognized program review instrument
- Create or join a peer support network/group for the exchange of ideas, mentoring, and educational opportunities
- Develop a list of community resources that provide services appropriate for children and families
- Demonstrate leadership in a local administrators' support organization to promote higher quality care
- Provide training workshops on program evaluation and link them to improving program quality

QUESTIONS OR CONCERNS SHOULD BE DIRECTED TO:

NYSAEYC
230 Washington Avenue Extension
Albany, NY 12203
Patricia A. Myers, Executive Director
(518) 867-3517
(800) 246-2392
nysaeyc@capital.net
www.nysaeyc.org