



nyaeyc

New York Association for the
Education of Young Children

NEW YORK STATE CHILDREN'S PROGRAM ADMINISTRATOR CREDENTIAL COMPETENCIES

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

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
- 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
- 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 equipment 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
- 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
- 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
- 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 PORGRAM 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

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 polices 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

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