New York Association for the Education of Young Children

New York State
Children's Program Administrator Credential

Application Process, Competencies, Portfolio Instructions

Part 1: Join Aspire

Part 2: Complete Candidacy Application

Part 3: Complete Outstanding Coursework and/or Practicum

Part 4: CPAC Portfolio

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.

Before you begin the application process, here are some important things to note:

- Having an Aspire Professional Profile is just the first step in the process to earning the Credential. You DO NOT indicate that you are applying for the Children's Program Administrator Credential (CPAC) in your Aspire application for a Professional Profile.
- Once you are done with your Aspire Application and your profile is active, you should complete the Application for Candidacy which can be found on the New York Association for the Education of Young Children (NYAEYC) website at: www.nyaeyc.org on the Credential Page
- Once you submit your Application for Candidacy, NYAEYC will help you through the remainder of the CPAC process, including the CPAC Portfolio.

PART 1: Register with Aspire

The Aspire Registry is an online system that supports early childhood professionals and recognizes the important work that you do. With an Aspire profile, you can take advantage of helpful resources to guide your career choices and plan your professional growth.

How to Complete Your Aspire Profile

The application process takes an average of fifteen minutes to complete. You may sign out and log back in to finish your application in more than one session.

1. **Create an Individual Account**
   - **Go to** www.nyworksforchildren.org **and click** Join or Log into Aspire.
   - Select **Create an Account** and enter your contact information.
   - **Check both your Inbox and your Spam folder for an email with your Aspire ID and password**.

2. **Complete the Aspire online application**
   - Use your Aspire ID and password to login to your account.
   - Check the box next to **Aspire Profile**, and then click **Continue**.
   - **On the** Employment tab**, search for your program using the Aspire organization ID or license/permit number.**

3. **Submit your documents**

- ***You will receive an email with a list of the documents you need to send.***
- ***The Aspire Registry accepts*** *photocopies* ***of all education and training documents including*** *photocopies of official transcripts.*
- ***Send these documents within 10 days to:***

The Aspire Registry
16 Court Street, 31st Floor
Brooklyn, NY 11241

That's all it takes!

After your application has been processed, you will receive a welcome letter with your membership card. In your online profile, you will have access to your certificate and Professional Development Record. We encourage you to update your profile regularly!

PART 2: Complete CPAC Candidacy Application

Once you have an active Aspire Professional Profile, complete the CPAC Candidacy Application.
You will need to complete the electronic application in its entirety, upload a copy of your transcripts and your resume and pay application assessment fee.

The eligibility requirements for the CPAC are that the candidate hold an Associate's Degree or 60 Credits toward a Bachelor's Degree from a regionally accredited institution of higher learning.

The application first requires the potential candidate to state the college level courses taken in Early Childhood Education or Child Development. Candidate must refer to the New York State Core Body of Knowledge to ensure alignment with the New York State standards for Early Childhood Educators.

A total of 18 credits in Early Childhood Education or Child Development are needed to receive the CPAC. Eligible candidates will have a three-year period to complete any outstanding coursework in Early Childhood Education or Child Development.

The application secondly requires the potential candidate to state the college level courses taken in the Children's Program Administration. A total of 18 credits are needed covering all 6 topics of the CPAC Competencies. The CPAC Competencies can be found at:
http://www.NYAEYC.org/credentials/default.asp#ChildrensProgramAdministrator
Eligible candidates will have a three-year period to complete any outstanding coursework in the CPAC Competencies covering the 6 topic areas.

Credits cannot overlap between the Early Childhood Education or Child Development section and the Children's Program Administration section.

PART 3: Complete Outstanding Coursework and/or Practicum

Once declared a candidate, the individual takes the necessary coursework to fulfill the competency area requirements and completes a practicum or has administrative experience.

Additional coursework can be taken at any regionally accredited institution of higher learning. There are colleges in New York State that have coursework written specifically for the CPAC. Please visit our website to view the colleges.

Once the requirements are met the candidate must complete the following:

1. update their Aspire Professional Profile with the additional coursework and submit the supporting documentation to NYWFC
2. Submit updated/completed application with completed coursework to NYAEYC
3. Submit copies of update transcripts showing completed coursework to NYAEYC
4. If applicable, submit administrative practicum forms
5. Complete and submit the 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 NYAEYC to be reviewed by the Credential Review Panel. Upon completion of the review, the decision to award, defer or deny the credential is made.

PART 4: Complete CPAC Portfolio

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.

PORTFOLIO STRUCTURE

Please submit 2 copies of your portfolio to NYAEYC in three-ring binders.

One complete portfolio submission has six entries that present knowledge and work relative to the **NYS Children's Program Administrator Credential Competencies** Topic 1: Administering Children's Programs, Topic 2:Finiancial Planning and Management of Children's Programs, Topic 3: Operations Management in Children's Programs, Topic 4: External Environment and Children's Program, Topic 5: Designing Programs that are Good for Children and Families and Topic 6: Seminar in Children's Program Administration. Please use the Portfolio Instructions to help you organize your portfolio entries.

Using labeled dividers, please divide your portfolio into 8 sections.

1. Resume and Professional Recommendation Letters
2. Topic 1: Administering Children's Programs
3. Topic 2:Finiancial Planning and Management of Children's Programs
4. Topic 3: Operations Management in Children's Programs
5. Topic 4: External Environment and Children's Program
6. Topic 5: Designing Programs that are Good for Children and Families
7. Topic 6: Seminar in Children's Program Administration
8. Professional Development Plan

PORTFOLIO INSTRUCTIONS

- 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 <u>EACH</u> 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.

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

1. Candidate sends two copies of portfolio and $200 credential fee to NYAEYC.
2. Portfolio received at state office and checked for completeness.
3. Candidate will receive notification that his or her portfolio is complete.
4. Portfolio will be assigned to two trained 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.)
5. Portfolio evaluated and recommendation made.
6. NYAEYC Credential Panel appointed by the president will consider the recommendations and make the decision as to award, defer or decline the credential.

DETERMINATIONS

Candidates will be notified of the determination within 45-days of being notified their portfolios are complete and being sent for review.

Award – Candidate will be sent award letter and award certificate. Candidate can make arrangement with NYAEYC to have portfolios returned once the credential has been awarded.

Defer – Candidate's portfolios will be returned along with a summary of the reviewer scoring tools. Candidate will have 60-days to make revisions to the portfolios and resubmit to NYAEYC with $150 resubmission review fee. Portfolios will then go through the review process.

Decline – The credential is declined when the portfolio has been deferred for a second time. Candidate will be notified of the decline decision through a denial letter. Candidate can make arrangement with NYAEYC to have portfolios returned once the credential has been declined. Once declined the candidate cannot reapply for the credential for a period of two-years.

CHILDREN'S PROGRAM ADMINISTRATOR CREDENTIAL COMPETENCIES

TOPIC 1: ADMINISTERING CHILDREN'S PORGRAMS

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

Need Help?

For help with Aspire
New York Works For Children
Phone: 718-254-7716
Email: info@nyworksforchildren.org

For help with the Children's Program Administrator Credential Application or Portfolio Process
New York State Association for The Education of Young Children
Phone: 518-867-3517
Email: credentials@nyaeyc.org.org